

**THE DEMOCRACY EDUCATION
IN STUDENT'S ORGANIZATION
(ANALYTICAL DESCRIPTIVE STUDY ON BEM HMCH
AND BEM REMA UPI PERIOD 2015-2016)**

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ABSTRACT : Rizky Muhamad Subagja, 2016, The Democracy Education in Student's Organization (Analytical Descriptive Study on BEM HMCH and BEM REMA UPI Period 2015-2016).

The infiltration of anti-democracy concept which had been done by pro-khilafah organization (the Islamic states founder) through intrauniversiter and extrauniversiter student's organization and than the low of political literacy in facing campus or national issues. The other problem is apathy of the students to the organization and in leader election of student's organization. Based on that problem, a researcher formulates the problems as follow as: *Firstly*, what is the role of BEM HMCH and BEM REMA UPI in implementing the democracy education? *Secondly*, what is the problem of BEM HMCH and BEM REMA UPI in doing the democracy education? *Thirdly*, what is the strategy of BEM HMCH and BEM REMA UPI in increasing the democracy education in student's organization? *Fourthly*, what is the media of BEM HMCH and BEM REMA UPI in applying the democracy education? Approach on this research is qualitative approach which is developed through analytical descriptive method. Technique in accumulating the data are observation, interview, documentary study and literature study. This research proposes: 1) The role of BEM HMCH and BEM REMA UPI in the democracy education: *Firstly*, involving students in students activities, *secondly*, executing leader election of college student's organization, *thirdly*, conducting discussion, *fourthly*, guarding a campus and national policy, *fifthly*, developing caring attitude students to society. 2) The problem is not created the emotional maturity in facing some problems, less awareness of students in students activities, less maturity in democracy, less optimizing in communication among the member of students organization, work programme doesn't touch to the students needs, and the sensitivity to the student's organization. 3) Strategy on this research are: *Firstly*, work programme appropriates with students needs, *secondly*, building the sensitivity to the student's organization, *thirdly*, accepting students aspiration, *fourthly*, coordinating to the students advisor, *fifthly*, gathering a student's organization, *sixthly*, educating the democracy education through discussion. 4) The Media used electronic and non-electronic. With the democracy education from BEM HMCH and BEM REMA UPI, it will build the democratic campus.

Keywords: The Democracy Education, Student's Organization.

**PENDIDIKAN DEMOKRASI
DALAM ORGANISASI KEMAHASISWAAN
(STUDI DESKRIPTIF ANALITIS TERHADAP BEM HMCH
DAN BEM REMA UPI PERIODE 2015-2016)**

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ABSTRAK : Rizky Muhamad Subagja, 2016, Pendidikan Demokrasi Dalam Organisasi Kemahasiswaan (Studi Deskriptif Analitis Terhadap BEM HMCH dan BEM REMA UPI Periode 2015-2016).

Menyusupnya paham anti-demokrasi yang dilakukan oleh organisasi pro-khilafah (pendirian negara Islam) melalui organisasi intrauniversiter maupun organisasi ekstrauniversiter dan rendahnya kemelekan politik dalam menanggapi isu kampus maupun nasional. Permasalahan lainnya yaitu adanya sikap apatisisme mahasiswa terhadap organisasi dan di dalam pemilihan pemimpin organisasi kemahasiswaan. Bertitik tolak dari permasalahan tersebut, maka peneliti merumuskan masalah sebagai berikut: *pertama*, apa peran yang dilakukan BEM HMCH dan BEM REMA UPI dalam mengimplementasikan pendidikan demokrasi?, *kedua*, apa hambatan BEM HMCH dan BEM REMA UPI dalam melakukan pendidikan demokrasi?, *ketiga*, bagaimana strategi yang digunakan BEM HMCH dan BEM REMA UPI untuk meningkatkan pendidikan demokrasi di dalam lingkungan organisasi kemahasiswaan?, *keempat*, apa media yang dipakai BEM HMCH dan BEM REMA UPI dalam melakukan pendidikan demokrasi?. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif yang dikembangkan melalui metode deskriptif analitis. Teknik pengumpulan yang digunakan adalah observasi, wawancara, studi dokumentasi dan studi literatur. Penelitian ini mengemukakan bahwa: 1) Peran BEM HMCH dan BEM REMA UPI dalam pendidikan demokrasi yakni: *pertama*, melibatkan mahasiswa di dalam kegiatan kemahasiswaan, *kedua*, menyelenggarakan pemilihan pemimpin organisasi kemahasiswaan, *ketiga*, mengadakan kajian-kajian, *keempat*, mengawal kebijakan kampus dan nasional, *kelima*, mengembangkan sikap peduli mahasiswa terhadap masyarakat. 2) Hambatannya yakni belum terciptanya kematangan emosional dalam menghadapi permasalahan, kurang adanya kesadaran mahasiswa dalam kegiatan kemahasiswaan, belum adanya kedewasaan dalam berdemokrasi, belum optimalnya komunikasi antar pengurus organisasi kemahasiswaan, program kerja belum menyentuh kebutuhan mahasiswa, dan kepekaan terhadap organisasi kemahasiswaan. 3) Strategi yang digunakannya yakni: *pertama*, program kerja yang sesuai kebutuhan mahasiswa, *kedua*, menumbuhkan kepekaan terhadap organisasi kemahasiswaan, *ketiga*, menerima aspirasi mahasiswa, *keempat*, berkoordinasi dengan pembina kemahasiswaan, *kelima*, merangkul organisasi kemahasiswaan, *keenam*, pencerdasan pendidikan demokrasi melalui kajian-kajian. 4) Media yang dipakainya melalui media elektronik dan non-elektronik. Dengan adanya pendidikan demokrasi yang dilakukan oleh BEM HMCH dan BEM REMA UPI maka akan mewujudkan lingkungan kampus yang demokratis.

Kata kunci : Pendidikan Demokrasi, Organisasi Kemahasiswaan