



Political education in post: Aceh conflict

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Abstract

Political education is one of the most important agenda in the statehood, especially in the country based on the democratic system like Indonesia. Political education in Aceh which is widely known as a conflict area, is, of course, has a different strategy applied compared to other places throughout Indonesia. The phenomenon shows that there are still frequent physical clashes between supporters of political parties as well as the many apathetic communities in the governance process; it has been a major concern in the efforts of political education in Aceh. The long history of political struggle in Aceh serves as a basis in analyzing the socio political factors in relation to the political education of the community, which is certainly closely linked to the security stability in Aceh.

Keywords: political education, post conflict, political social analysis

1. Introduction

Education and politics are two important elements in the socio-political system, both in developed and developing countries. Educational issues can not be separated from socio-political issues because political policy is very important to determine the direction of curriculum and development of education. The relationship between well-managed education and good politics will have a positive impact, on the contrary, if the two elements are biased, there will be negative impacts on the public order so that it can trigger appearance of conflicts.

Political education should aim to generate political awareness of the public, such as exercising its right to vote, right to assemble and associate, the right to freely determine its political choice, and to actively participate in controlling some public policies of the government. So with their political awareness, the public is able to apply their political knowledge in good social life.

Aceh can not be separated from the prolonged conflict since the colonial era, the era after independence, until today. The source of political instability in developing countries are primordial allegiances which is used as political movements (Akmal *et al.*, 2008) ^[1]. Therefore, when the Acehnese want to reach the point of culmination apart from colonization, after joining in such an agreement, each started questioning the allocation of powers, which according to Geertz (1979) ^[5] there is a general pattern that marks unbalanced unequal allocation of power, namely the presence of dominant groups and central groups.

There were lots of victims of wars and prolonged sufferings which of course can trigger a grudge and in return will bring other conflicts. Vertical or horizontal conflicts that have occurred in Aceh certainly affect the political life of government and society, plus the perpetrators of political-oriented power. As a result, the people become exploited and

stuck in their political freedom. To make it worse, the incumbent of government and leaders of political parties are not able to provide good political education to the community. Political life that is often characterized by the current conflicts are the conflicts of before and after the elections. According to data from the Election Supervisory Committee, there have been 230 cases, 196 of which have resulted in the Constitutional Court. This shows the failure of political agents in providing political education to the public.

2. Political education and conflict understanding

The essence of political education is a political understanding or understanding of the political aspects of each issue. Political understanding means understanding conflict (Kartono: 2009) ^[7]. The number of conflicts in society is caused by controversy, differences due to various thoughts, opinions, and ideas, as well as the diversity of human behavior in society. Therefore, social life is life in the midst of "the dimension of conflict." With regard to this understanding, "political action" is to influence and take decisions in the middle of the political field and the battle of conflicts.

Political education is the process of influencing individuals to gain more information, insight and political skills. Thus political education encourages people to see themselves and their environment in other ways, to do other things, to do self-escalation and to improve their standard of living. (Kartono: 2009) ^[7]. So it is not expected that political education is identical with "political propaganda or the popular term is "indoctrination". Indoctrination will only show a narrow and fanatical view, therefore, its behavior is often contrary to the real reality encountered, even against its own conscience. So political education is held to prepare (1) well-functioning political cadres in the midst of the conflict struggle, so as to be able to (2) settle conflicts that satisfy all parties.

With political education it is hoped that the people will be able

to understand the political situation which is full of conflict but dare to be firmly give constructive criticism to the condition of the problem society. The community is directed towards the democratization process of individuals or groups and democratization in all social institutions and state institutions. People having good provision of political education will be able to fight for particular interests and ideologies, especially to those that correlate to the security and welfare of living together.

3. Political education in asymmetric decentralization government

The provinces of Aceh and Papua are authorized by the central government to run their government, with an asymmetrical decentralization model, namely the granting of political, economic, fiscal and administrative powers determined by the form and concept based on the specificity set forth in the regulations governing it. In Aceh, the commence of this asymmetrical decentralization since the agreement of the peace understanding between the Free Aceh Movement (Gerakan Aceh Merdeka, GAM) and the government of the Republic of Indonesia. Then the contents of the agreement are described in Law No. 11 of 2006 on the Government of Aceh. The law affirms the concept of asymmetry politically still within the framework of the Unitary State of the Republic of Indonesia (NKRI). This law is of course in line with the objectives of political education in Aceh which must be oriented to national political education which is based on democracy subject to Pancasila and the 1945 Constitution. Thus, all political education materials should be based on Pancasila and 1945 Constitution.

4. Potential of political education agencies

In the implementation of political education, there are some political education agents have duty to do it. According to Colin Mac Andrews (1978: 35-37), political education is run through several formal and informal institutions. Correspondingly, Chilcole (2007) political dissemination agencies are divided into two traits, namely "formal" and "informal". The formal agent means as a formal learning agent, (a) the school, and (b) the mass media. While informal agents are present in face-to-face communication that can happen anywhere, ie (a) family, (b) Group of peers, (c) Neighbors, (d) Workplace.

According to Dawson and Prewitt (1969) formulate political socialization agencies into 3 categories, namely (a) Authoritative agencies for children, such as teachers and parents, (b) Agents equivalent to those concerned, eg colleagues, colleagues, and friends, (c) Political agents, such as contacts with political authority and voting.

According to Michael Rush and Philip Althoff in his book entitled "Introduction to Political Sociology", political socialization agencies are 7, namely: (a) Family, (b) Education, (c) Peer Group, (d) Working Group, (e) Religious groups, (f) Free groups, (g) Mass media ..

As in Aceh, some elements that might be activated as political education agents are:

1. Family

Family is one of the first and most basic political education

agents because of family-formed attitudes in deciding problems within the family. Children learn politics first in the family, which in this case is done by parents, with the given skills that will affect the future political attitudes when plunging in the wider community. The influence of family life both directly and indirectly is the first social structure experienced by a person.

2. School

The principle that educated people are educated tend to have an awareness of political life, the acquisition of information about political processes, and more competence in their political behavior. The campus gives youth knowledge about the world of politics and their role in it. The campus will more concretely explain political institutions and political relationships, so learners get more information about political processes to be more competent in their political behavior. The campus is also a channel of inheritance of community values and attitudes.

3. Group of Peers

Although family and campus are the most obvious means involved in the process of political education, there are several other social units that can shape political attitudes, including social groups that include play groups in the childhood, friendship groups, working groups where each member have a relatively equal position and have close bonds. Through association with his friend is consciously or unconsciously influenced by the values that exist in the social environment.

4. Political Organization

Formal and informal organizations are also channels of information communication and political education. Participating in collective groups will train students to shape their political skills. Other institutions are directly involved in political parties. Political parties must provide political awareness to their supporters early on. If they are not clever, they can cause division.

Political parties must actively participate in providing political awareness to the community. Political education becomes one of the responsibilities of political parties. Moreover, each political party has received political relief funds (banpol). Political parties must also be a good example for their supporters. Especially when there is a conflict in the democracy party every 5 year.

5. Mass Media

Modern society can not live without broad, fast, and uniform communications. Information about any event soon becomes public knowledge a few hours later. Besides providing information about political events, mass media plays an important role in transmitting modern attitudes and values to the younger generation. A controlled mass media system is a powerful tool in shaping political beliefs.

In Aceh, the effective mass media are newspapers both offline and online. In addition, Social Media like Facebook, twitter, Whatsapp, Line, and Instagram become fast-growing alternative media for political education.

5. Potential of political participation

Political participation is the activity of citizens acting as individuals, which are intended to influence the decision-making by the Government. Participation can be individual or collective, organized or spontaneous, steady or sporadic, peaceful or violent, legal or illegal, effective or ineffective (Hymann: 1959).

Political participation is an important aspect of democracy. Political participation is a hallmark of political modernization. The existence of political decisions made and implemented by the government concerning and affecting the lives of citizens, the citizens are entitled to participate in determining the content of political decisions.

Here are some definitions of political participation from several sources: According to Budiardjo (1982: 1), political participation is the activity of a person or group of people to actively participate in political life, namely by choosing the state leadership and directly or indirectly influence government policy (public policy). This includes actions such as voting in general elections, attending general meetings, becoming members of a party or interest group, making contacts with government officials or members of parliament, and so on.

According to Herbert Mc Closky (Budiardjo, 2008: 183-184), political participation is the voluntary activities of citizens through the way they participate in the electoral process of the authorities, and directly or indirectly in the process of making or forming policies general.

The current government of Aceh that can be said in a conducive situation, asih experienced the same thing in the issue of political participation. But the problem is not in the lack of quantity or quantity of participants of political participation but rather in the quality of political participation.

The long journey of the Acehnese struggle filled with conflict still leaves the fear of the pressure of certain parties in determining its political choice. It leads to biased decisions in determining their political choices.

The role of political agents in particular political parties today is necessary to foster the spirit of political participation wisely so as to create sound, constructive, and accountable political decisions.

6. Conclusion

Wise political education conducted by appropriate political agents will solve many post-conflict political issues. Pancasila Democracy-based will lead political education to focus on the stability of people's security and welfare. The role of political parties in fostering cadres in a healthy and dignified course can help the realization of a clever and conscious political community so as to participate actively in controlling the management of government.

7. Reference

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