

The Implementation Freedom of Education in Extracurricular at Mutiara Ilmu Pandaan Elementary School

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Abstract

This study aims to find out: how the application of freedom in education in Mutiara Ilmu Elementary school, how the extracurricular election system is available at Mutiara Ilmu Elementary School. The data used are observation, interviews, and documentation. Data that obtained in this study were analyzed using descriptive analysis qualitative with the stages of reducing data, and withdrawal conclusion. The results of the study show that: In extracurricular elections there is no coercion by the teacher towards students. students are given complete freedom in terms of extracurricular elections. even students are given the opportunity to carry out trials, if they feel comfortable, they can continue the extracurricular for one semester, if they feel uncomfortable they may move, but they only get one chance to move extracurricular.

Keyword: *freedom of education, extracurricular*

INTRODUCTION

In an ideal world, every child would have access to the education that's right for him or her. All parents would be able to choose from a diversity of high-quality options regardless of their means. Parents and educators would harmoniously spend their time and energy on providing the best possible education. Educators would be responsive to parents and employ sound pedagogical practices. Over time, innovations would expand the diversity and improve the quality of the educational options available. Our education system would produce literate and informed citizens, well prepared for adult life.

Freedom, like equality, is one of those concepts not only complicated in themselves but which carry with them a strong emotive force which disposes people in their favour and makes a critical examination of them more than usually difficult. What follows is, inevitably, a some what simplistic view, but one which tries to bring out the main issues so far as they are relevant to education. The basic idea involved in 'freedom'

is that of not being impeded, of being let alone to do what one wants to do. There is a long-standing tradition in political and social philosophy which sees freedom as the situation in which a man is not hindered or constrained by others. I am free when no one is actively preventing me from doing what I have a mind to do. Others may hinder me or prevent me either by using actual physical force or by passing laws which are indirect ways of exercising force. Outside of this exercise of force I am free. A complicating factor which may be dealt with briefly here is that a man may be hindered by circumstances which do not amount to restraint by others, that is, by his own shortcomings, physical, mental, financial and social. There is for example, a sense in which I am quite free to buy an estate in the Bahamas and to play Beethoven's *Violin Concerto*. Neither of these activities are forbidden to me, by force or by law.

In the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System (UU Sisdiknas) in Article 3, which formulates national education functions and objectives that must be used in developing capabilities and forming dignified national character and civilization in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, are noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ministry of National Education, 2003). The mandate of the constitution is intended to not only shape intelligent Indonesians, but also have personality or character, so that later generations will be born that will grow and develop with characters that breathe the noble values of the nation and religion. Extracurricular activities are not only student routine activities, which are carried out as limited as serimonials and for the material of reports on the use of school budgets, but extracurricular activities must be carried out with good management for the achievement of student character development. So that extracurricular activities can provide an important role for the development of student character. Extracurricular activities held by schools are one of the potential media for character development. Student development activities through extracurricular activities are educational activities outside the subjects for the development of students according to their needs, potentials, talents and interests through activities specifically organized by educators and education staff who are capable and capable in school.

Educational goals can be achieved if educators run the task and the role is good, such as; delivery of material, use of methods, as well as effective class management. Educators are also expected to be more creative in supporting learning activities in the classroom with fostering students to develop their talents. That means powerful educators prepare a place for students so that the talent they have can well developed and channeled.

In the implementation of freedom in education, the author wants to know how the extracurricular election system is available at Mutiara Ilmu Elementary School. whether students are given the freedom to choose extracurricular activities or are forced to take part in the extracurricular activities

MUTIARA ILMU PANDAAN elementary school is one of the educational institutions carry out extracurricular activities such as: Boy Scouts, karate, ping pong, etc. Observations conducted by researchers at the school on dated January 3, 2019, from data obtained from the student field that the current number of students is 154.

METHOD

This research is a type of qualitative research. Bryman and Bell (2007) stated that qualitative research is a research strategy that indicates the relationship between theory and research and usually emphasizes on how theories were generated. As a research strategy qualitative research is inductivist, constructionist, and interpretivist, but qualitative researchers always don't subscribe to all three of these methods. In the handbook of qualitative research Denzin and Lincoln (2005) describe qualitative research as involving "... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them." (p. 3). Data collection techniques used namely observation, interviews, and documentation. Data obtained in this study was analyzed using qualitative descriptive analysis with the stages of reducing data, displaying data, and drawing conclusions.

FINDINGS AND DISCUSSION

1. At the stage of extracurricular election

During the Students Orientation Program were given leaflets in the form of questionnaires containing various extracurricular activities, the questionnaire was taken home and students were asked to choose the extracurricular at home, students were expected to discuss with parents in choosing the extracurricular. after one week the questionnaire was collected and there began to be a calculation of the number of participants in each extracurricular by the teacher and student representatives. after extracurricular activities apply, grade 1 and 2 students carry out trials, whether they feel comfortable with the extracurricular or not, if they feel uncomfortable, they are allowed to move to another extracurricular.

2. The role of the teacher in helping students during extracurricular elections

The teacher always given motivation for example to always be present in every activity, not give up in achieving the desired ideals, can be an example for others, respect and respect parents, teachers, friends and other people and always carry out obligations as children and students. In addition, extracurricular activities are also a place for activities that are fun for you students because the activities that exist are not only material acceptance and then practiced but in extracurricular activities the activities are always filled with things that are entertaining for students such as giving games both games that done indoors or outdoors, singing together so students who participate do not feel bored. The role of extracurricular activities is also a place to provide challenges to students, for example during the examination activities students are given a challenge to pass each post which the post has different tasks or challenges.

CONCLUSSION

In extracurricular elections there is no coercion by the teacher towards students. students are given complete freedom in terms of extracurricular elections. even students are given the opportunity to carry out trials, if they feel comfortable, they can continue the extracurricular for one semester, if they feel uncomfortable they may move, but they only get one chance to move extracurricular.

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