



FACULTY OF EDUCATION & GRADUATE SCHOOL
YOGYAKARTA STATE UNIVERSITY, INDONESIA

in collaboration with

FACULTI PENDIDIKAN
UNIVERSITI KEBANGSAAN MALAYSIA



PROCEEDING

2nd International Conference on Current Issues in Education (ICCIE)

Yogyakarta State University, INDONESIA
25-26 August 2015





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Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the 2nd International Conference on Current Issues in Education (ICCIE) 2015, especially the invited speakers:

1. Assoc. Prof. Benjamin Wadham (School of Education, Flinders University, Australia),
2. Assoc. Prof. Dr. Ratchaneekorn Tongsookdee (Faculty of Education, Chiang Mai University, Thailand),
3. Dr. Mohd. Mahzan Awang (Faculty of Education, the National University of Malaysia), and
4. Dr. Sugito, M.A. (Faculty of Education, Yogyakarta State University).

We are honored to conduct this conference and to give you the opportunities to join in the most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we believe that you will experience a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is very important in our global and changing society. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers in this proceeding present many topics, perspectives, and methodology that stimulate debates and dialogues, so that this proceeding is resourceful for scholars and researchers who are interested in the current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta, 25 August 2015

Prof. Dr. Rochmat Wahab, M. Pd, M.A
Rector of Yogyakarta State University

Foreword of the Chairperson

This international conference invites all participants who are concerned with current issues in education. The 2nd International Conference on Current Issues in Education (ICCIE) 2015 is held at Yogyakarta State University, Indonesia on 25 – 27 August 2015. The Conference is held by Faculty of Education and Graduate School of Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in our history, the crises through which we have passed have greatly influenced educational thought and practices. Education does not only imply discipline of thinking, but also a passion for creativity. Education, as Dewey often pointed out, is not the preparation for life, but it represents the continuous changes and process of life. There are a number of issues on education arising, whether classical issues, contemporary, or the current ones. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Dialogues held in this conference are expected to achieve the fusion of horizon of meaning which opens and challenges further dialogues in the future. Bringing nine main subthemes, i.e. Strategic Policy for Quality and Equity of Education, Community Empowerment in Mixed Society, Best Practices on Contextual Inclusive Education, Learning in a Digitized Society, Politics of Education toward Quality and Equality in School, The Improvement of Unity and Diversity in Teaching Learning Process in Primary Education, Holistic Integrative Education Approach for Early Childhood Education, Multicultural Counseling for Empowering Society, and Sociocultural and Religious Capital in Education, the conference attracts many participants who are willing to share their thoughts and experiences.

We would like to deliver our highest appreciation to Prof. Dr. Rochmat Wahab, M. Pd, MA. , the Rector of Yogyakarta State University (YSU), the Dean of Faculty of Education YSU and the Director of Graduate School YSU for their support. Special thanks are also given to the invited speakers, and parallel session presenters, for spending time to share academically. They have contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

I hope this conference can give valuable contributions to find out the solutions for the problems in education.

Yogyakarta, 25 August 2015
Chairperson

Dr. Dwi Siswoyo, M. Hum

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FREEDOM, INDEPENDENCE AND RESPONSIBILITY OF STUDENTS IN DEMOCRATIC CULTURE IN SCHOOLS (Multicase Study In De Britto College High School Yogyakarta And Yogyakarta 1 State Senior High School)

Herly Janet Lesilolo

Abstrac

This study has a background that is, schools that have not been democratic culture has narrowed the behavior patterns of students that is free, independent and responsible. School students still failed to form a civilized, yet intellectual and social needs of students, and has impoverished the experience and knowledge of students. Teachers believe in the rights and responsibilities of students but still occur exploitation of thought and effort of students, so students only have the right without obligation. Students are considered to have no knowledge other than those taught by teachers. Based on this background, this study aims to: (1) describe the picture of freedom, independence and responsibility of students in a democratic culture in the school, (2) describe the reason that through the democratic culture in the school students are more free, independent, and responsible, and (3) describe that behavior patterns of students that is free, independent, and accountable through democratic culture in the school students formed manners, intellectual and social needs of students are met, and students become richer in knowledge and experience. The results showed, (1) via a democratic culture at school, the students are able to organize themselves and take responsibility for your choices and actions, (2) a democratic culture into the dynamic behavior of the control system for freedom, independence and responsibility of students, and (3) democratic culture in schools is to maximize the ability of initiative and creativity of students.

Keywords: freedom, independence, responsibility, democratic culture at school

1. Introduction

Every individual who develop freely, independent, and responsible will face the choice to live, take a decision or adopt something that hopefully life better (Kymlicka, 1989, p. 80). Humans are free, independent, and responsible at least able to act according to the situation without asking or being dependent on others. Humans are able to regulate behavior, selecting and guiding decisions and behavior without coercion or authority.

Locke explains that freedom can be described as a state of nature, there is no authority loyal man has perfect freedom to act and use the power / strength. Because they (men) think fit or match with himself. Freedom is the same for everyone without subordination or subject to any other party and that man must refrain from violating the rights of others, and that everyone has the right to defend life with power / strength of their own (Locke, 1952, p. 15).

Throughout the 1970s and 1980s independence is closely related to individualization, self-rule, and is derived from the Greek word that is independent. Independence contains three aspects, namely, self-direction, capacity of self, and culture as a barrier. Self-direction is an aspect of student autonomy is the ability to lead yourself to learning, teaching himself to have, control of its own responsibility for all the decisions (Holec, 1981, p. 3). Self-direction is an attitude that allows one to act freely, to do

something on his own impulse and self-management.

Capacity in the autonomy basically involves self-reflection, decision-making and independent action (Littlewood, 1991, p. 4.) Students Demonstrate initiative and effort to pursue achievement. In relative terms the students rarely seek help for others, rmenunjukkan asa confidence, curiosity prominent and able to work alone.

The concept of responsibility can be interpreted as a package of obligations related to work and function. Refer to the description of work to be done and the work that refers to the specific function of the work performed by the individual. In this case the responsibility refers to more than just a function of the role of the individual, because responsibility also refers to the function that performs the process to achieve the results (and the consequences of actions taken as part of a package of obligation). Individuals responsible can be seen through one of the tasks he does involves a package of obligations that have been set and must be met in order for the works to be successful (Barry, 1979, p. 13). Responsibility means responsible for what people think, say, and do.

Overview of freedom, independence, and responsibility above shows that human beings have the awareness and ability to take decisions and initiatives dealing with various situations in the environment. Humans can act freely, to do something on his own impulse to satisfy his own desires but is responsible for all the decisions that have been taken through a variety of considerations.

Humans can perceive and assess the overall herself or determine the extent to which the behavior and actions that can be done with accountability.

The term freedom, independence, and responsibility addressed to independent human freedom physically, mentally, and spiritually. That is freedom, independence, and responsibility must be supported by such attitudes, togetherness, harmony, tolerance, critical, and civilized. The need to encourage an attitude of free, independent and responsible is to cultivate virtue and human existence with the knowledge, skills, and attitudes. Thus freedom, independence, and responsibility rests on human capacity and can form a human soul freely towards adab-humanity (Ki Hadjar Dewantara, 1959, p. 219-221).

Human capacity development through freedom, independence, and responsibility as a school in need of formal education institutions can form free human soul towards civilized humanity. In school teaching and learning process can be simplified by allowing students to become what they feel, think, present and do as well as train and strengthen the attitudes of students that is free, independent and responsible. Objectives and businesses must be located on student learning, not the method, teaching materials or teachers because learning to think there is no point. But students should be educated to think with his own experience the thinking (Dewey, 1997, p. 351.352).

Dewey also offers students an attitude free, active, and responsible can be trained and strengthened by learning through experience-based education pengalaman. Tantangan is to provide students a quality experience which will generate growth and creativity of the student experience further. Dewey refers to the principle of continuity of experience or continuum of experience with interaction is required as the philosophy of educational experiences for students (Dewey, 1938, p.43,44).

Relating to the principles of continuity and interaction of the Dewey chose social control because social processes that shape the educational experience and because all people experience social control (Dewey, 1938, p.51-52). Social control is affected by the whole situation where a group of individuals are involved, there is always a participation, cooperation and interaction as part of the common experiences that are beneficial to the entire group. Is social control, because the individual is part of society, not outside society. Social control is not the will or desire of a people to create order, but the spirit of moving from (Dewey, 1938, p.53,54).

School environment with social processes can influence such educational gives students the opportunity to learn to do choice to distinguish between good and bad, responsible or irresponsible, dangerous or not dangerous. Teachers develop

pedagogical questions are optional. In conducting the selection of the students' free-thinking, independent and responsible exploring put their ideas into action, observing conditions occur, and organize facts and ideas for the future (Dewey, 1938, p. 88).

The ability of students to develop the students' ideas described Dewey as a form of academic freedom (academic freedom). Academic freedom develop democratic principles and help develop students (Dewey, 1988, p. 38). Students can explore significant and controversial questions to fulfill the mission of the academy, as well as educating students and advancing knowledge. In the academic freedom of students in need of a safe school environment to express the views of students. Students need a confidence that will not suffer scorn mererka either from friends or teachers.

Dewantara believes the school needs to give freedom to the students to train students to find their own way (tut wuri), while teachers are required to give where necessary or guardian discretion (Dewantara, 1959: 10). The idea of freedom, independence, and responsibility for students at the school requires the recognition of teachers that students have the potential to be independent. Teachers at the school does not impose certain ideas or to form certain habits in students. But the teacher became a partner in the learning process, and guide students to independently find meaning in the lesson. Teaching and learning process in the application of student attitudes that are free, independent and responsible illustrates that the presentation of knowledge should help students build prior knowledge to develop the attitudes, beliefs and cognitive skills; as well as broaden their knowledge base.

However, the learning process by allowing students free, independent, and responsible is not possible can be developed and realized if it does not strengthen the school community energy, motivation, commitment and vitality of the school community who also are free, independent and responsible. In other words, if the pattern of school culture has been referred from the same significance of the values and practices of freedom, independence, and responsibility, the school can let the students free, independent and responsible (Deal & Peterson, 1999, p 6-7). For example, students are free and independent to challenge ideas, raises critical questions and discuss with other people became the focus of an important and valued member of school because of beliefs, patterns of knowledge, and attitudes of teachers towards students have been referring to the shared meaning to organize student habit of free, independent, and responsible.

The nature of freedom, independence and responsible that allows one to act freely, to do something on his own impulse and self-

management, in accordance with the rights and obligations very clearly characterizes the concept of a democratic culture. Democratic culture provides the freedom and independence of individual space for free and open communication. Participatory pattern is a space that gives independent experience for the development of individual initiative (Maekovik, 2010, p. 172). If the school wants the attitude of free, independent, and responsible to develop optimally and compliance controls behavior and become citizens of the school, then the school culture is supposed to be determined and developed democratic culture.

Research results Roberts and Nelson (1997) shows a change in culture can cause personality changes. Increased individualism in American culture affects personality development. Women who followed its development 1958-1989 show an increase in individualism index from time to time. Women who have a combination of self-discipline, flexibility, openness and a democratic approach in the family, job and professional organizations tend to have the same personality characteristics.

The practice of freedom, independence, and responsibility in the school can be done properly if the assumptions underlying the practice is knowledge, abilities and skills of democracy. Knowledge, abilities and skills of democracy in school refers to the main ideas that the students and citizens of other schools can take the attitude of listening, negotiating, searching for arguments, and evaluate, to find a mutual agreement. Students can express through linguistic communication to give reasons claim that the reason they were right. As well as letting the other students tried to give an assessment and for different reasons (Roth, 2006, p. 587).

If during this school students still failed to form a civilized, yet meet the needs of intellectual and social students, and has impoverished the experience and knowledge of students, schools allegedly have misused student capacity. Teachers believe in the rights and responsibilities of students but still occur exploitation of thought and effort of students, so students only have the right without obligation. Students are considered to have no knowledge other than those taught by teachers.

The power of school culture that does not refer to the knowledge, abilities, and skills of democracy really has affected the actions of teachers who do not focus on the capacity of students; teachers and students alike do not have a role that is flexible because it has not had the confidence of mutual trust and complementary. Students tend to learn in a structured conditions, ie students learn to plan, objectives, materials, and resources that have been determined teacher. As a result, the learning process is less promotes creative thinking, imaginative, and innovative.

Yogyakarta 1 State Senior High School and Yogyakarta De Britto Senior High School and schools that have a democratic culture in schools and has put the elements of freedom, independence, and responsibility as beliefs, values, and attitudes in the school environment interactions. Both schools in principle to make the freedom, independence, and responsibility as a consensus for students to consider everything, both on the results, and the impact of decisions and actions. It is precisely for these two schools actually load sense tanggung responsibility, ie responsibility towards oneself and others.

Priority attitude of free, independent, and responsibility in SMAN 1 Yogyakarta is free, independent, and responsibility with the norms of decency. The priority of developing through appreciation of interacting with free, independent, disciplined and normed. While in high school College De Britto Yogyakarta free, independent, and responsibility for choices and actions realized under the assumption that the school community freedom must be accompanied by an awareness of the responsibilities that should be attached to the freedom (the interviews with teachers in both schools and initial observations on the second school, September-October 2013).

If you pay attention to the democratic culture of these two schools, the problems that need to be investigated is, (1) how school practice elements of freedom, independence, and responsibility of students, (2) what is the reason that through the democratic culture in the school students are more free, independent, and responsible, and (3) how the behavior patterns of students that is free, independent and responsible in a democratic culture in school can shape formed adab students, meemnuhi students' intellectual and social needs are met, and can add a wealth of knowledge and experience of students.

Research objectives are: 1) describe the picture of freedom, independence and responsibility of students in a democratic culture in the school, (2) describe the reason that through the democratic culture in the school students are more free, independent, and responsible, and (3) describe that behavior patterns students are free, independent, and accountable through democratic culture in the school students formed manners, intellectual and social needs of students are met, and students become richer in knowledge and experience.

Freedom, independence, and responsibility is defined as an attitude of autonomy in which a person is relatively free of pressures and rules, but will be responsible to self and others; democratic culture and serve as a mindset and practices that are democratic in order to break the bonds that suppress or authoritarian culture is also the ground for the flourishing of freedom, independence and responsibility.

This type of research is naturalistic qualitative case study strategy, and use this type of multiple-case study. The place and time of the study, Yogyakarta De Britto State Senior High School and Yogyakarta 3 State Senior High School. When the study, from January to July 2014. The research subjects, principals, teachers, and students to gain a deep understanding of freedom, independence, and responsibility in school. The object is a relation of interaction with the school community of freedom, independence, and responsibility in a democratic culture at school, specialized in teaching and learning. Namely data collection techniques, participant observation, in-depth interviews, and documentation. Validity of the data through, the degree of confidence, keteralihan degrees, degrees of dependency, and the degree of certainty. Data analysis controlling techniques, open coding, coding terporos, and coding selected.

2. Results and Discussion

Freedom, independence and responsibility of students in a democratic culture at Yogyakarta 1 State Senior High School and Yogyakarta De Britto College Senior High School are identified through the interaction of the school community that is free, independent, responsible and normed courtesy. Relation teacher and student interactions and interactive dialogue. Democratic culture democratic culture in schools encompass assumptions, beliefs, thought patterns and actions of the students and citizens of other schools with values such as democracy, freedom, independence, responsibility, and self-actualization.

One teacher explained, freedom, independence, and responsibility of students in schools is intrinsically limited by the fact that we are members of the public. Not to be filled in an arbitrary, but significantly. Students are increasingly free, should increasingly be responsible (the interviews with teachers TH; 18-4-2014).

Teacher's explanation illustrates that freedom, independence, and responsibility are allowing someone to act freely without the help of others, to think and act with a sense of autonomy so full of creative and innovation, along with self-confidence and feel satisfied with the efforts done by themselves.

In the process of teaching with freedom, independence and responsibility, according to the teachers, the need for recognition of teacher that students already have prior knowledge. Teachers and students in the learning process, to work together, each contributing, and argue with each other to hold opinions, improve self-confidence, and self-actualization. Teachers and students are encouraged to look at things from different perspectives and develop empathy by identifying themselves with others.

Students in the learning process microscopic observation pool water, water immersion paddy straw and water to find krakteritik protists. Teachers work just observe. Students help each other set microscopy tool so that the observations made by the right, record observations, corrected the record by making repeated observations. The attitude of the students without command teacher can work together, help each other, correct each other and each set of tools and materials that should be used so that the work of students in solving the problem is more optimal.

In observational study in the library, the attitudes of students in the learning process tends to be questioning, exchanging opinions and criticize. According to students, students studying in the library without any hint teacher makes students easier not understand the subject matter, because rasanyalebih casually asked by friends, helping each other when they have difficulties and easily overcome the difficulties due to the conveyance of students to his explanation simpler everyday language, There is an opportunity of dialogue that feels more satisfying to complete a task (the interviews with students KP; 19-4-2014).

If you pay attention to the process of learning through observation and student studying in the library then Reproduce brainstorming efforts of the students through a discussion or question and answer session with the aim of courage familiarize and train students to explore more ideas, ideas or students' understanding of a concept or material. open up opportunities for more interaction between students so the chances of discovery of new ideas is more open. In the interaction between students, sometimes happens efforts complement each other so that students can develop this line of thought. Current or membelajarkan familiarize students with using resources more and more varied then the insight think students will be more developed.

In an effort to reward schools of freedom, independence, and responsibility, according to the school head teacher and student relationships intimate without pressure, so that when students encounter difficulties, then the students feel comfortable is easier to ask the teacher. But the relationship is still familiarity accordance with the norms of decency that has been embedded as beliefs and values for students so that students still give priority to students respect teachers even in conditions close to each other.

The headmaster also explained that, the courage of teachers do self study where teachers provide opportunities for students studying in the library and make observations without supervision and guidance of teachers since the school has agreed to such teaching and learning routines. Through an agreement that the learning process should give priority to freedom, independence, and responsibility of students, the school community

was determined to underlie the thinking and actions of teachers and students democratically. Classrooms are arranged flexibly, flexibility for students to work in groups or individually in accordance with its needs, the students had a role in determining the rules of the classroom, and learning materials are rich and varied by using a source of learning facilities in schools (Results interview KS; 23-5-2014).

With regard overview description of the learning process and the results of the principal interview teachers and students it was explained that, freedom, independence, and responsibility of students in a democratic culture in the school gives the feeling, as well as system / same rules that provide space for students to act in learn freely on its own impetus. Concretely, students were given a self-regulating, in accordance with its rights and obligations so that it can resolve its own problems faced without asking for help teachers and can be responsible for all the decisions that have been taken through various considerations, the students themselves.

The elements in the freedom, independence, and responsibility of the students are asked each other, giving each other to give criticism, arguing to hold opinions, to convey ideas related to solving the problem and students are motivated to hunt down information by using the facilities and learning resources in the task. Learning process involves a social interaction that help students think based on their own experience and judgment to accept the opinions of others matter to the complementary completion of the task.

Optimally school can place and apply elements of freedom, independence and responsibility because of the assumptions, beliefs, values and democratic practices have evolved over time in school. Teachers and students are able to create a relationship that is free, independent, responsible with the norms of decency because democratic values that underlie these relationships constantly being built even have formed a habit interaction between teachers and students. School by developing a democratic culture even more easily transmit the meaning of freedom, independence and responsibility with the norms of courtesy to the residents of the school.

3. Conclusions, Implications, and Suggestions

3.1 Conclusion

1. The practice of freedom, independence, and responsibility of students in a democratic culture in schools, namely, relations between school members are connected with democratic interactive. School members familiar but puts norms of decency in mempertahankan value respect and respect for others by using the social

control. Students are free to meet the needs himself through, expressed opinions, ideas, and criticisms.

2. Through a democratic culture at school, the students are more free, independent and responsible, because the school community as the perpetrator of the attitude of the free, independent, and responsible at least have understood and believed that freedom, independence, and responsibility not only to learn but school community has permeated so that freedom, independence, and responsibility into the mindset and controls the interaction between the school community.
3. The pattern of behavior of students that is free, independent, and accountable through democratic culture in schools has formed a civilized social interaction between students through the school community using social control, intellectual and social needs of students through independent study, open space of academic freedom, and enriching and knowledge is the student experience through, teacher and student relationships that build trust to give freedom to the students independent and responsible in developing cipya power, regulate the emotions of students, and turn on the power of students' work without the pressure of authority or direction from others.

3.2 Implication

The element of freedom, independence, and responsibility for developing more dominant and applied optimally in a democratic culture at school. In the application of the democratic culture of freedom, independence, and responsibility inherent backed with a strong action with the meaning of democracy. Relations in the freedom, independence, and responsibility which requires communication, contribution, cooperation and agreement within the meaning of democracy will be upheld capacity of students and less likely to misuse school student capacity.

Independent learning without the guidance and supervision of more help teachers facilitate students master the subject matter. Students should feel more responsible and motivated to seek as much information from various facilities and learning resources to complete a task or solve a problem. Creative power and the power of intention students are more likely to develop because students are more motivated to think creatively, to organize learning resources, and provide corrections to achieve a good quality of group work.

Relations between school members maintain familiarity but controlled by the encouragement of mutual respect, mutual respect and mutual trust. The sustainability element of freedom,

independence, and responsibility over ensuring forming students cultivate virtue with knowledge, skills, and attitudes.

3.3 Suggestion

1. School culture should optimize the democratic culture in order not to narrow the pattern of student behavior that is free, independent and responsible.
2. In order for students to have behavior that is able to take the initiative, able to overcome the problems, obstacles and challenges, have a strong sense of confidence, and be able to do anything without the help of other orangg, then the school must shape the way citizens behave school, act, and make a habit of freely , independent, and responsible.

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