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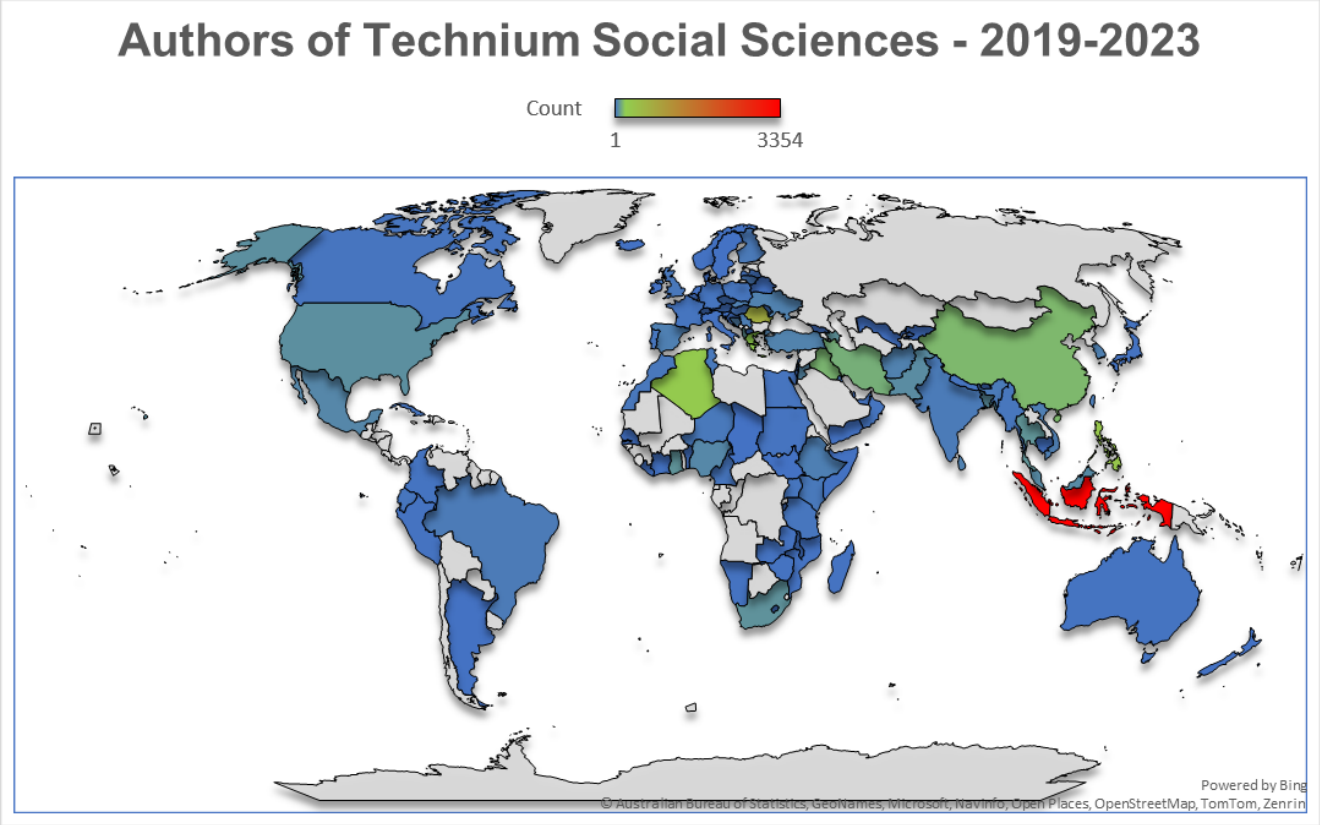

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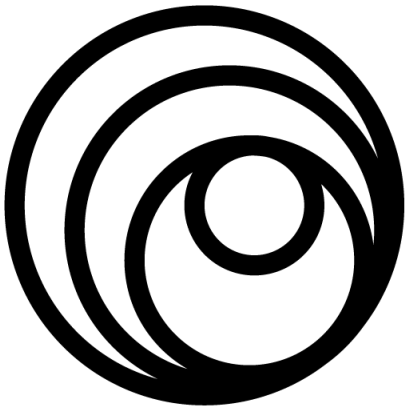

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Management of Democracy Laboratory Development at SMAN 2 Samarinda

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Abstract. Realizing a democratic society is a shared responsibility, especially in education, where learning in schools must play a role in preparing students as a generation of the nation who are ready to implement the democratic system mandated by the constitution. However, observations in the last few months, especially after implementing online learning for approximately two years, show a decline in the interest, enthusiasm, and motivation of students at State High School 2 Samarinda in facing the democratic system. To overcome this problem, this research aims to evaluate school management in developing a democracy laboratory for students at SMA Negeri 2 Samarinda. A qualitative approach was used in this research, by collecting primary data through field observations, interviews with school principals, teachers, and students, and secondary data from various reference sources such as books, articles, and scientific journals. Data analysis was carried out using the stages of data collection, data reduction, data presentation, and conclusion. The results of the research show that SMA Negeri 2 Samarinda has succeeded in implementing democratic development management at school, both in the classroom and in the school environment effectively. However, there are several characteristics of problems that become obstacles in the process of developing democracy laboratories.
Keywords. Management, Development, Laboratory, Democracy

1. Introduction

School is an environment where young people learn directly. Schools are developed as conducive social-pedagogical institutions or structures that provide an atmosphere for the growth and development of various personal qualities of students. Therefore, schools, as an integral part of society, need to be developed as centers for lifelong cultivating and empowering students, who can provide role models, build will, and develop students' creativity in the democratic learning process. At school, students can practice democracy directly without realizing it because the school environment is comfortable for students; they are encouraged to think critically and convey and accept opinions openly to their peers and teachers.

Teachers are professional educators tasked with educating, teaching, guiding, directing, assessing, training and evaluating students. The teacher is the main figure who is the locomotive of learning; the quality and effectiveness of learning depends on how the teacher designs and implements learning. Good and bad teacher teaching styles will certainly impact students' learning motivation. In democratic education, physical classrooms and studying outdoors can be designed to be 'democratic laboratories' with a character where the teacher will encourage students to think critically, examine, analyze, and find answers and conclusions to the problems presented by the teacher. Classes formed as 'laboratories of democracy' will contribute to

shaping students into good, critical, responsible citizens who understand their rights and obligations. Democracy is not just about civic subjects; every subject can develop a culture of democracy because it is closely related to tolerance, mutual respect, and respect for diversity. Studying democracy needs to be done from an early age because reform aims to form a democratic society.

Realizing a democratic society is a shared responsibility, especially in education, namely through learning activities in schools so that students, as the nation's generation, are ready to implement the democratic system mandated in the constitution. Education is the most important means of realizing the nation's and state's progress in accordance with the state's foundation, namely Pancasila. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation, and the state. Education lasts a lifetime and can be done non-formally or formally (school). Education is a cultural process that aims to improve human dignity. Therefore, education is a shared responsibility between family, society and the State. A democratic society will be reflected in daily activities, for example, peaceful general elections, the absence of money politics, respect for differences and the ability to actively participate in controlling government policies that are deemed inconsistent with the 1945 Constitution or Pancasila.

A democratic society is a society that recognizes human rights (HAM). A democratic society exists because of an education system in society, nation and state. A democratic society is an open society where each member is a free individual and is responsible for developing society by recognizing the differences in society. Therefore, the education system will change people's behavior; in this case, it requires a process of personal formation through education. One is education at school, where the lessons taught are the most important element, apart from teachers and students. Life in the world of education today is accompanied by the development of an increasingly complex world of technology to direct and motivate students in activities that involve them to act democratically by creating interesting, creative and innovative teaching and learning processes.

Judging from the face-to-face learning implemented by State High School 2 Samarinda in the last few months, it has raised concerns due to the decline in the quality of interest, enthusiasm, and motivation of individual students after online learning, which was implemented approximately two years ago. For example, in the process of teaching and learning activities in the classroom, it can be seen that there is a lack of enthusiasm from students toward the material presented by the teacher, which results in the lack of two-way interaction between students and the teacher, which has an impact on whether democratic activities can be created in the classroom such as conveying, receiving, and refute opinions. Apart from that, in matters outside the classroom, such as in the election of the student council president, some students still do not use their voting rights properly or can be said to abstain. This is due to their lack of awareness about the importance of democratic activities in the school environment.

According to Zamroni (2013:33), education must produce democratic people. The life of a democratic society must be based on citizens' awareness of the ideals of democracy which gives rise to awareness and belief that only a democratic society can maximize prosperity and freedom. Thus, it is necessary to have a platform to form a democratic society. In this effort, schools are present as an effort to form democratic values in society from an early age. Schools as educational institutions are considered the most appropriate for instilling or forming a democratic society from an early age. Within the scope of the school, students as citizens are taught and given direction about democracy and democratic values themselves. The instillation

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and formation of democratic values are not only carried out through PPKn learning in the classroom. Still, they can also be instilled and formed through activities outside the classroom, namely organizations.

The PPKn subject is a subject taught as a vehicle for democratic education. Pancasila makes citizenship education a very important subject because it aims to be a good and smart citizen, meaning that Indonesian citizens must be good and intelligent in maintaining and developing democratic ideals and values. Democracy education taught at school through Civics subjects is required to provide understanding and apply it in learning activities in school. The existence of democratic education in PPKn learning is expected to produce democratic students because the teaching materials and teaching methods used are democratic teaching methods and are based on Pancasila, which refers to the five principles of Pancasila. Democratic education shows that democratic education is not only about students' knowledge but also the implementation of an understanding of the ideals, values, concepts and principles of democracy. One of the subjects that teaches about democracy is the PPKn subject, which is a subject that is taught as a vehicle for democratic education. Pancasila makes citizenship education a very important subject because it aims to be a good and smart citizen, meaning that Indonesian citizens must be good and intelligent in maintaining and developing democratic ideals and values.

Democracy education taught at school through Civics subjects is required to provide understanding and apply it in learning activities in school. The existence of democratic education in PPKn learning is expected to produce democratic students because the teaching materials and teaching methods used are democratic teaching methods and are based on Pancasila, which refers to the five principles of Pancasila. Democratic education shows that democratic education is not only a student's knowledge but the implementation of an understanding of the ideals, values, concepts and principles of democracy. One of the subjects that teaches about democracy.

2. Method

The type of research used in this research is qualitative research. In other words, qualitative research seeks to explain how an individual sees, describes, or interprets their social world; the meaning in question results from their social interactions (Nanang Marthoono 2015:212). The focus of the research is management in the development of democracy laboratories. The research will be carried out based on the time specified, this research will be carried out. The research was carried out over months for data collection from December 2022 to February 2023. The research was carried out at SMA Negeri 2 Samarinda.

This qualitative research produces data in the form of interview recordings, observation notes, interview transcripts, written documents, and other notes that were not recorded during data collection. The data analysis process aims to answer problems in research and prove research hypotheses, compile and interpret the data that has been obtained, organize data in a meaningful way so that it can be understood, and make it easier for readers to understand research results and explain the correspondence between theory and findings in the field, and explain the thinking from the findings in the field (Faisal, 2001; Neuman, 2003).

The data collection process must involve informants in the activity or context of the event. As a "data collection tool," researchers must be clever in managing their time, presenting themselves, and socializing in the community that is the subject of their research. In this study, researchers used source triangulation in the following way, namely by comparing observation data with interview data.

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3. Results and Discussion

Results

Management in the Development of a Democracy Laboratory at SMA Negeri 2 Samarinda

a. Planning

Planning is the determination of a comprehensive series of ideas, ideas, and actions that will be carried out to achieve the desired goals, including determining the goals themselves so that it is known what policies and programs need to be implemented to meet the various needs for achieving goals effectively and efficiently.

In this case, the Principal at SMA Negeri 2 Samarinda said that the way to develop a democratic laboratory is to do it together both within the school and in teaching and learning activities in the classroom. All departments must pay attention to and include elements of democracy and develop democratic attitudes in schools. This is based on the results of an interview with Mr. AG as Principal of SMA Negeri 2 Samarinda, with the following statement:

"We do it together, so it's like when designing the activity, all the organizations in the school plan the activity together, including the financing. So, because the funds managed at the school are already known together, the existing funds must be sufficient to manage all activities at the school. From this, it can be seen that the democratic process that we can carry out, including teaching and learning activities, and democratic planning in the classroom, must pay attention to and include elements of democratic education in the learning activities. In school management, democratic management planning is planned, we have planned and carried out it together at the beginning with the existing management, so in our management at the school there is a deputy principal and the school development team which becomes the school management team and develops a democratic attitude in the school. This". (Results of interviews on January 19, 2023)

The Principal's statement was confirmed by the statement of Mrs. P as a Civic Education Teacher at SMA Negeri 2 Samarinda, who said:

"Management of the implementation of democracy in the classroom is completely handed over to the class administrator. So, the class administrator works with the homeroom teacher, and the person responsible for the class is the homeroom teacher. Apart from the person responsible for the teacher who teaches, the one who is closer to the children when talking about democratic management is the homeroom teacher. "So how is democratic management in the classroom, namely the responsibility of the class administrator who is accompanied at all times by the homeroom teacher and by the teacher who teaches in the class." (Results of interviews on January 13, 2023)

Based on the results of observations and interviews conducted by the author with Mr. AG, the Principal, and Mrs. P, PPKn teacher at SMA Negeri 2 Samarinda, it can be concluded that management in the development of this democracy laboratory is carried out jointly, both within the school, together with existing management at the school such as the deputy head. School and development team, as well as in the classroom, together with the class administrator accompanied by the homeroom teacher and the teacher. This planning is carried out together to achieve mutually desired goals.

b. Organizing

Organizing is identifying, grouping, organizing, and building an organization. The purpose of organizing is to regulate the duties, authority, and responsibilities of each individual in management to become a single unit to achieve the planned goals.

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In this case, the Principal of SMA Negeri 2 Samarinda said that the organization in the management of democratic development is through the units in the school. In their organization, there are democratic patterns in their management. This is based on the results of an interview with Mr. AG th,e Principal of SMA Negeri 2 Samarinda, who said that:

"In organizing, indeed, in the school itself, several units must grow and develop. There are such things as school development units, curriculum developers, UKS, and other units in schools. According to our needs, there must be a democratic attitude. We organize and manage the units so that the organization has democratic patterns in its management." (Results of interviews on January 20, 2023)

The Principal's statement was corroborated by a statement from D, a class X student at SMA Negeri 2 Samarinda, who said:

"Because at that time, I saw the student council members and PIK members working together for an hour to make the background for the photo boot. "So, organizing activities related to democracy can indirectly increase our cooperation between friends and units at school." (Results of interviews on January 13, 2023)

Based on the observations and interviews with AG, the Principal, and D Class X students of SMA Negeri 2 Samarinda, it can be concluded that the organization of democratic management is through several school units that continue to develop and work together. So that these units are managed so that democratic patterns are implemented in their organization.

c. Briefing

Direction is guiding or providing guidance and instructions to subordinates or organization members in the right direction to achieve the vision, mission, and goals. The directing function is related to giving subordinates advice, suggestions, orders, or instructions. So, the role and function of supervision in management is to guide and provide instructions so that the system of an organization runs well.

In this case, the Principal at SMA Negeri 2 Samarinda said that the direction in managing democratic development is to provide an example for every school member in class and within student organizations at the school. This is based on the results of an interview with Mr AG, the Principal of SMA Negeri 2 Samarinda, who said that:

"Democracy is important when living together; therefore, we always direct children to live together and develop a democratic attitude. Both organizations in the classroom and student organizations in this school let none of them want to monopolize and abandon their democratic attitude. Then, in learning, we also want everyone to develop a democratic attitude; in management, we must set an example of how to foster a democratic attitude in this school. "So we are not only giving direction, but we are also setting an example in developing a democratic attitude." (Results of interviews on January 19, 2023)

This statement was confirmed by Mrs. P a, Civics Teacher at SMA Negeri 2 Samarinda, who said:

"I always give children the freedom to express their opinion about, for example, there is a problem or a question from me, so it is hoped that in this independent curriculum, students will be free to express their opinions and answer freely, teachers are expected not to give wrong words. If all the students' opinions are correct, the teacher must refine or reflect on what is more appropriate. I always make it a habit for children, whatever problems you face, whether in class or at home and in society; I emphasize that you always discuss and respect the opinions of friends and family, even though we still respect different opinions. "Don't be selfish; I emphasize that you want to win alone, so differences are beauty and diversity for all of us

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because the Indonesian nation is different but still one." (Results of interviews on January 13, 2023)

In line with the PPKn Teacher's statement, this statement was confirmed by Z, a class XI student at SMA Negeri 2 Samarinda:

"When a friend makes a presentation in class, we actively ask questions or give opinions; we share opinions and refute each other's opinions. "In selecting the class leader for the class structure, we deliberate; the most important thing is always maintaining good communication between friends." (Results of interviews on January 13, 2023)

From the results of interviews with Mr. AG, the Principal, Mrs. PPKn Teacher, and informant Z as a class -organizations in schools about the importance of developing democratic attitudes. Students can answer, express, and respect different opinions and always discuss. This was confirmed by the informants, namely students, who said that in classroom learning activities, each student actively asked questions, provided opinions, and refuted each other's views.

d. Supervision

Supervision refers to activities aimed at ensuring operational activities are by plans based on the organization's goals. Supervision is the key to the success of a plan and is made so that, as much as possible, acts of fraud and deviation in the organization can be avoided.

In this case, AG, Principal of SMA Negeri 2 Samarinda, said that supervision in democratic management was carried out jointly, and there was no special supervision. This is based on the results of an interview with the Principal of SMA Negeri 2 Samarinda, who said that:

“There is no special supervision, but we supervise together. Thankfully, some of it has become a culture; if something is not by the culture that has developed and the democracy that is developing, everyone feels uncomfortable. "So the supervision is just joint supervision, no special supervision is established." (Results of interviews on January 19, 2023)

The Principal's statement was corroborated by the statement of N class XII students at SMA Negeri 2 Samarinda, who said:

"In a class, for example, there is an election for class president; we carry it out by voting deliberation, and that is part of democracy. "Then outside the classroom, like yesterday, we held an election for the head of the OSIS where one school participated in the election." (Results of interviews on January 19, 2023)

From the results of interviews with Mr. AG, the Principal, and informant N as a class, For example, in the classroom, the election of the class president is carried out by mutual deliberation, and outside the school, such as in the election of the OSIS president, where the entire school community participates in this activity.

Implementing the Essence of Democracy at SMA Negeri 2 Samarinda

a. Freedom

Freedom is the ability to do what one wants or has the right to do with the gifts and advantages one has. Human essence freedom is usually humans who are free to create themselves. Free humans can organize, choose, and give meaning to reality. Human existence always provides freedom as long as his actions bring benefits to his life.

In this case, the Principal of SMA Negeri 2 Samarinda said that freedom in democracy does not mean being completely free in the sense that it must align with the norms we already share. This is based on the results of an interview with AG, the Principal of SMA Negeri 2 Samarinda, who said that:

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"So, we all want democracy to be developed in our lives, so of course we implement these principles. These freedoms do not mean being completely free in the sense that they must align with the norms we already share. But because this is an educational institution, cultivating a democratic attitude is part of the education that our students must implement." (Results of interviews on January 19, 2023)

This statement was reinforced by Mrs. PPKn, a teacher at SMA Negeri 2 Samarinda, who said:

"With the independent curriculum, students are given freedom in all matters, teachers are given the freedom to be creative, innovate themselves and become better in the future." (Results of interviews on January 13, 2023)

N class XII students also confirmed this freedom at SMA Negeri 2 Samarinda, who said:

"There are ketos elections and class leader elections, and during the teaching and learning process, for example, when selecting groups, we choose according to our abilities, and there is no coercion from any party. And during class presentations, we are free to express our opinions." (Results of interviews on January 19, 2023)

From the interviews with Mr. AG, the Principal, Mrs. PPKn's Teacher, and informant N as a class we already have together. With an independent curriculum, students are given freedom in all matters, for example, to choose and express opinions.

b. Equality

Equality indicates the existence of the same level and position, neither higher nor lower than each other. The principle of equality in people's lives is to create a harmonious life in a diverse society like Indonesia. I am realizing a society that is just and free from discrimination.

In this case, the Principal of SMA Negeri 2 Samarinda said that the issue of equality never arose and became a distinction between caste and race. This is based on the results of an interview with Mr. AG the Principal of SMA Negeri 2 Samarinda, who said that:

"Indeed, we do not want caste or racial differences to cease. While I was here, things or problems arose from differences in equality that felt like they didn't exist, and I noticed them. For example, regarding gender, several times, the OSIS chairman has been led by women and men, and race has never been heard of or become an issue related to the issue of equality in the application of democracy in the school environment. We are grateful that major problems related to equality no longer arise." (Results of interviews on January 19, 2023)

This statement was reinforced by Mrs. P, PPKn teacher at SMA Negeri 2 Samarinda, who said:

"A child's character will be formed from the child's first education from the family environment, namely the parents. So, if students' first education is safe and good, there are no problems, then implementation in classes outside of school regarding democracy will be good. But sometimes, some parents are busy and separated so that the child doesn't pay attention; in the end, the child becomes quiet in class and full of problems, resulting in behavior and character in the class that is not equal to other friends. Back to each child." (Results of interviews on January 13, 2023)

From the results of interviews with Mr. AG, the principal, and Mrs. P, PPKn teacher at SMA Negeri 2 Samarinda, it can be concluded that equality in democracy at school has been achieved where there are no issues or problems related to equality that occur at the school. Regarding class, some students are not equal to others in terms of activity because of their different backgrounds. One of them is a character that grows from his family environment. So, there is nothing specifically problematic; it's just that the teacher's role is needed in overcoming this so that there are no differences in equality in the class.

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c. Representative

Representativeness is a type of democracy based on the principle of a few people being elected to represent a larger group. Representation is also defined as a relationship between two parties, namely a representative and a representative, where the representative holds the authority to carry out various actions related to their agreement with the representative.

In this case, AG, the Principal of SMA Negeri 2 Samarinda, said that:

"I think all schools, for example, the OSIS management, have implemented class representation, including MPK. So the OSIS, each class and generation, submit several names, and then they are chosen, while the MPK is like a legislature. Just like that, the system is representative and has been implemented because it has been a culture that has existed for a long time." (Results of interviews on January 19, 2023)

From the interview with Mr. AG, the Principal of SMA Negeri 2 Samarinda, it can be concluded that representatives related to democracy in schools, such as the OSIS and MPK, have been implemented because they have become a culture.

d. Empowerment

Empowerment is building people's capabilities by encouraging, motivating, raising awareness of their potential, and developing that potential into real action.

In this case, the Principal of SMA Negeri 2 Samarinda said that empowerment in democracy in schools has become a culture, and there is no effort to empower because everything is already underway. This is based on the results of an interview with AG, the Principal of SMA Negeri 2 Samarinda, who said that:

"I noticed that because it has become a culture, we no longer have to try to manipulate it because everything is already working. All school members understand it well and are used to it. If we want to decide something, we have meetings, conferences, and management activities. Then, deciding something related to all existing classes, we call the homeroom teacher to discuss what is best. Regarding teaching and learning activities, we discuss them in a meeting with the teacher. Regarding activities that require funds spent by students for an activity, we ask the school committee to come to discuss. A student management was formed because the school is not allowed to collect fees. Students plan the activities and funds needed; after that, they communicate with the school committee, and a letter is issued from the committee, which is approved by the school committee and known to the school. That's how empowerment is carried out and has become a culture." (Results of interviews on January 19, 2023)

This statement was confirmed by N class XII students of SMA Negeri 2 Samarinda, who said that:

"Empowerment of democracy in this school is quite good because we are given space to carry out things related to democracy." (Results of interviews on January 19, 2023)

From the results of interviews with Mr. AG, the principal, and informant N as a class

Discussion

Management of Democracy Laboratory Development at SMA Negeri 2 Samarinda

SMA Negeri 2 Samarinda is one of the educational institutions in East Kalimantan, located on Jalan Kemakmuran no. 27, Sungai Pinang Dalam Village, Sungai Pinang Dalam District, Samarinda City, East Kalimantan Province. SMA Negeri 2 Samarinda is one of the schools that implements democratic management.

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Management is essential in carrying out activities that require many people, and this also applies to teaching and learning activities in the classroom. For this reason, principals and teachers have management in carrying out activities related to democracy in schools both outside and inside the classroom. Democratic management includes planning, organizing, directing, and monitoring.

a. Planning

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Results of research at SMA Negeri 2 Samarinda regarding managing democracy laboratory development related to planning indicators. The principal of SMA Negeri 2 Samarinda, in planning an activity about democracy, was carried out jointly involving various related parties, such as the deputy principal and the school development team. Apart from that, in the case of democratic planning in the classroom, it is entirely handed over to the class administrator and accompanied at all times by the teacher/class teacher.

This is in line with the theory according to George R. Terry 1958 in his book Principles of Management (Sukarna, 2011: 10), which says that "Planning is selecting facts and connecting facts as well as making and using estimates or assumptions for the future." which will come by describing and formulating the activities needed to achieve the desired results" from this theory is in line with the results of the author's research, namely that planning or organizing activities is carried out jointly with the parties concerned.

Then this is also in line with the theories of the two authors regarding development in schools, where what is discussed here is the management of democratic development. So the theory (Ananda, 2016: 9) states that "educational programs are activities that will be carried out to achieve educational goals, by the educational strategies and policies that have been implemented." through development programs that have been designed by the school together, if with good planning the goals to be achieved together will be realized.

Then this is, of course, in line with the theory of the three authors, namely Sundawa (2011) planning must establish a democratic attitude so that other opinions can be heard; with this, a democratic laboratory will be created.

b. Organizing

In the organizing stage, schools have several units that need to grow and develop, such as school development units, curriculum development, UKS, and units according to needs. The unit must foster a democratic attitude within it, so it needs to be organized and managed so that there are democratic principles in its organization. Apart from that, good organization related to democracy can indirectly increase cooperation between units in the school.

The importance of organizing in carrying out an activity or activity is in line with the theory used by the author, namely, the theory of George R. Terry, 1958 in his book Principles of Management (Sukarna, 2011: 10), which says that "Organizing is determining, grouping and arranging various types of activities. - the types of activities required to achieve the objectives, the assignment of people (employees) to these activities, the provision of physical factors suitable for work needs, and the appointment of authority relations, which are delegated to each person in connection with the implementation of each activity carried out expected." From this theory, organization is essential so that every unit in the school can be well structured to achieve common goals.

In line with that, to implement good organization in this case, it is stated in the theory of the two authors, namely the school development theory (Ananda, 2016: 9), which says that "Educational programs are activities that will be carried out to achieve educational goals, by the

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educational strategies and policies that have been implemented." This means that organization in terms of program development in schools is essential because, with good organization, school development programs will undoubtedly be realized.

Furthermore, this is also in line with the theory I use, namely the theory of democratic education. Sundawa (2011) says that democratic education in schools aims to build democratic intelligence for students in the nuances of being a democratic laboratory. "Democratic education is something that must be implemented in the school environment. Through democratic education that all school members understand, organizing activities both in and outside of class will be easier.

c. Briefing

The management indicator that will be discussed next is direction. Democracy is essential when living together, so it is necessary always to guide students to live together and develop democratic attitudes both in class organizations and school organizations. As the Principal of SMA Negeri 2 Samarinda, he always provides direction and example in creating a democratic attitude in the school, not just guidelines but by setting an example for the school community. Regarding learning activities in class, teachers usually give students the freedom to express their opinions and solve problems. This is done by teachers as a direction so that students can be active in class, especially in learning activities.

This is in line with the theory used by the author, namely the theory of George R. Terry, 1958 in his book Principles of Management (Sukarna, 2011: 10), which says that "Direction is to arouse and encourage all group members to desire and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership" seen from this theory, it is in line with the reality on the ground that the importance of direction in guiding students towards the survival of life together is to create a democratic attitude.

Then the theory of the two authors regarding the development of programs in schools is undoubtedly in line with this theory (Ananda, 2016: 9), which says that "Educational programs are activities that will be carried out to achieve educational goals by educational strategies and policies has been implemented." This means that from the theory above, it is essential to direct every school program that will be implemented. With planned direction, the activities will certainly run well and smoothly.

Furthermore, related to democracy, this is also in line with the theory that the author has compiled; the theory of democratic education (Sundawa.) will benefit the school community because, indirectly, they have implemented democratic education in this direction.

d. Supervision

In terms of supervision, there is no special supervision, but it is maintained together because it has become a habit. If there is supervision that is not based on the democratic habits that have developed, the result is that all school members feel uncomfortable. Therefore, only ordinary supervision is carried out, and no special supervision is carried out.

From the explanation above, this is in line with the theory used by the author, namely the theory of George R. Terry, 1958 in his book Principles of Management (Sukarna, 2011: 10), which says that "Supervision can be formulated as a process of determining what must be achieved, namely standards, what "What is being done is implementation, assessing implementation, and if necessary making improvements, so that implementation is by plan, that is, in line with standards (measures)." This means supervision is carried out jointly because it has become a habit. For example, in class, in the election of the class president, which is carried

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out by deliberation, and outside the classroom, such as the election of the 0SIS chairman, all school members participate in this activity.

In line with the explanation above, in the theory of the two authors regarding program development (Ananda, 2016: 9), "Educational programs are activities that will be carried out to achieve educational goals, by the educational strategies and policies that have been implemented" by school residents in SMA Negeri 2 Samarinda looks quite disciplined regarding the supervision they maintain together because it has become the culture at the school. So, with joint supervision, the school's activities and policies will be well monitored.

Furthermore, the third theory relates to democracy (Sundawa.D 2011: 7): "Democratic education carried out in schools aims to build democratic intelligence for students in the atmosphere of being a democratic laboratory." What this theory means is that supervision carried out jointly will foster a democratic spirit among fellow citizens at the school

Implementing the Essence of Democracy for students at SMA Negeri 2 Samarinda

In implementing democracy, individuals must work together to achieve the shared goals. Based on the research results that the author has obtained regarding implementing the essence of democracy for students at SMA Negeri 2 Samarinda. By the indicators that the author set, namely:

a. Freedom

Freedom is the ability to do what one wants or the right with the gifts and advantages one has: privilege. The four freedoms in a democratic country are freedom of expression, freedom of assembly, freedom of the press, and freedom of religion.

From the results of the author's research at SMA Negeri 2 Samarinda regarding the implementation of the essence of democracy for students, especially on indicators of freedom, that if you want democracy to develop in life, of course, you must adhere to the principles of liberty. This freedom does not mean being as accessible as possible; it means conforming to existing standards.

In line with the explanation above, the theory of Ryan Haryo . W (2017) says that "the freedom found in humans is not merely freedom without limits, the freedom that applies only to deeds and actions," this means that from this theory, all school members have freedom in a democracy. However, this freedom must be by shared principles.

Furthermore, this is also in line with the second theory related to program development (Ananda, 2016: 9): "Educational programs are activities that will be carried out to achieve educational goals, by the educational strategies and policies that have been implemented." This means that freedom here does not mean being wholly free but must be by the policies created so that the school program can run according to the goals to be achieved. Freedom is also a form of democratic education; this aligns with Sundawa's (2011) theory that democratic education implemented in schools aims to build democratic intelligence for students in the nuances of being a democratic laboratory."

b. Equality

The research results at SMA Negeri 2 Samarinda show that Equality in this school has been implemented quite well. Judging from the chairman of the OSIS, which has been led several times by women and men, no issues or problems related to Equality have occurred in the school.

This is in line with school management theory, according to Sasongko (2009), which states that "Equality emphasizes the concept of partnership and harmony in the relationship

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between women and men. This view does not create conflict between women and men because both must work together in partnership and harmony in the life of the family, community, nation, and state." Through equality, which is not a problem, every student gets freedom in terms of democracy, and there is no difference between them, whether gender or race.

Then this is in line with the theory of the two authors (Ananda, 2016: 9) regarding school development programs, namely, "Educational programs are activities that will be carried out to achieve educational goals, by the educational strategies and policies that have been implemented" From this theory, the author can conclude that, in school program activities, Equality among school members is needed so that problems or misunderstandings do not occur between members.

Then this is, of course, in line with the three authors' theories regarding democracy. So the theory of (Sundawa.D 2011:7), "Democratic education carried out in schools aims to build democratic intelligence for students in the nuances of being a laboratory of democracy." through good democracy there will undoubtedly be Equality among school members without distinction between gender or race, etc

c. Representative

Organizations' Representatives are essential in increasing closeness and togetherness between members. The OSIS administrators are representatives of the classes. Therefore, the representative system has been implemented and has become a chronic culture.

In line with this theory related to representation, Hanna Penichel Pitkin (1957) said that "representation is the process of representing, where the representative acts to react to the interests of the party being represented." from this theory, the author concludes that schools have management that has become a culture in the school related to the existence of representatives in an organization.

Representatives here have an essential role in developing programs in schools; for this reason, this is in line with the theory of the two authors, namely theory (Ananda, 2016: 9): "Educational programs are activities that will be carried out to achieve educational goals, by strategies and policies education that has been implemented." From this theory, we can conclude that school programs can be achieved and implemented well if there are representatives who help implement the program.

In line with that, democracy is needed to monitor the program so that it can run smoothly. This is stated in the theory of the three authors, namely the theory of democratic education (Sundawa.D 2011: 7), that "Democratic education carried out in schools aims to build democratic intelligence for students in the nuances of being a laboratory of democracy." In this case, school representatives need to instill democratic education in them. So that every activity that will be carried out can be carried out well because the school representatives understand the principles of democracy.

d. Empowerment

There are no special efforts in terms of empowerment because it has become a habit at SMA Negeri 2 Samarinda, and all school members understand it. If you want to decide, a meeting is held, and it is appropriately discussed, as with activities that require student funds, a discussion is held with the school committee. After approval, a letter is issued from the committee, which is approved by the school committee and known to the school. That's how empowerment happens and takes root.

From the explanation above, this is in line with the theory according to Suhendra (2006: 74-75), which says that "empowerment is an activity that is sustainable, dynamic,

synergistically encourages the involvement of all existing potential in an evolutionary manner with the involvement of all potential." This means that school empowerment, especially in democratic activities, is carried out using deliberation and discussion; there are no special empowerment efforts because these activities have become a habit in this school.

Then, the theory of the two authors regarding program development is undoubtedly in line with this theory (Ananda, 2016: 9) that "Educational programs are activities that will be carried out to achieve educational goals, by the educational strategies and policies that have been implemented." This means from the theory above that empowerment in implementing programs at school is carried out jointly or deliberatively because it is a culture that has become a habit at school.

Furthermore, related to democracy, this is also in line with the theory that the author has compiled, the theory of democratic education (Sundawa.D 2011:7): "Democratic education carried out in schools aims to build democratic intelligence for students in the nuances of being a laboratory of democracy." This means that from this theory, the school community has understood the meaning of democratic education and realized it in empowerment carried out through discussion and deliberation

4. Conclusion

The author conducted research for approximately one month regarding the Management of Democracy Laboratory Development at SMA Negeri 2 Samarinda, so the author can conclude that:

1. Management of the development of democracy laboratories is carried out jointly by involving the parties concerned because good organization can indirectly increase good cooperation in developing democracy in schools. Apart from that, giving school members freedom to express their opinions can have a good impact because every school member can contribute actively to democracy-related activities.
2. The implementation of democracy is carried out quite well; students are given freedom in activities related to democracy, but this freedom is based on democratic principles. There are no problems due to differences in equality between men and women because everyone is the same. If you want to make a big decision, then a meeting and deliberation are held to carry out the activity well.

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