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The role of local political parties as political education in north aceh: a study of aceh party

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Abstract

This study aims to provide in-depth and comprehensive descriptions regarding the role of local political parties in carrying out political education for the elite, cadres and the community. This research used a qualitative analysis with descriptive analytic methods. The results of this study showed that the Aceh Party had organized political education but had not yet maximized its implementation mechanism. The level of role is at the level of Role-Expectancy. In conclusion, the role of the Aceh Party in the North Aceh region is not yet in a dimension of role-perception.

Keywords: Local, Political, Parties, Education, Mou Helsinki.

El papel de los partidos políticos locales como educación política en el norte de Aceh

Resumen

Este estudio tiene como objetivo proporcionar descripciones exhaustivas y exhaustivas sobre el papel de los partidos políticos locales en la realización de la educación política para la élite, los cuadros y la comunidad. Esta investigación utilizó un análisis cualitativo con métodos analíticos descriptivos. Los resultados de este estudio mostraron que el Partido Aceh había organizado la educación política pero aún no había maximizado su mecanismo de implementación. El nivel de rol está en el nivel de expectativa de roles. En conclusión, el papel del Partido Aceh en la región del norte de Aceh aún no está en una dimensión de percepción de roles.

Palabras clave: local, político, partidos, educación, Mou Helsinki.

1. INTRODUCTION

Aceh Party is a local political party in Aceh that formed since the signing of the Helsinki MoU in 2005. One of the points in the agreement is that the establishment of a local political party as a means for the Free Aceh Movement (GAM) to realize their noble goals through political movements, which were previously carried out through armed movements. The armed movement had caused many casualties and damages in various parts of our life, therefore, the

establishment of local political parties became the foundation of the Acehese people to be able to create a new political culture.

The Aceh Party in North Aceh region is the basis of the Free Aceh Movement (GAM) that has managed to maintain its victory so far. However, there are indications that there will be an anticlimax of the PA of North Aceh district which always wins the previous regional head election in the North Aceh region so that it feared that it would follow other regions that continue to experience defeat in the upcoming regional head elections (BUDIARDJO, 2003). Even in the 2017 provincial elections, Aceh Party votes are not much different from regional calculations. The candidates from the Aceh Party lags behind other party candidates.

The constitution or legal basis for the Aceh Party which mandates the role of conducting political education is Government Act Number 2 of 2011 as a revision of Law number 2 of 2008 concerning Political Parties. In-Law no 2 of 2011 in Chapter I concerning General Provisions, Article 1, paragraph 4 and Chapter II concerning Formation of Political Parties, article 2 paragraph 4 point h, and is strengthened in Chapter V concerning Purpose and Function, article 11 paragraph 1 part a which reads: Political parties function as a means of political education for members and the wider community to become Indonesian citizens who are aware of their rights and obligations in the life of society, nation and state (FIRMANZAH, 2007).

Besides the above mentioned, AD / ART (statutes and bylaws) of the Aceh Party, Chapter III on the Feature, Function and Effort, article 7 on Effort states that this political party functions to (1) Revive

the historical values of the struggle of the people of Aceh; (2) Improve the quality of human resources towards the life of a developed and dignified nation; (3) Carry out political education for the people of Aceh; (4) Be proactive in political and government life. The third point clearly states that political education is the responsibility of the Aceh Party (AHMAD & AHMAD, 2018; SOEKANTO, 2002).

The legislation above which underlies the function and role of the Aceh Party is a form of formal legitimacy so that all activities should be carried out formally and clearly as the basis for implementing the program. However, this does not mean that they are not allowed to carry out informal education, because in society, especially in Aceh, there many social and cultural activities that are customary and cultural that used as a means or medium for carrying out political education. For example, Khanduri, celebrating Maulid, relaxing in a coffee shop used as a means of political education. So the conclusion of political education can be done both formally and informally, but it must emphasize formal activities.

Political education should not only be understood mainly as the efforts of obtaining power but more than that, obtaining awareness of the rights and obligations in the nation, community, and state. From the phenomenon obtained, it concluded that the role of the Aceh Party in North Aceh region is not yet in the dimension of role-perception, but is still at the stage of role expectation.

In conclusion, Aceh Party's role in carrying out political education- is still at the stage of performing according to the corridor of the roles that other people or other parties expect, in this case, the

leadership, not at the stage of innovating roles according to the right and holistic perception of one's demands. So far, political education is still carried out just before the election, so that political education still revolves around winning goal only, not yet up to the level of awareness of the nation of Aceh, namely improving the welfare of the people and educating the people of Aceh, especially in the political field.

The above facts also occur in other regions in Indonesia, as reported in the results of a study conducted by the Human Rights Research and Development Agency of the Indonesian Ministry of Law and Human Rights (2011) on *The Role of Political Parties in Providing Political Education to Communities* conducted on 4 (four) provinces, namely Papua, West Kalimantan, East Java and North Sumatra. From the results of the study, it was found that: the intensity of political education carried out by political parties is still very lacking because political education is carried out only during the recess or during the campaign period before the election. The theme of education carried out by political parties is voter education in terms of elections and the vision and mission of political parties, this indicates that political education is directed to elect the party. Also, there is also no participatory political education model between community members, constituents, and political party cadres, because education is often done only as a socialization of the political party's vision and mission.

2. THEORETICAL FRAMEWORK

David Berry in PRANG (2017) in his book entitled an Introduction to Sociology suggests that there are individual attitudes and actual behaviors that are consistent with a role (role identity). A person or institution with excellent skills will quickly change roles when he recognizes situations and demands that require significant changes. Besides, Berry in PRANG (2017) also groups roles based on structure, namely: (i) formal role - It is a specific role, and there is a formal standard position. The role that seems clear, covering all behaviors that homogeneous, (ii) informal role - The role that is implicit, usually not seen and done only for emotional needs/habits.

MINTZBERG, BRUCE & JOSPEH (1960) concluded 10 types of roles that if grouped there are 3 types, namely the role of (1) interpersonal, (2) informational, and (3) decision making. This grouping is usually to describe the managerial role, but it can also be applied to the role of the PA in the process of political education because, in that process, it covers the managerial process in Aceh Party organizations. The following explanation of the three main concepts: (i) Interpersonal Role - This role includes recruitment, training, motivation, and discipline. (ii) Informational Role - This role includes gathering information from organizations or agencies or external parties. Usually, he gets information by reading or communicating with outsiders to learn about changes in society, what competitors might plan, and the like. This role also includes the delivery of outside information to parties in the organization. Also, this role acts as a

spokesperson when representing the organization in front of outsiders.
 (iii) Decision-making - The role of problem-solver, so that it acts as a negotiator

Table 1: Managerial Roles

Role	Description
Interpersonal	
Main Character Leadership Connector	Symbolic leader: required to perform a number of routine tasks from a legal or social institution. Responsible for motivating and directing members Maintaining an outside connection network that provides help and information.
Informational	
Monitor Carrier Spokesman	Receive various information, act as the internal and external information center of the organization. Forward information received from outsiders or other employees to members of the organization Forward information to outsiders about the plans, policies, actions, and results of the organization, acting as an expert in the organization.
Decision-making	
Entrepreneurship Problem Solver	Look for opportunities in the organization and its environment and initiate projects to make changes Responsible for corrective actions when the organization faces unexpected important

Resource	disturbances
Allocator	Make or approve significant organizational
Negotiator	decisions
	Responsible for representing organizations in
	major negotiations.

Source: Adapted from the Natural Managerial

The above role aspect, according to MINTZBERG ET AL. (1960), is also a reference for analyzing the role of the Aceh Party in the process of political education that is carried out in the North Aceh region.

3. METHODOLOGY

This qualitative study explains the social phenomena that occur in the political education process carried out by the PA in the North Aceh region. The object of this research is the role of the local party in implementing political education. This research was conducted by investigating the Aceh Party in the North Aceh region. The determination of Aceh Party as the object of the research with the consideration of the domination of votes in the North Aceh Region, compared to Aceh Party in other regions which tended to decline and lose compared to the national parties in the region. Data was collected by conducting in-depth interviewing and some observations. The interviews were conducted on the Chairperson of the DPA (Aceh

Leadership Council), the chairman of the DPW (Regional Leadership Council), several chairpersons of the DPS (District Leadership Council), and several chairmen of the DPG (Village Leadership Council). The chairpersons are considered responsible for conducting political education in their area, and are considered to have information that can provide accurate data needed for research on the role of local stakeholders in the implementation of political education.

4. RESULTS AND DISCUSSION

In social life, we always play a status or position, as well as the Aceh Party Institution which must play a role in carrying out political education not only for members but also for the wider community. As we know that in role definition there are 3 dimensions of role functions (KAHN, 1964), namely role perception (role-perception), role expectation (role-expectation), and role conflict. As a local party which is the incarnation of GAM after the Helsinki MoU, Aceh Party must be able to adjust to the context in which it is located, namely the North Aceh district. This institution must play a role in accordance with the mandate of the constitution in its possession.

In the role function dimension, as much as possible the Aceh Party did not play at the level of role conflict. From the results of the study which showed that some of the speakers said that there were still many cadres who did not understand holistically what political education was and the role of the Aceh Party in its implementation.

This means that it is not yet at the stage of role perception, which is a view of how we should act in certain situations based on an interpretation of what we believe about how we should behave/ act. A good understanding will initiate someone so that it raises practical awareness after he believes and understands then he practices it repeatedly so that practical awareness is formed.

In conclusion, Aceh Party in its role in carrying out political education is still at the stage of performing according to the corridor of the roles that other people or other parties expect, in this case, the leadership, not at the stage of innovating roles according to the right and holistic perception of one's own demands, and we are still doing according to the demands the other party, then we should increase our role one step higher. During this time political education is still carried out before the election as demands and habits of the other parties, so that political education still revolves around winning only, not yet up to the level of awareness of the nation of Aceh, namely improving the welfare of the people and educating the people of Aceh especially in the political field.

Meanwhile, according to PRANG (2017), as stated in chapter 2 page 24, that the grouping of roles is also divided into 3 types, namely (1) active roles, (2) participatory roles, and (3) passive roles. In this context, the results of the study concluded that the Aceh Party is in the 3 types of roles. Aceh Party as actors of political education are already at the level of group 1, namely the active role, but most are still in the participatory role group, namely implementing only based on needs or only on schedule. And some others are still in type number 3, namely

the role carried out by individuals only as a symbol in certain conditions in the life of the organization or society.

Roles according to MINTZBERG ET AL. (1960), grouping in 3 types of roles, namely (1) Interpersonal Roles, (2) Informational Roles, (3) Decision Making. Role number 1 includes the roles of recruitment, training, motivation, and discipline. In this case, as stated by MINTZBERG ET AL. (1960) in the table of managerial roles in chapter II page 27, this interpersonal role refers to the main character responsible for carrying out a number of routine tasks of a legal or social institution, motivating and directing members, and maintain a network of external connections that provide help and information.

As for the informational role which includes the role as an information monitor that acts as an internal and external information center of the organization, forwards information received from outsiders or other employees to members of the organization, and forwards information to outsiders about the organization's plans, policies, actions, and results, acting as an expert in the organization. For the role of the decision-maker must include several criteria, namely looking for opportunities in the organization and its environment and initiating projects to make changes, take responsibility for corrective actions when the organization faces unexpected important disturbances, make or approve significant organizational decisions, and is responsible for representing the organization in major negotiations.

The three managerial role groups according to MINTZBERG ET AL. (1960) above can be applied in managing political education

in North Aceh. From the implementation observed through observation; excavated from interviews with both primary and secondary sources, as well as several community leaders; and discussed in the FGD, the role of the Aceh Party as a political education actor largely still does not meet the management criteria described by the MINTZBERG ET AL. (1960) figure. At the level of interpersonal role is still the main figure of a symbolic organization. A small number have played both leadership and liaison roles.

In the informational role, the Aceh Party has done quite well in all three elements of the role, namely as a monitor, disseminator, and spokesperson for information. As for the role of decision-makers with elements of entrepreneurship, problem-solving, resource management, and negotiators are still not optimally implemented. The Aceh Party is expected to be able to manage the implementation of political education in accordance with the objectives of political education according to (KARTONO, 2009). As we know that the province of Aceh in general, and in particular North Aceh is an area that has experienced conflict, and it is not impossible that there is still a bara of conflict within the community. Then political understanding means understanding conflict. Many conflicts in society are caused by controversies, differences due to various thoughts, opinions, and ideas, and also the diversity of human behavior in society. Therefore, living in a society is living in the middle of the conflict dimension.

In connection with the above understanding, political action, in this case, political education is to influence and participate in making decisions in the midst of the political field and conflict-political

struggle. Then the process of political education should be a process of influencing individuals to gain more information, insights and political skills. Thus political education encourages people to see themselves and their environment in other ways, to do other things, leading to self-escalation and improving the standard of living of their people. So political education should avoid the formation of political propaganda or the popular term indoctrination. Indoctrination will only show a narrow and fanatical view, so that his behavior is often contrary to the real reality faced, even against his own conscience.

5. CONCLUSION

Aceh Party in North Aceh Regency, so far, has carried out its role as one of the local political parties that carry out political education for its Elites, Cadres, and the wider community. From the results of interviews on party officials, the public, and community leaders, as well as scholars, it is concluded that the Aceh Party has carried out political education as mandated by the Helsinki MoU. However, in its implementation, the informal role still dominates the implementation of political education, while PA is a formal organization with strong legitimacy through the mandate of the Helsinki MoU, Government Act No. 2 of 2011, Aceh Party Articles of Association, UUPA all of which constitute the legitimacy of implementing political education. Fundamental improvement to the

formal role is the implementation of a clear and explicit political education program along with the allocation of funding.

The informal role is still maintained because the Aceh Party belongs to the Acehnese people who are very familiar with customs and culture that have their own customs and rules. But in the management of political education management is not effective if it is carried out unstructured and organized by the chairmen of the North Aceh districts. The implementation of political education should not only rely on the ability of certain Sagoe (district) commanders. Furthermore, the Aceh Party's role in the implementation of political education is still in the Role-Expectation stage, meaning that the institution behaves largely determined by environmental expectations or expectations which are defined as the context in which it must act. Political education should not only be understood up to the acquisition of power but more broadly that is aware of the rights and obligations in the nation, community, and state. So it can be concluded that the role of the Aceh Party in the North Aceh region is not yet in a dimension of role-perception, which is a view of how we should act in certain situations based on an interpretation of what we believe about how we should behave/act.

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