

Autonomy and Democratization of Islamic Education

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ABSTRACT

Background. Autonomy is the freedom to maintain and promote the special interests of the region, with its own finances, determine its own laws, and self-government.

Purpose. Educational autonomy according to the National Education System Law No. 20 of 2003 is revealed in the rights and obligations of citizens, parents, communities, and governments.

Method. The research and development method is a research method used to produce certain products, and test the effectiveness of these products.

Results. The results of this paper show that autonomy aims to autonomize a person or an institution or a region, so that educational autonomy has the aim of providing an autonomy in realizing the function of institutional education management.

Conclusion. However, since the implementation of educational autonomy, it turns out that its implementation has not gone as expected, instead the implementation of autonomy has created many problems, namely the high cost of education. Meanwhile, the meaning of educational autonomy actually implies democracy and social justice, meaning that education is carried out in a democratic manner so that the expected goals can be realized and education is intended for the benefit of the community, in accordance with the ideals of the nation in educating the nation.

KEYWORDS

Autonomy, Democratization, Islamic

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INTRODUCTION

The implementation of the decentralization system due to the enactment of Law No. 22 of 1999 concerning regional government autonomy, has an impact on the implementation of education management, namely management that provides wider space for education management to find strategies to compete in a competitive era to achieve quality and independent educational outputs. Decentralization policy will have a significant effect on educational development (Zhang dkk., 2019). There are at least 4 positive impacts to support the



education decentralization policy, namely: 1) Quality Improvement, that is, with the authority possessed by the school, the school is more free to manage and empower its potential resources (Chen dkk., 2020); 2) Financial Efficiency, this can be achieved by utilizing local tax sources and reducing operational costs (Azizi dkk., 2020); 3) Administrative Efficiency, by cutting the long chain of bureaucracy by eliminating multilevel procedures (Humprecht dkk., 2020); 4) The implementation of decentralization of education requires strengthening the basic foundation of education that is democratic, transparent, efficient and involves the participation of local communities (Ali dkk., 2019). Muctar Buchori stated that education is a determining factor in the success of human development, because education functions as a developer of knowledge, skills, values and culture.

Autonomy is essentially aimed at empowering a person or an institution or a region, so that educational autonomy has the aim of providing an autonomy in realizing the function of institutional education management (Spence, 2020). However, since the implementation of educational autonomy, it turns out that its implementation has not gone as expected, in fact the implementation of autonomy has created many problems, namely the high cost of education.

Education (Malecki dkk., 2021). Meanwhile, the notion of educational autonomy actually contains the meaning of democracy and social justice, meaning that education is carried out in a democratic manner so that the expected goals can be realized and education is intended for the benefit of the community (Mancino dkk., 2020), in accordance with the ideals of the nation in educating the nation. For more on the autonomy and democratization of Islamic education will be discussed in this article.

RESEARCH METHODS

This research uses Systematic Literature Review (SLR), which is a research method that summarizes the results of primary research to present more comprehensive and balanced facts. The SLR method can identify journals systematically (Martínez-Jiménez dkk., 2021), which in each process follows predetermined steps or protocols (Haseeb dkk., 2019). SLR aims to comprehensively find and synthesize research that refers to specific questions, using procedures that are organized (Felszeghy dkk., 2019), transparent, and replicable at every step in the process (Agusantia & Juandi, 2022).

The steps in SLR include developing research questions (formulating research questions), developing the search strategy (searching for articles or literature that match the research theme), selection criteria (applying inclusion criteria to select articles) (Ismail dkk., 2019), evaluating and analyzing data (evaluating and analyzing data) and interpreting (reporting research findings) (Ahmed & Le, 2021). Data were collected from articles found in Google Scholar, Semantic Scholar, Education Resources information Center (ERIC) and Directory Open Access Journal (DOAJ) databases (Gokbulut, 2020). The articles selected were those that had relevance to the research questions (Nabilah et al., 2023).

Systematic Literature Review (SLR) is conducted in three stages: planning, conducting and reporting the literature review. In the first step the requirements for the systematic review were identified (Abrams & Greenhawt, 2020). Then, systematic reviews on Islamic banking issues in Indonesia were identified and reviewed (Carico dkk., 2021). A review protocol is designed to direct the conduct of the review and reduce the possibility of researcher bias (Garza dkk., 2023). In the second step, it defines the research questions, search strategy, study selection process with inclusion and exclusion criteria, quality assessment (Holbrey, 2020), and finally the data extraction and

synthesis process (Selman dkk., 2020). The third step is reporting by writing the results of the study based on the literature that has gone through the first and second step process (Facal, 2020), then discussing it in the research results and concluding it.

RESULTS AND DISCUSSION

1. The Autonomy of Islamic Education

A. Concept of Islamic Education Autonomy

Autonomy comes from the Greek *autos*, which means self, and *nomos*, which means law or rule. In this etymological context, several authors provide an understanding of autonomy. Autonomy is defined as "self-regulation, self-regulation or self-government".

Conceptually, there are many concepts about autonomy given by experts and writers, including Syarif Saleh defines autonomy as the right to regulate and govern the region itself, which rights are obtained from the central government (Ibrahim Hamada, 2022). Wayong argues that regional autonomy is the freedom to maintain and advance the special interests of the region, with its own finances, determine its own laws, and self-government (Mohd Yusof dkk., 2023). Sugeng Istanto states that autonomy is defined as the right and authority to regulate and manage regional households (Urinboyev, 2023). Meanwhile, Ateng Syafruddin argues that the term autonomy means freedom and independence, but not independence. Limited freedom or independence is a form of providing opportunities that must be accounted for.

B. Autonomy/Decentralization of Islamic Education

1). Concept of Educational Autonomy

Autonomy comes from the Greek *autos* which means "own" and *nomos* which means "law" or "rules". Meanwhile, according to Ateng Syafrudin, the term autonomy means freedom and independence, but not independence. Educational autonomy according to the National Education System Law No. 20 of 2003 is revealed in the rights and obligations of citizens, parents, communities and governments (Ratrout & Köprülü, 2022). In the third part of the rights and obligations of the community, article 8 states that "the community has the right to participate in the planning, implementation, supervision and evaluation of education programs (Sharif Matthews & López, 2019). Article 9, the community is obliged to provide resource support in the implementation of education" (Praetorius dkk., 2020). Likewise, in the fourth part of the rights and obligations of the government and local governments, article 11 paragraph 2 states that "The government and local governments are obliged to ensure the availability of resources for the implementation of education for citizens aged 7-15 years.

From the above it can be concluded that the concept of educational autonomy contains a broad sense, including the philosophy, objectives, format and content of education and the management of education itself (Wang & Fang, 2020). The implication of all this is that each autonomous region must have a clear vision and mission of education and far ahead by conducting in-depth and widespread studies of population and community development trends to obtain a better society in the future and designing an education system that is in accordance with the cultural characteristics of the Indonesian nation which is *bineka tunggal ika*.

For this reason, regional independence must begin with self-evaluation, analyzing internal and external factors of the region in order to get a real picture of regional conditions, so that a mature strategy can be prepared in an effort to raise the dignity and dignity of a cultured and highly competitive regional society through quality and productive educational autonomy.

2). Education Autonomy as Optimization of Regional Potential

The 1945 Constitution states that every Indonesian citizen has the right to a proper education. The government develops and organizes a national education system that is regulated by the state. The state prioritizes an education budget of at least 20% of the APBN and APBD to meet the needs of national education (Liu & Wu, 2021). With the existence of Regional Autonomy Law No. 22 of 1999 which was later refined into Law No. 32 of 2004, there has been a change in the government system from centralized to decentralized, where each region has the authority to regulate and manage its own government system for the welfare of the people in the region.

The delegation of authority to the regions has consequences for financing to support the decentralization process as stated in Article 12 paragraph 1 of Law No. 32 of 2004 that government affairs submitted by the regions are accompanied by funding sources, transfer of facilities and infrastructure, and staffing in accordance with the decentralized affairs.

In line with the direction of autonomy and decentralization policies pursued by the government, the responsibilities of local governments will increase and expand, including in education management (Li & Li, 2022). Local governments are expected to constantly improve their abilities in various stages of education development, starting from the stages of regional policy formulation, planning, implementation, to monitoring and monitoring in their respective regions in line with national education policies outlined by the government.

The granting and enactment of educational autonomy in the region has strategic value for the region to compete in efforts to build and advance regions throughout Indonesia, especially those directly related to human resources and natural resources of each region in an effort to explore and optimize the potential of the community that has been latent (Chatterjee dkk., 2021). Likewise, with the decentralization of education, local governments, both level I and level II, can begin their role as the basis for managing basic education. For this reason, it is necessary to have a non-structural institution that involves the wider community to provide educational and cultural considerations tailored to the needs of the region's capabilities.

In this era of autonomy, it is time for us to think critically to build an educated, humanist, democratic and civilized society (Mani dkk., 2019). So that people have been marginalized in orthodox thinking pits no longer exist in the building and order of a dynamic and progressive society (Barlott dkk., 2020). If this can be realized, the community will also feel proud of itself and will later respect the progress and development that occurs in the social and educational environment. Because people have been given high respect as social beings and as servants of God. So that community education which includes all components of society and schools can run synergistically, hand in hand and in harmony in accordance with the objectives of education itself.

In addition, in this era of autonomy, the community needs to be given the trust to participate in the empowerment and management of education, not just as a contributor or enhancer of funds for schools symbolized in BP3 (Xiao dkk., 2019). In other words, the imbalance and imbalance between the rights and obligations of BP3 members consisting of the community or parents of students must be eliminated. Because it has made the institution that should accommodate community participation no longer functions. (Therefore, when autonomization has been promoted, it is time for the community to be included in decision-making in schools in various matters. But not just as a formality in the sense that the community in deliberations will be just an object or as a listener, but must really be involved directly, but community participation is also limited to a certain scope with the inclusion of the community in education will be more effective because it can be directly enjoyed by the community itself.

In connection with the implementation of educational autonomy, the role of educational institutions as centers of knowledge, science and technology, and culture becomes more important

and strategic. This is done in the context of regional empowerment, to emphasize the ongoing autonomy.

3. Problems in the implementation of educational autonomy

The division of authority and financial balance between the central and regional governments, provides a focus that the implementation of regional autonomy is in the district and city areas. In this situation, both in terms of authority and sources of financing in the field of education, the district or city will play an important role, especially in its implementation. Meanwhile, coordination and synchronization of education programs need to be improved in order to avoid regional ego. For the implementation of decentralization of education, it is important that we anticipate the problems that may be faced in its implementation, and among these problems are:

a. National interest

One of the national goals envisioned in the preamble of the 45th Constitution is "to educate the nation". To achieve this, articles in the 1945 Constitution with all its amendments emphasize democratization and the fulfillment of basic rights for all citizens to obtain education. What might happen is how each district or city, with different potential sources of funding, can ensure that every citizen obtains the right to education. Another issue related to national interests is how education can be developed in a unified direction and purpose.

b. Quality improvement

One of the rationales underlying the birth of Law No. 22 of 1999, which was later refined into Law No. 32 of 2004 concerning local government, was to adapt to developments both external and internal, especially facing the challenges of global competition and free market competition. There are three basic abilities needed for Indonesian people to participate in global competition, namely management skills, technology and the quality of human resources, all of which can be achieved through quality education. The quality referred to here is not only that which meets National Standards but also international. The problem is that with the autonomy of education implementation fully carried out by the district or city government, the quality of resources, infrastructure and financing capabilities for the community will be able to produce quality that is below or above the standard.

c. Management efficiency

In order to spur the improvement of the quality of human resources through education in conditions of limited financial resources which are then divided into autonomous regions, the implementation of regional autonomy is also expected to increase management efficiency (technical efficiency) and efficiency in managing the budget (economic efficiency). A very centralized management system so far will have potential management efficiency problems in the regions, especially in schools, if not carried out professionally and proportionally.

d. Human resources

Human resources are the most important pillar in implementing educational autonomy. Human resources have not been adequate, which means that they relate to the quantity and quality of these human resources. There are still regions that have not been able to understand, analyze, and apply the concept of educational autonomy. Likewise, with regard to the quantity or number of existing human resources.

e. Equity

The implementation of educational autonomy can increase people's aspirations for education, which is expected to also increase equity in obtaining educational opportunities. However, the problem is the increasing distance between regions in equitable distribution of educational facilities which will ultimately encourage increased disparities in the quality of educational outcomes.

f. Community participation

One of the goals of regional autonomy is to empower communities, foster initiative and creativity, increase community participation, including in increasing resources and in organizing education. Community participation in education can be in the form of individuals, groups or institutions such as business and industry.

g. Education supervision

The national education system, including its supervisory aspects, is expected to have the ability to respond to various regional demands and continue to compete globally. Supervision system should focus on quality development, realizing the efficiency and effectiveness of management services. Educational supervision should also not only be positioned as bureaucratic and statutory behavior only. More than that, it should be treated as part of a professional culture in educational organizations. Although supervision is a series or cycle of the management process, but the meaning of inherent supervision, and community supervision should always synergize with functional supervision.

h. Curriculum Issues

As we know, Indonesian society is very heterogeneous with a variety of diversity, such as culture, customs, ethnicity, natural resources and even human resources. Each region has different preparations and capabilities in the implementation of educational autonomy. In the context of regional autonomy, the curriculum of an educational institution is not just a list of subjects required in a type of education level, in a broad sense the curriculum contains conditions that have given birth to a particular lesson plan or program.

Meanwhile, according to Hasbullah, the curriculum is the overall program, facilities, and activities of an educational or training institution to realize the vision and mission of the institution.

4). Implementation of Decentralization of Education in Indonesia

Decentralization of education that has been implemented in Indonesia since 2001 has seen some positive things in its implementation, for example, many regions, especially rich regions, have a passion for advancing education for their people by increasing the number of schools in the country. education budget in the State Budget (APBD). The steps taken are to simplify and shorten the education bureaucracy in the regions, to increase the initiative and creativity of the regions in managing education which is more likely to achieve equitable distribution of education in remote areas, and to increase community participation in supporting education. This is a natural thing because of the granting of broader authority to the regions and supported by costs with a larger portion in the development efforts in the field of education including administrative, institutional, financial, planning and so on. Therefore, the readiness of regions to be able to carry out a greater role becomes more central in decentralizing education.

Decentralization of education is different from decentralization in other areas of government, where decentralization in the field of government is at the district/city level. Meanwhile, decentralization of education does not stop at the district/city level, but instead reaches the educational institutions or schools as the spearhead of education implementation.

In connection with this, the conception of decentralization of education must be packaged in the school-based management (MBS) program, which is a management system that relies on the situation and conditions as well as the needs of local schools. Schools are expected to recognize the entire infrastructure in the school, such as teachers, students, infrastructure, finance, curriculum, and information systems. These management elements must function optimally in the sense that they need to be planned, organized, driven, controlled and controlled. MBS must be supported by community participation through school committees/school councils that have the following roles:

- a. Advisory agency in the determination and implementation of education policy.
- b. Supporting agency, both in the form of finance, thought and energy in the implementation of education.
- c. Controlling agency in the context of transparency and accountability of education implementation and output.
- d. Mediator between the government (executive) and legislature with the community.

In addition, one of the efforts in implementing decentralization of education in schools is to increase the autonomy capacity of the school itself in the following ways: School Based Management (SBM), Community Involvement, Community Empowerment, Quality Orientation, Eliminating Uniformity.

The condition of Indonesian society is heterogeneous and each region has different readiness and ability in the implementation of decentralization of education. The problem of educational relevance has been directed at the government's lack of trust in the regions to organize their education systems in accordance with the objective conditions in their regions. For this reason, the curriculum of an educational institution is not just a list of subjects required in a type and level of education, but is broader, namely containing conditions that are in accordance with regional characteristics. This is in line with what Armida S. Sjahbana said that it is necessary to be clear about the curriculum formulation policy, whether only the core curriculum is determined by the central government, while local content in a significant percentage is left to each region or even directly to each school. Currently the curriculum is fully determined by the central government and the regions can only fill in the part of the curriculum that is local content in a very small percentage.

b. Human Resource Problems (HR)

Human resources are the main pillar in implementing education decentralization, because unprofessional human resources will hinder the implementation of education decentralization. The arrangement of human resources that are not in accordance with their educational background and expertise causes the implementation of education to be unprofessional. For example, some education personnel and even the head of the education office were appointed from former heads of sub-districts, heads of fire departments and others. Although these former officials have taken care of many people, they have different characteristics from students and people involved in education.

c. Problems of Funds, Facilities and Educational Infrastructure

The issue of funds is the most crucial issue in the improvement and development of the education system in Indonesia. It has been complained that the quality of education is low due to insufficient funds, the budget for education is still low. This should not need to happen in the era of decentralization of education because the education budget has been handed over to local governments with the issuance of the 2004 PKPD Law. Likewise, it has also been emphasized in the National Education System Law Number 20 of 2003 Article 49 paragraph (1) states that "Education funds other than educators' salaries and official education costs are allocated at least 20% of the APBN in the education sector and at least 20% of the APBD." [16] Unfortunately, the mandate that clearly has a legal basis and umbrella until now has not been implemented properly. Because the executive and legislative local governments have not considered education as a priority in development.

1) The uneven ability and readiness of local governments to implement the education decentralization policy and the readiness of regions in remote areas. Even for certain regions, the full implementation of the education decentralization policy is a problem in these areas.

2) Uneven local financial capacity through local own-source revenues (PAD) in supporting education financing in their respective regions, especially poor regions.

3) The inexperience of each local government to manage its own education development in the region in accordance with the spirit of the region concerned. It is feared that the implementation of the decentralization of education policy for schools and parents will increase funding sources and increase access to information, which in turn will lead to a variety of methods, criteria, choices and results. Gradually, this diversity will lead to school inequality between regions.

Thus, in the context of decentralization, the role of the community is indispensable, especially the education apparatus both at the central and local levels to build an independent and professional education. Because the emphasis of decentralization is placed on districts/cities, improving the quality of education apparatus in the regions is fundamental, especially at the layer closest to the people who will provide services. The effectiveness of education services at the grassroots level is also important to encourage active community participation in education development.

Although decentralization of education is a necessity, in reality, its implementation seems to be a rather hasty and unprepared action. This can be seen from the inadequacy of regional human resources (HR), inadequate infrastructure, not optimal education management, in addition to the many problems faced by the world of education in the region.

Among the problems facing education in the regions today are the low quality of graduates, the poor physical condition of schools, the shortage of teachers and their inappropriate qualifications, the inequality of education provision, the curriculum and others. This is quite a task for local governments in the framework of implementing regional autonomy.

If regional autonomy refers to the rights, powers and obligations of autonomous regions to regulate and manage their own government affairs and community interests, then this is only possible if the Central Government decentralizes or hands over government authority to autonomous regions. This is what is called decentralization. Regarding the principle of decentralization, there are many definitions. Etymologically, the term comes from the Latin "de", meaning loose and "centrum", meaning center, so it can be interpreted as releasing from the center. Meanwhile, Law No. 32 of 2004, chapter I, article 1 states that:

"Decentralization is the transfer of government authority by the Government to autonomous regions to regulate and manage government affairs within the unitary state system of the Republic of Indonesia". The term decentralization appears in the package of laws on regional autonomy whose implementation is motivated by the desire of all levels of society to reform in all areas of government.

According to Bray and Fiske, decentralization of education is a process in which an institution with a lower position receives delegated authority to carry out all tasks of implementing education, including the use of all existing facilities and the formulation of policies and financing.

Decentralization is defined as the transfer of government authority by the government to autonomous regions to regulate and manage government affairs within the system of the Unitary State of the Republic of Indonesia (Article 1 paragraph (7) of Law No. 32/2004). Regarding decentralization, there are several concepts put forward by experts as follows.

1) Decentralization is the transfer of authority from higher levels of government to lower levels of government, whether in the legislative, judicial, or administrative fields.

2) Decentralization as a system used in the field of government is the opposite of centralization, where some of the central government's authority is delegated to other parties to be exercised.

3) Decentralization does not only mean the delegation of authority from the central government to lower governments, but also the delegation of some government authority to the private sector in the form of privatization.

4) Decentralization is the recognition or transfer of authority by lower public bodies to make independent and self-interested governance decisions, as well as the authority structure that results from this.

5) The definition of decentralization basically means that through the process of decentralization, government affairs that were originally included in the authority and responsibility of the central government are partly handed over to local governments in order to become their domestic affairs so that these affairs transfer to and become the authority and responsibility of local governments.

6) Decentralizing government can mean restructuring or reorganizing power so that there is a system of shared responsibility between central, regional and local government institutions in accordance with the principle of subsidiarity. This improves the overall effectiveness of the governance system, and also increases the authority and capacity of the subnational level.

From the above concepts, it can be concluded that decentralization is the transfer of authority of affairs that were originally the authority of the central government to local governments to carry out these affairs.

Politically, decentralization in the sense of devolution is carried out to meet the demands of minority groups who demand autonomy in their regions. The higher the discriminatory practices, the stronger the demand for autonomy.

According to Rondinelli, decentralization is widely expected to reduce the workload density in the central government. Maddick, on the other hand, argues that decentralization is a way to improve the ability of government officials to obtain better information about local conditions, to formulate programs, and to improve the quality of government.

decentralization can also be used as a tool to mobilize support for national development policies by informing the community (Lurah to mobilize participation in development planning and implementation at the local level).

Decentralization can also be used as a tool to mobilize support for national development policies by informing communities (Lurah to mobilize participation in development planning and implementation in the regions. Local participation is mobilized through the involvement of various interests such as political, religious, ethnic, and professional groups in the development policy-making process by the local government.

However, politically the existence of local government is very important to accommodate the needs of the region. According to Law No. 32/2004 in Article 7 paragraph (1), it is stated that regional authority includes authority in all fields of government, except authority in the fields of foreign policy, defense and security, justice, fiscal/monetary, and religion, as well as other authorities specifically regulated. In addition, everything becomes the authority of the region, including one of the fields of government.

Education. The purpose of granting authority in the implementation of regional autonomy is to improve people's welfare, equity and justice, democratization and respect for local culture, and pay attention to the potential and diversity of the region.

The authority to manage education has changed from a centralized system to a decentralized system. Decentralization of education means a wider delegation of power and authority to the regions to make plans and make their own decisions in overcoming the problems faced in the field of education. Actually, the autonomy of Islamic education dates back to the classical period, the time of the Prophet, the time of Khulafaurrasyidin, until the present time.

2. Democratization of Islamic Education

a. The Nature of Democratization of Islamic Education

Democracy comes from the Greek language, from the word "demos" which means people and "cratos" means government. So democracy is government in the hands of the people. According to Peter Salim, democracy is a way of life that prioritizes equal rights and obligations and equal treatment for all citizens. Meanwhile, Zaki Badawi argues Democracy is defined as an idea or view of life that prioritizes equal rights and obligations and equal treatment for all citizens. Joseph A. Schmeter as cited by Heri Herdiawanto and Jumanta Hamdayama said that democracy is an institutional plan for achieving political decisions in which individuals gain power to decide how to fight competitively for the people's votes.

Sidney Hook as cited by Ubaidillah, et al. argues that democracy is a form of government in which important government decisions are directly or indirectly based on a freely given majority of adult people.

From the above understanding, it can be understood that democracy is essentially a system of government that recognizes the right of all members of society to influence political decisions, either directly or indirectly, or a system of people's government known by the slogan of the people, by the people, for the people. The term democracy does appear and is used in political studies, which means that power is in the hands of the people. The mechanism of democracy in politics is not entirely appropriate. However, democracy subtly brings the spirit of education in planning, management and evaluation.

Educational democracy according to Sugarda Purbawakantja is an educational teaching in which all members of society receive fair education and teaching. The process of educational democracy will usually take place between educators and students in relationships both individually and in groups. This does not only take place in the form of face-to-face meetings, but can also occur using electronic media. However, not all of these associations have the essence of educational democracy, unless there is an intention of the educator to influence students, so that students are able to develop themselves to reach maturity and are able to change their behavior to achieve something useful and the potentials of students are realized.

In the field of education, the ideals of democracy that will be developed by not abandoning the characteristics and nature of the existing conditions of society, through vertical and horizontal communicative processes, need to be formulated in advance, especially those related to democratic values. Thus, it will appear that educational democracy. If the development of educational democracy to be developed is oriented towards the ideals and values of democracy, then it will always pay attention to the following principles:

- a. Upholding human dignity in accordance with its noble values.
- b. Must respect and protect human rights with dignity and noble character.
- c. Strive for the fulfillment of the human rights of every citizen to obtain national education and teaching by utilizing their personal abilities, in order to develop their creativity towards the development and progress of science and technology without harming others.

In practice, it turns out that democracy has been applied by the Prophet Muhammad PBUH. Which is known as deliberation. One example can be stated that when the Prophet Muhammad PBUH faced the problem of war strategy and diplomacy with the enemy, it was clearly illustrated how the Prophet Muhammad PBUH. resolved the political issues at hand and he was always aspirational and could tolerate differences of opinion among the people.

Companions, not to mention dealing with the enemy. While the decision-making mechanism sometimes he followed the majority.

Basically, Islam gives freedom to individuals (students) to develop the values of fitrah that exist in themselves to harmonize with the times. Islam also provides guidance to educators, as well

as requiring them not to restrain the freedom of individual children in developing their potentials that have been brought from birth. As a reference for understanding educational democracy in Islam, it seems to be reflected in the following points:

a. Islam obliges humans to pursue knowledge

As the hadith of the Prophet Muhammad PBUH, which means: "demanding knowledge is obligatory for every male and female Muslim". The hadith reflects that in Islam there is educational democracy, where Islam does not differentiate between male Muslims and female Muslims.

Both men and women have the obligation and right to study. Therefore, education must be disseminated to all levels of society fairly and equitably.

b. The necessity to ask knowledge experts

If educators and students in the teaching and learning process and in understanding these sciences encounter things that are not understood, it is necessary to ask experts in that field. In relation to educational democracy, there are several guidelines for manners in the implementation of this democratic element, which are intended for students or educators, namely

1) Mutual respect is a manifestation of the feeling that humans are creatures glorified by Allah swt.

2) The delivery of teaching must be with language and practice based on kindness and wisdom.

3) Fair treatment of students.

4) The occurrence of affection between educators and students.

5) Embedded in the souls of educators and students of the need for taufiq and guidance of Allah swt.

CONCLUSION

From the above description of the autonomy and democratization of Islamic education can be drawn conclusions:

1. Educational democracy is education that provides opportunities for students to achieve the highest level of school education according to their abilities.
2. Decentralization of education is the delegation of government authority to the community or parties concerned with education to participate in taking responsibility for advancing education.
3. School-based management is the coordination and integration of resources carried out automatically (independently) by schools through a number of management inputs to achieve school goals within the framework of national education, by involving all interest groups related to schools directly in the decision-making process (participatory). The objectives of MBS are threefold: to improve the efficiency, quality and equity of education.
4. Community-based education is education designed by the community to educate the community so that they are empowered, in the sense that they have the power to build themselves which is of course through interaction with their environment. This the concept of community-based education includes: from the community, by the community and for the community.

AUTHORS' CONTRIBUTION

Author 1; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Original draft.

Author 4: Conceptualization; Project administration.

Author 5: Data curation; Investigation.

Author 6: Formal analysis; Methodology.

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