



## **INTISARI**

Penelitian ini membahas tentang Perkembangan Persatuan Guru Nahdlatul Ulama' (PERGUNU). Sebuah organisasi guru yang pernah jaya dimasanya namun hilang karena kebijakan Pemerintahan Soeharto. Melalui pengesahan Pasal 28E ayat (3) Tentang hak asasi manusia dan kebebasan berserikat masa BJ. Habibie memberikan angin segar kepada masyarakat Indonesia. PERGUNU dibangkitkan, apa yang menyebabkan PERGUNU dihidupkan kembali di tahun 2002? Seperti apakah eksistensi PERGUNU tanggap terhadap kebijakan politik Pendidikan di Indonesia? Dari eksistensi PERGUNU sejak masa awal reformasi, seperti apakah pandangan guru-guru tentang PERGUNU dan organisasi guru lainnya? menggunakan metode sejarah, maka penulis berupaya menganalisis pertumbuhan awal PERGUNU masa kepemimpinan Soekarno, hilangnya PERGUNU masa Pemerintahan Soeharto. Dan penyebab munculnya PERGUNU di masa reformasi serta kontribusinya kepada politik pendidikan di Indonesia juga terkait isu-isu terkait guru. Peran PERGUNU dimata guru Indonesia.

Data yang digunakan dalam penelitian ini berasal dari berbagai arsip nasional maupun pribadi, surat kabar terbit pada tahun 1960-an, buku, jurnal dan wawancara kepada pelaku sejarah langsung. Hasil penelitian ini, PERGUNU kembali dibentuk sebab kepedulian sesepuh Pengurus PERGUNU (Masa Orde lama) untuk mewedahi/menaungi guru-guru di lingkungan NU yang begitu banyak, maka perlu untuk diayomi. PERGUNU selalu aktif merespons kebijakan Pendidikan di Indonesia, mengusulkan adanya PPPK untuk guru, mengusulkan adanya Komisi Perlindungan Guru Indonesia dan kesejahteraan guru. Para guru melihat keunikan dari PERGUNU karena menamkan ideologi *Ahlu*



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*Sunnah wal Jamaah*, serta kultur kekeluargaan yang ada di dalamnya dan adanya sosok figure teladan sebagai *role model*.

**Kata kunci: PERGUNU, Organisasi Guru, Politik Pendidikan, Guru.**



## **ABSTRACT**

This study analyze the development of the Nahdlatul Ulama Teachers Association (PERGUNU). It is one of teacher's organization that was victorious in its time but it was disappeared under the policy of Mr. President Soeharto's government. Through the ratification of Article 28E paragraph (3) of Law no. 9 of 1999 on human rights and freedom of association, Mr President B.J. Habibie has changed the policy and advocate to re-establish PERGUNU. This study tends to analyze what caused PERGUNU to be revived in 2002? How does the existence of PERGUNU give respond to policies of education in Indonesia? Since PERGUNU has been built in the early days of reformation, what are the view of teachers about PERGUNU and other teacher organizations? Using historical method, the author analyzed the early growth of PERGUNU under Mr. President Soekarno's leadership, the causes of the emergence of PERGUNU during the reformation period and its contribution to the policy of education in Indonesia. This study also tries to connect those issues to Indonesian teachers. The data used in this study come from various national and private archives, newspapers published in the 1960s, books, journals and interviews with direct historical actors. PERGUNU was re-formed because of the concern of the PERGUNU Management elders (Old Order Period) to accommodate many teachers within the NU environment. PERGUNU has always been active in responding to policy related to education in Indonesia, proposing the existence of PPPK for teachers, proposing the existence of a Teacher Protection Commission and fighting for the welfare of teachers. Teachers see the uniqueness of PERGUNU because it based on the ideology of Ahlu Sunnah wal Jamaah, as well as the family culture that exists within it and the presence of role models.

**Keywords:** *PERGUNU, Teachers' Organization, NU, Education Policy, freedom of associati*



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