

The Role of Civil Society in Political Education in Indonesia

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I. Background

Welfare State mencirikan bentuk pemerintahan dengan menerapkan fungsi negara untuk bertanggungjawab dalam menjamin suatu standar hidup yang layak secara minimum bagi setiap warga negara (Husodo, 2013). Konsep negara kesejahteraan merupakan indikator pelaksanaan sistem demokrasi yang lebih baik. Namun, demokrasi belum tentu bisa mengatasi kesenjangan sosial sehingga dibutuhkan pihak-pihak yang berjuang untuk itu. (Rachbini, 2020). Dalam disertasi yang ditulis oleh Philip Lorenz memaparkan bahwa perlunya penguatan *civil society* sebagai faktor pendorong demokrasi dengan tujuan mendorong pemerintah untuk mengambil tindakan. Philip Lorenz (2015) dalam disertasinya menguraikan bahwa hadirnya masyarakat sipil atau *civil society* akan membantu untuk mempersiapkan medan politik dan kebijakan untuk reformasi selanjutnya. Tocqueville (2016) dalam Culla (2016) mendukung dan menganggap penting organisasi sukarela (*voluntary organization*) yang digagas oleh masyarakat atas dasar "saling mendukung" karena organisasi ini adalah Source demokrasi.⁵ Menurutnya, organisasi ini akan melakukan kegiatan untuk kepentingan publik, mengontrol intervensi pemerintah, menciptakan partisipasi masyarakat, dan sebagai penghubung antara masyarakat dengan pemerintah. Organisasi tersebut disebut organisasi non pemerintah.⁶

Lembaga Penelitian, Pendidikan, dan Penerangan Ekonomi dan Sosial (LP3ES) sebagai *civil society* ikut ambil bagian dalam memberikan *insight* untuk perbaikan sistem kerangka kesejahteraan di daerah yang lebih baik ke depan. LP3ES melaksanakan program pendidikan politik bagi elemen-elemen masyarakat yang paham tentang demokrasi dalam menanggapi permasalahan demokrasi saat ini. Program LP3ES dalam melakukan kajian tersebut adalah menyelenggarakan program sekolah demokrasi angkatan II yang dilaksanakan pada tanggal 16-29 Agustus tahun 2020 yang berjalan 2 minggu dengan mengangkat tema besar tentang Demokrasi, Pembangunan Ekonomi dan Kesejahteraan Daerah.

Pelaksanaan program sekolah demokrasi LP3ES (2018) bertujuan mempertemukan aktor-aktor demokrasi dari semua latar belakang wilayah, daerah, dan gender untuk berdiskusi, berwacana, mencari solusi di tengah kondisi kemerosotan demokrasi dan memberikan sumbangsih pemikiran dalam menahan kemerosotan demokrasi. Dipilihnya tema tersebut senada dengan peran LP3ES (2018) sebagai lembaga yang hadir untuk

menawarkan satu model pembangunan alternatif yaitu membangun ekonomi masyarakat dari bawah atau lebih dikenal *sebagai bottom-up approach* dengan pola pembangunan yang bersifat partisipatif yang digerakkan secara demokratis dan adil melalui peran serta masyarakat dari semua daerah untuk mencapai kesejahteraan ekonomi dan keadilan sosial.

II. Rumusan Masalah

In Government Regulation No. 39 of 2012 Article 1 Paragraph 1, Government, regional government and the community are the organizers of social welfare in the welfare of citizens' lives in the aspect of community economic development to meet their needs through business assistance in the form of business facilities, both capital, equipment and business premises. The role of the community in maintaining democracy in the field of social welfare is among others carried out by civil society.

In reviewing this matter, the LP3ES class II democracy school invited several presenters who were experts in their fields. From the first meeting presented by Prof. Budi Setiyono as Vice Chancellor for academic and student affairs at Diponegoro University and at the same time as a speaker at the LP3ES class II democracy school raised the theme in his presentation on the Urgency of Democracy and Good Governance for Economic Growth and Regional Welfare. He explained in his presentation that the state has an obligation to ensure that every citizen has a certain economic standard, even if the government's ideology is capitalist or liberal. The state cannot allow its citizens to live alone and die alone. The community must have a decent quality of life standard in meeting the minimum basic needs. If there are people who are still left behind and cannot reach a certain standard level, it can be said that it is a government failure.

While Dr. Rina Martini as a lecturer at Fisip Undip Semarang as a speaker for the second class of democracy school, explained that program innovation for a local government is a must in order to create a prosperous, just and prosperous society. Of course, with the election of regional leaders through the political system process proposed by David Easton's theory, namely the system through input, process and output. Elected regional leaders must create and see about program innovations that are carried out to bring progress to an area that was previously underdeveloped to become an economically developed region and able to improve the welfare of its people. The main functions of government are development, empowerment and service by involving competent bureaucracies, academics, civil society, mass media and entrepreneurs

The LP3ES School of Democracy class II discussed several themes in each meeting including democracy, economic growth and welfare in the regions which were discussed by 2 presenters with the themes including the Urgency of Democracy and Good Governance for Economic Growth and Regional Welfare and Seminar on Democracy,

Economic Development and Regional Welfare. Then the theme of economic growth was discussed by 2 presenters with the theme of Constitutional Economics and Implementation of Pancasila in the Development of the Regional Work Economy and Investment in Economic Growth and Job Creation in the Regions. Then the discussion with the theme of General Elections and Pilkada, Political Parties for Regional Development was discussed by 2 presenters, then the themes of Political Surveys, Electoral Dynamics, Big Data Analysis and Digital Democracy and Digital Citizenship were discussed by 3 presenters and the themes of Bureaucracy and Corruption in Indonesia were discussed by 2 presenters. LP3ES democracy school participants totaled 40 people who were selected strictly based on region, profession and gender. Before being selected, the total number of applicants for the LP3ES class II democracy school was 547 registrants.

In general, the LP3ES school of democracy contains themes that reflect the problems of democracy in Indonesia, including the decline of democracy, the strength of the oligarchy and the absence of demos, the scarcity of creativity and political imagination, the ineffectiveness of the electoral system, economic development and prosperity in the regions, the weakness of political parties, the weakness of checks and balances, low digital literacy, corruption, environmental destruction, erosion of civil liberties including academic freedom and so on. Learning materials are delivered in an egalitarian dialogue atmosphere so that all participants can share their thoughts and reflections equally.

Not only that, the dialogue forum does not actually end when the democratic school ends for those 2 weeks. Alumni of democracy school will join the WhatsApp Group in discussing democracy issues in Indonesia and building solidarity among alumni of LP3ES democracy school. In addition, the LP3ES democracy school together with the LP3ES democracy school alumni forum always hold monthly discussions on the LP3ES democracy school. One of the issues discussed in the discussion was regarding “TNI/POLRI Become Acting Head of Regions: The Deterioration of Democracy and Bureaucratic Reform?” which will be held on October 8, 2021 with resource person Tjoki A. Siregar is a Bureaucratic Reform Observer/ASN Diplomat School Alumnus

III. Research question

How is the system of implementing political education, learning methods and strategies for achieving political education in the LP3ES class II democracy school program and the role of the LP3ES democratic school in political education on the implementation of the LP3ES democracy school batch II?

IV. Research purposes

Knowing the political education implementation system, learning methods and strategies for achieving political education in the LP3ES democracy school program and

knowing the role of civil society in political education through the LP3ES School of Democracy program batch II

V. Discussion

Strengthening civil society in Indonesia needs to be strived to realize a consolidated democracy by involving elements of society who understand democracy in improving the guarantee of a decent life for the community. In carrying out these efforts, a free public space is needed to collect different perspectives from one another with the diversity of regions, professions and gender which then becomes an insight for improving welfare in the region. Strengthening civil society in seeking this is done through political education. The importance of providing political education for elements of society who come from different backgrounds to then be given investment in human resources related to democratic issues and get involved in coloring the democratic process in Indonesia.

LP3ES as a critical institution that wants to maintain democracy in Indonesia made a concerted effort to curb its decline by creating a forum called the LP3ES democracy school to discuss issues of democracy in Indonesia. In the implementation of the second batch of democratic schools, the major themes of the economy, development and regional welfare were discussed. This theme is in line with the role of LP3ES as an institution that has been involved in programs to the community through a bottom-up development pattern by involving the community and government to achieve social welfare based on democracy. In the presentation session of the second batch of democratic schools related to improving welfare in the regions, several important points were presented in realizing a decent life for the community by making the government have a big role which is obliged to prosper the community. These efforts are carried out through government programs in advancing the region with the participation of the government and the community in development, empowerment and services as an effort to achieve a decent and independent life. The implications of the implementation of this democratic school are then a provision for alumni participating in the democratic school by adding insight into thinking about democracy from the perspective of different groups, then political education is able to be invested and re-implemented to the community and able to build networks of alumni participants. LP3ES democracy school in discussing democracy issues in Indonesia.

VI. Research Findings

Peran penguatan *civil society* di Indonesia melalui pendidikan politik sekolah demokrasi LP3ES dalam membahas perbaikan kesejahteraan di daerah belum sepenuhnya mampu di implementasikan di daerah karena di sebabkan oleh beberapa faktor diantaranya kurangnya koordinasi dan harmonisasi antara pemerintah pusat dan daerah dalam penyelenggaraan

program pemberdayaan masyarakat, anggaran yang masih belum maksimal dan tidak tepat sasaran, adanya *refocusing* anggaran dari pemerintah pusat, aturan-aturan dari pemerintah pusat terkadang menyulitkan pemerintah daerah serta pelayanan yang kurang maksimal dan masih membudayanya KKN dalam sistem pelayanan sosial masyarakat saat ini. Terkait program-program pemerintah dalam memberikan kehidupan yang layak bagi masyarakat masih belum menyentuh seluruh lapisan-lapisan masyarakat dan tidak melakukan evaluasi terhadap program yang dilaksanakan sehingga sering terjadi kecurangan dalam pemberian bantuan usaha kepada masyarakat dan sebaliknya masyarakat melakukan kecurangan dikarenakan kurangnya