

Commodification Education At Darussolah Senior High School On Singojuruh, Banyuwangi-East Java Province

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ABSTRACT

Education in Indonesia has two gates for implementing education, namely under the auspices of the Ministry of National Education and Education under the auspices of the Ministry of Religion. In 2003 the existence of a law on regional autonomy opened up opportunities to establish public schools in Islamic boarding schools. This research was designed using qualitative research with emancipatory approaches, with the commodification theory. Data collection is done through observation, in-depth interviews, and documentation studies and literature studies. The analytical method used is qualitative descriptive. The results of the study show that commodification of education in Darussolah High School is very premature because (1) the facilities and infrastructures provided by Islamic boarding schools are very inadequate (2) School facilities and infrastructure Still need additional (3) curriculum still needs improvement and improvement because the school compiling education programs is closely related to the development of Islamic boarding schools with brilliant class programs that have the aim of improving the character of students through deepening religion and technology through general education.

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1. INTRODUCTION

The establishment of this school stems from government innovations related to pesantren in the form of providing skills and turning into compulsory programs for every pesantren equated with SD / MI, SMP / MTS and SMA / MA. This is what makes the phenomenon of pesantren changing the status of the pesantren which individually becomes a collective in the form of a foundation. The change in the status of pesantren is one of the requirements for the implementation of skills education in the curriculum.

Based on Law No. 20 of 2003 concerning the National Education System, the government issued a number of regulations as a follow-up to the Law, namely Government Regulation Number 19 of 2005 concerning Secondary Education Education Standards (Aly, 2001). The government issued a number of regulations to follow up on the Law, among others, Government Regulation Number 55 of 2007 concerning religious education and religious education, especially Article 11 Paragraph 1 which reads:

"Accredited students in basic and secondary religious education have the right to move to equivalent in Elementary School (SD), Madrasah Ibtidaiyah (MI), Middle School (SMP), Madrasah Tsanawiyah (MTs), High School (SMA), Madrasah Aliyah (MA), Vocational Middle School (SMK), Vocational Madrasah Aliyah (MAK) or other forms that are equivalent after fulfilling the requirements."

Based on this regulation in 2003 the Banyuwangi district government issued a permit for the establishment of public schools in Islamic boarding schools with the aim of accommodating public public education programs in boarding schools. The model of pesantren education that developed in Indonesia provides a different style for the development of national education. The existence of pesantren is considered as an alternative to new education in the midst of the failure of other educational institutions in fostering moral and life skills. This shows that the role of pesantren has spread to all fields and has even become part of the national education system in Indonesia. So it is wrong if there is an assumption about

the role of boarding schools that are very small and low in the success of national development programs (Zaini Tamin AR, 2015).

The development of pesantren education cannot be separated from the leadership of the kiai as a broker or agent of change, making the kiai in the Darussholah Islamic Boarding School utilize an Islamic education reform by providing a new curriculum by incorporating general knowledge in it. The provision of this new curriculum was realized in the establishment of a new school, namely the State High School (SMAN) 1 Darussholah Singojuruh, Banyuwangi Regency. The transformation carried out by the kiai with an ideological approach succeeded in advancing the pesantren (Mursidi, 2015). This can be seen from the public interest shown by the increase in the number of santri. The purpose of establishing a school in a government boarding school is to create a young generation that has superior technology with strong religious character.

Collaboration is slowly eradicating the stigma that Islamic boarding schools do not only teach Islamic education. Another factor that plays a role in increasing santri is the charisma possessed by a kiai. This is in accordance with the opinion of Soebahar (2013) that the charisma of a kiai is not only felt in the pesantren internally, but also in almost all corners of the village, so that people come to the kiai to ask for advice and opinions. In the pesantren environment there is not a santripun or even anyone who can oppose the kiai's authority, except for the authority of other kiai who have a greater influence. They are part of the structure of the community's socio-political elite, kiai have a very strong influence and are even one of the important forces in the political arena in Indonesia (Farid, 200). But in its implementation there are obstacles that must be resolved by the school so that the collaborative learning objectives can be realized.

2. METHODS

This research was designed using qualitative research with emancipatory approaches, with the commodification theory. Data collection is done through observation, in-depth interviews, and documentation studies and literature studies. The analytical method used is qualitative descriptive.

Commodification of Commodification is the process associated with capitalism, namely object, quality, and sign changing into commodity. The surface appearance of education offered obscures the origins of commodities originating from exploitative relations called Marx by commodity fetishism. Furthermore, the fact that the decline of collaborative education is faced with being previously separated into alienation (Barker, 2004). Commodification is a process of making something previously not a commodity, then becoming a commodity whose main purpose can be bought and sold to the

community. Commodification is understood as a commodity production process that is not only limited to a narrow economic environment, namely the sale of goods in the form of education, but also refers to a series of production, distribution and consumption activities (Fairclough, 1985).

2.2 School State Senior High School. Education intended in this study refers to Article 18 paragraph (1), (2), and (3) Law Number 20 of 2003 concerning National Education System with the formula, namely secondary education is a continuation of basic education. Secondary education is divided into two education namely general secondary education and vocational secondary education. Secondary education in the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), Vocational Madrasah Aliyah (MAK), and other forms of equal. The fundamental thing about these two forms of schooling between high school is by providing learning in general and being able to continue to higher education. Whereas, Vocational High School focuses on training skills to students and preparing to jump into employment. What is meant by this research is SMA which is managed by the Government with the status of the Country.

3. RESULTS AND DISCUSSION

Darussholah Singojuruh High School was established on November 3, 2003 in accordance with Regent Decree No. 138 of 2003 concerning the Establishment of Darussholah Singojuruh High School and had its own school building since 1 December 2005. In 2005, Darussholah Singojuruh High School was certified as one of the high schools of 5 schools that collaborated with Islamic Boarding Schools throughout Indonesia. Darussholah Singojuruh High School is located 35 km from Banyuwangi Regency.

School as a place for large activities where there are four interrelated components. The four components in question are administrative management staff, education staff, committees, and students. Administrative management staff includes TU staff, teachers, vice principals, and principals, each of whom has duties and functions according to the job description. The educational technical staff there includes principals and teachers who interact with students in the teaching and learning process. The school committee as an independent body that helps implement operational education. and the fourth component is students as students who can be placed as consumers with a level of service that must be adequate. The fourth relationship must be synergistic, because the operational continuity of the school is formed from the "symbiotic mutualist" relationship.

The four components because the need for education is so high, must be faced with optimal readiness solely for the needs of students. To meet the needs of students needed funding sources so that all student activities run smoothly. The source of funding is all parties that provide subsidized assistance and voluntary donations received by the school. Sources of school funding can be obtained

through the state budget, education support funds in the form of scholarships, community funds in the form of SPP or building money, donations from the local government and other assistance.

3.1 Teacher Competence

As one component of the national education standard, based on Minister of National Education Regulation Number 16 of 2007 dated May 4, 2007 and Government Regulation Number 19 of 2005 Article 29 relates to the standard academic qualifications and teacher competencies as follows: minimum academic qualification four diploma (D-IV) or undergraduate (S1) and obtained from an accredited study program; higher education background with programs educational that are in accordance with the subjects taught; and teacher professional certificates for SMA / MA. Referring to this, the number of educators at Darussolah Singojuruh High School is in accordance with the subjects taught with their educational qualifications. The total number of teachers teaching at Darussolah Singojuruh High School totaled 53 people. Of the 53 teachers, 29 were permanent teachers with the status of civil servants (PNS) and 24 were non-permanent teachers with non-permanent teacher status (GTT). Meanwhile, education staff at Darussolah Singojuruh High School consist of 1 principal, 1 administrative coordinator, 1 head of a computer laboratory, 1 head of a chemical laboratory, 1 head of a biology laboratory, and 1 head of a library.

3.2 School Infrastructure Facilities

In the implementation of education it is very dependent on the support of the infrastructure available in schools so that the educational objectives will run well if supported by adequate equipment, so that the goals can be achieved properly. Therefore the government has compiled standards for educational facilities and infrastructure contained in the Government Regulation of the Republic of Indonesia Number 19 of 2005 Article 42 which reads: (1) Every education unit must have facilities which include furniture, educational equipment, educational media, books and learning resources others, consumables, and other equipment needed to support a regular and continuous learning process. (2) Every education unit must have infrastructure which includes land, classrooms, leadership units, education rooms, administration rooms, library rooms, laboratory rooms, workshops, production units, canteens, power installations and services, a place to exercise, a place of worship, a place to play, a place of recreation, and other spaces / places needed to support a regular and continuous learning process.

Facilities and infrastructure are part of educational facilities and facilities, especially in learning activities. According to Sadjana (2010) facilities are all things that directly support the smooth teaching and learning process in schools, such as learning media, learning tools, school

supplies and so on. Infrastructure is anything that can indirectly support the success of the teaching and learning process in schools.

Speaking of facilities - school infrastructure in Darussolah High School with 1103 students consisting of class X there are all classes, class XI there are ten classes, Class XII there are ten classes with twelve science majors twelve classes, IPS class twelve, Discussing six special classes of science classes and IPS is divided into six Shining Classes with the available space being 19 theoretical classrooms, climax laboratories, biology, multimedia, library, UKS, student council, teacher's room, principal's office, each one room. If you look at the comparison of the number of students with the number of advice on the infrastructure it is very unbalanced So as to encourage teachers to inspire their students to do something, have their own abilities and aspirations. So even with learning, learning cannot be forced by others and also cannot be delegated to others. Learning is only possible if the active child experiences it himself. Learning is about what students must do for themselves, then the initiative must come from within the student itself. The teacher is only a guide and director (Dimiyati and Mudjiono, 2006).

3.3 Basic Facilities Islamic Boarding Schools

The facilities available at Islamic boarding schools at this time are different from those in the past, which is now quite encouraging. Actually the education of Islamic boarding schools in principle does not require many facilities because in the past the *pesantren* did not have classroom buildings/learning spaces as in schools, because at first they did not formally carry out education and the learning space at that time was only in surau or mosque . It was only after in many regions that many Islamic boarding schools that established madrasah education and skills turned out to require many facilities and facilities to achieve their educational needs (Akhiroh, 1997).

As a consequence of the educational inauguration of Islamic boarding schools, Islamic boarding schools require additional facilities in accordance with the needs needed, therefore in addition to the existence of mosques, huts or dormitories, the entry of classical systems into Islamic boarding schools requires other facilities such as adequate school buildings. libraries, buildings/meeting places, learning tools, sports fields and others (Akhiroh, 1997). Likewise with the Darussolah boarding school which has a collaboration with the Darussolah High School in the form of commodification of the education system where Islamic boarding schools have a number of students who come from bright class students who are numbered 228 while the boarding school only has 30 dormitory rooms.

3.4 Discussion

Some standards are compared between the required

standards and the facts / facts in the field. Facts on the field can be seen based on documents and direct observation at school. Data obtained from recording documents and observations are used to see the compatibility between reality and what should be. The standard of facilities and infrastructure required in the national education standard of a high school / MA has at least infrastructure (1) classrooms, (2) library space, (3) biological laboratory space, (4) physics laboratory room, (5) laboratory space chemistry, (6) computer laboratory room, (7) language laboratory room, (8) leadership room, (9) teacher's room, (10) administration room, (11) place of worship, (12) counseling room, (13) UKS space, (14) student organization room, (15) toilet, (16) warehouse, (17) circulation room, and (18) place to play / exercise.

Based on government data, it is recorded that the land area is 10,000 m² with a study group of 18 spaces, so in this condition it is not sufficient when viewed from the number of class XII students there are 6 groups with only 6 rooms available. Whereas, class XI has 9 study groups divided into regular classes 8 and KeCe there are 2 groups of fighters with the space provided by 5 rooms, thus lacking space for 4 spaces. Meanwhile, class X with the number of study groups 10 divided into regular classes 8 and Kece there were 2 groups of fighters with the space provided 6 experiencing a shortage of 4 spaces. There are 2 new learning rooms that have just been built. If the school in the 2017/2018 school year receives 10 study groups in accordance with the principal's statement then experiencing a shortage of class 10 space. Based on this, it can be said that the standards of facilities and infrastructure for the existing schools are in accordance with the provisions and included in the inadequate category and the need for additional study rooms.

Other findings at the research location, namely the Chemistry and Biology Laboratory room which based on the provisions function as a place for the ongoing learning activities of Chemistry and Biology in practice that requires special equipment. The Chemistry Laboratory Room can accommodate a minimum of one study group. Minimum ratio of Chemistry Laboratory room 2.4 m² / student. Study groups with students of less than 20 people, the minimum area of laboratory space is 48 m² including the area of storage and preparation of 18 m². Minimum Space for Chemistry and Biology Laboratory 8 m². The Chemistry and Biology Laboratory Room has facilities that allow adequate lighting to read books and observe experimental objects. Chemical Laboratory Rooms are equipped with chairs, work desks, demonstration tables, preparation tables, tool cabinets, material cabinets, fume hoods, sinks, fire extinguishers, first aid kits, trash bins, and wall clocks as well as practice and chemical equipment with certain amount. Multimedia Laboratory is also available. The problem that occurs is the lack of learning space into 10 spaces, with an area of 10,000 m² that should be able to fulfill the need to add to the learning space but the fact on the ground is not that there is no land that can be used to add

new buildings. Adding new buildings can only be done by adding space on the next floor (increased). So that space requirements can be fulfilled if you see the pictures of the design of the building of the Darussholah High School in Singojuruh. Constraints of lack of space and land can also affect student learning activities which must be divided into two study groups with time sharing namely morning and afternoon. The lack of space will affect the hours of each subject so there will be a reduction in hours per subject. Based on the results of interviews with one of the Darussholah high school students in Singojuruh, regarding the hours of school entry starting at 07.00 WIB returned at 13.00 WIB for students entering the morning. Whereas, for students who enter noon enter at 13.15 WIB return at 18.00 WIB.

In addition, the existence of a deed of agreement with Islamic boarding schools influencing school policy in terms of increasing the number of spaces is a solution to meet the teaching hours all teachers have. However, the problems that occur, namely in the subject of Islamic Religion scheduled and divided into four (4) religious studies by not increasing the number of hours of study in school automatically there will be a reduction in other lesson hours, it can be seen in the distribution of curriculum used by SMAN Darussholah Singojuruh who did not use the National Education curriculum reference or reference from Ministerial Regulation No. 13 of 2014 concerning Islamic Religious Education. The implementation of the curriculum at Darussholah Singojuruh High School is solely to fulfill the distribution of lesson hours for teachers and fulfillment of agreements that occur between the school and boarding schools. This condition certainly affects the quality of student learning achievement in school.

Other deviations that occur at Darussholah Singojuruh High School are good, namely about the acceptance of new students who are not in accordance with the guidelines set by the Education Office. Schools should follow the prescribed rules so that the achievement targets of student success can be fulfilled, this is related to the implementation of curriculum in Darussholah Singojuruh High School which must decide on the Shining Class program (KeCe) adhering to a national education curriculum in which there are additional hours in the teaching or learning process enforced by the ministry of religion. If this is done, it seems that the superiority of the Kece program is visible. In addition, the school must also pay attention to the number of students who want to be accepted with the available space, so that the student learning process can run optimally.

In accordance with the role of regional government in accordance with the mandate of the 1945 Constitution of the Republic of Indonesia in the Regional Government Act No. 32 of 2004), Article 1 paragraphs 1 to 7:

1. Regional government is the administration of government affairs by the regional government and DPRD according to the principle of autonomy and

co-administration with the broadest principle of autonomy in the system and principles of the Unitary State of the Republic of Indonesia as referred to in the 1945 Constitution of the Republic of Indonesia.

2. Regional autonomy is the right, authority and obligation of autonomous regions to regulate and manage affairs themselves government and the interests of the local community in accordance with the laws and regulations.
3. Autonomous regions, hereinafter referred to as regions, are legal community units that have regional boundaries that are authorized to regulate and manage government affairs and the interests of the local community according to their own initiatives based on the aspirations of the people in the Unitary State of the Republic of Indonesia.
4. Decentralization is the surrender of governmental authority by the Government to autonomous regions to regulate and manage government affairs in the system of the Unitary State of the Republic of Indonesia.
5. Deconcentration is the delegation of governmental authority by the Government to the Governor as the representative of the government and / or to vertical agencies in certain regions.
6. Regional head regulations are governor regulations and / or regents / mayors regulations.
7. Villages or other names, hereinafter referred to as villages, are legal community units that have territorial limits that are authorized to regulate and manage the interests of the local community, based on local origin and customs that are recognized and respected in the Government of the Republic of Indonesia.

When looking at the laws and regulations, the government must be responsible for providing school facilities and Islamic boarding schools so that the vision and mission of the school's establishment will be realized.

Infrastructure facilities that are not adequate so that the hegemony of standardization of education from the teacher's perspective as the key to the learning process shows that there is a gap between the reality of curriculum education and religious curriculum to be achieved through school policies that are influenced by kiai in general secondary education. This has become an ideological discourse of kiai hiding an objective reality of national education both philosophically and socially, economically, and culturally and favoring and rationalizing the importance of standardization facing the era of globalization which is a condition with ideological contestation to fulfill the existence of suggestions for school infrastructure and Islamic boarding schools.

The National Education System Law Number 20 of 2003 Article 36 paragraph 2 concerning the curriculum at all levels and types of education is developed with the principle of diversification in accordance with educational units, regional potential, and students. The discourse of regional potential is one of the "forming elements" of the vision of school education which is oriented towards the

quality of education as an agent for the agenda of the nation's progress. Quality education is a discourse that creates opportunities for the commercialization of education with a form of knowledge distribution through the power of scholars with the concept of education with religious characteristics. Through the character of religion which is part of imagination or a boast it is expected to be able to change the socio-cultural conditions of the community in the midst of social interaction so that there is a growing effort to increase positively about the importance of *pesantren* (Syafuddin, 2011). This condition occurred at the establishment of the High School of Darussolah Singojuruh precisely the government hegemony society through truths that are built on the rationality of science and power. In his book, "*Prison notebooks*" (1971) Gramsci states that power hegemony can be operated as a hegemony of meaning through educational instruments for the benefit of certain social classes.

Apart from that, the concept of interest is one of the basic concepts of the establishment of the Darussolah Singojuruh High School and is absolutely necessary in the development of Islamic boarding schools. The concept of interest makes people take action and with the interest of making people able to supply energy (strength) and make people rise from sleep and work hard throughout the day. Through the concept of interest it helps to explain the conflicts that arise when there is a conflict of interest. These conflicts can take place in one's mind, between individuals, groups, and society. But the concept of interest not only collides and moves actors, the concept of interest can also hinder one another, strengthen one another, or paralyze the actor, for example the formation of several religions or politics that support tradition.

The concept of interest as a flexible analysis tool. Using the concept of interest means changing the center of analysis from surface forces to areas of deeper strength that have an important impact on social action. This is a paradigm in terms of its efforts to analyze what makes people change behavior fundamentally and create a whole new rationalistic mentality. The concept of interest can also help provide a balanced place in the role of subjectivity and culture in the analysis of economic behavior.

Basically it cannot be forgotten, the concept of interest in some ways is always subjective and formed through culture. But the concept of interest is also objective in the sense that the concept of interest forms a stable and firm part of social reality. State or public morality, for example, can prohibit certain activities but can also allow elsewhere. Efforts to integrate interests into the type of sociological analysis are clearly visible. This approach takes into account both the concepts of interest and social relations and is able to explain that the concept of interest is defined and expressed through social relations.

4. CONCLUSION

The commodification of education in Darussholah High School is very premature due to the government's role in providing: (1) the facilities and infrastructure provided by Islamic boarding schools are very inadequate (2) there are deviations from schools and Islamic boarding schools in the form of economic motives (3) The curriculum still needs improvement and improvement because the school prepares an education program that is closely related to the development of Islamic boarding schools with brilliant class programs that have the aim of improving the character of students through deepening religion and technology through general education.

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