

ABSTRAK

Tesis ini mengeksplorasi praktik pendidikan alternatif yang dilakukan dalam program Gerakan Guru Tonggo sebagai upaya perlawanan sekaligus pembebasan atas sistem School from Home (SfH). Kritik didasarkan pada hadirnya teknologi sebagai suatu kemapanan dalam sistem SfH justru semakin merepresi masyarakat, sehingga masyarakat mengalami kesenjangan pendidikan. Kritik difokuskan pada dua hal yaitu respons kritis guru terhadap upaya pembebasan atas belenggu kapitalisme pendidikan dan strategi pedagogi produktif yang diimplementasikan dalam rangka meningkatkan hasil pembelajaran yang optimal. Dua fokus permasalahan dianalisis menggunakan kerangka teori masyarakat satu dimensi dari Herbert Marcuse dan teori pedagogi produktif dari Bob Lingard. Operasionalisasi teori masyarakat satu dimensi mengarah pada konsep pedagogi kritis dan pendidikan estetis yang diposisikan sebagai fondasi mengeksplorasi respons kritis guru terhadap permasalahan pembelajaran sebagai bentuk perlawanan atas rasionalitas teknologi masyarakat. Selanjutnya, operasionalisasi teori pedagogi produktif melalui empat dimensi yang didudukkan sebagai kritik strategi pedagogi dalam pembelajaran program Gerakan Guru Tonggo. Metode penelitian yang digunakan yaitu studi kasus dalam pendekatan kualitatif. Penerapan metode dilakukan melalui empat strategi umum analisis studi kasus, yaitu *relying on theoretical propositions*, *ground up data*, *developing a case description*, dan *developing a case description*. Berdasarkan temuan penelitian, terdapat dua temuan yang secara signifikan menjawab rumusan masalah. Pertama, upaya perlawanan dan pembebasan menunjukkan bahwa guru memiliki respons kritis terhadap masyarakat yang telah dialihfungsikan dari realisasi menuju represi. Serta, posisi Gerakan Guru Tonggo menjadi harapan nyata untuk mengatasi berbagai represi yang terjadi. Kedua, strategi pedagogi yang diterapkan merepresentasikan proses pembelajaran produktif melalui adanya bukti peningkatan hasil belajar siswa. Secara signifikan, tesis ini membuktikan bahwa program Gerakan Guru Tonggo mampu menghadirkan upaya pembebasan bagi masyarakat dari belenggu teknologi melalui strategi pedagogi produktif, sehingga gerakan ini menjadi anti tesis dari masyarakat satu dimensi.

Kata kunci: masyarakat satu dimensi, era pandemi, pedagogi produktif, pendidikan alternatif

ABSTRACT

This thesis explores alternative educational practices carried out in the Guru Tonggo Movement's program as an effort to fight against and suffer from the School from Home (SfH) system. Criticism that the presence of technology as an establishment in the SfH system actually represses the community even more, so that the community experiences educational tension. Criticism of weaknesses in two things, namely the teacher's critical response to efforts to weaken the shackles of educational capitalism and productive pedagogy strategies that are implemented in order to increase optimal learning outcomes. Two focus issues are analyzed using the one-dimensional man's theoretical framework from Herbert Marcuse and the productive pedagogy theory from Bob Lingard. The operationalization of one-dimensional man theory leads to the concept of critical pedagogy and aesthetic education which is structured as the foundation of teachers' critical response to learning problems as a form of resistance to the rationality technology in society. Furthermore, the operationalization of productive pedagogical theory through four dimensions is positioned as a critique of pedagogical strategies in the learning of Guru Tonggo Movement's program. The research method used is a case study in a qualitative approach. The application of the method is carried out through an analysis of four general strategies for case studies, namely relying on theoretical propositions, grounding up data, developing case descriptions, and developing case descriptions. Based on the research findings, there are two findings that significantly answer the problem formulation. First, resistance efforts and appearances show that teachers have a critical response to society which has been converted from realization to repression. Also, the position of Guru Tonggo Movement's program is a real hope for overcoming the various repressions that have occurred. Second, the pedagogical strategy applied represents a productive learning process through evidence of increased student learning outcomes. Significantly, this thesis proves that the Guru Tonggo Movement's program is able to present efforts to liberate society from the shackles of technology through productive pedagogy strategies, so that this movement becomes the anti-thesis of one-dimensional man.

Keywords: alternative education, one-dimensional man, productive pedagogy, pandemic era.