

Learning Model at the Qaryah Thayyibah Alternative School, in Kalibening Sub-District, District Tingkir, Salatiga, Central Java

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Abstract

Education took an important role in the intellectual life of the nation today. Education matters relating to the ability and critical assets that should be owned by a person as a benchmark of human resources (HR). The quality of Indonesian human resources is below other countries, this is evidenced by the data in 2007, Indonesia is ranked only seventh out of nine countries of ASEAN. The low quality of education condition is caused by the existing learning model using the conventional model is where many students are used as objects in the learning system. The condition of education in Indonesia is also poor impartial, such as the price of books and fees charged to students to make the school as educational institutions for commercial aims. Community based education is one alternative solution to address concerns regarding the conduct of the existing school today. With community -based education that has a model-free learning, learning based on the joy, and give priority to participation, the quality of education is expected to have direct relevance to the actual needs of the community. This research was conducted at the Qaryah Thayyibah Alternative School in Kalibening Sub -District, District Tingkir, Salatiga, Central Java. With the consideration that the school founded in 2003 is already known and has a lot to contribute in promoting education through a myriad of work and an amazing achievement. Qualitative research methods was used to describe or to get a holistic picture and develop a deep understanding of Qaryah Thayyibah alternative school, which later connected with applied learning models in the school. It emphasised the liberation of education, where there is no gap between the poor and the rich to get education.

Key words: alternative education, community, learning model, Qaryah Thayyibah, participation

Education is an intellectual development process that allows a person gains skills and skills in reasoning and social. According to the RI Law No.20 year 2003 about national education system. Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners is actively developing the potential for him to have the spiritual power of religious, self-control, personality, intelligence, noble character, and the necessary skills themselves, society, nation and state.

Education matters relating to the ability and critical assets that should be owned by a person as a benchmark of human Resources (HR). For people who want to advance, education is a necessity, as with clothing, food and shelter. In the case of HR quality Indonesia can be said lagged behind the other countries. This was proven with the data of the human development index (HDI). The HDI is an index which is a mixture of average size on achievement in three basic dimensions of human development or the development of health , knowledge, and the feasibility of the standard of living.

In Table 1 human development index (Human Development Index/HDI) in Indonesia was ranked 107 out of 177 countries published by agency of the United Nations development program (United Nation Development Program/UNDP). In a report released late 2007, Indonesia gain index 0.83. Previous year HDI is 0.711. Although Indonesia's HDI increased, it was not enough to help Indonesia improve its position. Viewed from HDI of other countries in Southeast

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Asia that entered a member of ASEAN, Indonesia is ranked only seventh out of nine countries published UNDP.

Table 1
Comparison of Indonesia's HDI with ASEAN countries in 2007

HDI Rank	Country	HDI Value
25	Singapore	0.908
30	Brunei Darussalam	0.877
63	Malaysia	0.839
78	Thailand	0.855
90	Philippines	0.888
105	Vietnam	0.815
107	Indonesia	0.83

From the 2007 HDI data are related to indicators showing knowledge about the importance of education and other aspects of the existing surrounding, ranging from curriculum, infrastructure, systems and processes of teaching and learning, teacher -pupil relationship, the role of educators in schools, teaching methods, to force thinking and learning styles. It takes an effort to create opportunities to strengthen and disseminate the extent to which knowledge is developed through learning. In the world of education “*seragamisasi*” term is used in almost all conventional education, which requires equality in the ability of each student without having the potential of each different.

Development paradigm of education has the potential to cause errors in the sense orientation of education development. So far, the orientation of educational success is always based on the number of students that can be incorporated into the formal education system. During that number continues to increase, the development is considered to have succeeded. Educational institutions and regarded as a money machine that will process a mass of people who are not educated to be educated only by completing a prescribed process, namely the formal education curriculum. From here is consciously or unconsciously, human resources there is not empowered but cheated by one-way interaction.

Indonesia has not become a place of education as the main priority of development and has not seen investment in people through education as a long-term investment. Whereas in the 1945 amendment of article 31 (paragraph 4) confirmed that prioritize state funding for education at least 20 percent of the total state budget and local budget. In fact, the average budget still below 10 percent, which is in the year 2007, the budget for education was Rp 90.10 trillion or 11.8 percent of the total value of Rp. 763.6 trillion national budget. In 2006, the central government allocated Rp. 44.1 trillion or 9.4 percent of total state budget expenditure for education. This has been one of the factors for the high cost of public education. (Kompas, Monday, December 10th 2007). Although today's schools receive funds from government assistance to education through the school operational assistance (BOS), with the aim of students no longer be charged for the school (free), but in fact the students are still free of charge.

Such Indonesia's educational conditions is certainly not pro-poor, such as the price of books and fees charged to students to make the school as educational institutions for commercial aims. Usually private schools have better facilities than government schools, especially in teaching and learning facilities associated with the technology. Technological advantage held by private schools also followed with advantage in terms of cost. That is, education in Indonesia can not be considered to include all layers of society. The government itself was not too concerned with education as the scale of state spending priorities, spending more on development imposed a visual form to satisfy some parties have no clear objective in the long run.

This problem was proved that the level of education in Indonesia declined, the school curriculum in Indonesia is considered too crowded, and the advancement of age which demands all things move fast and add to the burden of its own practical for children. Today students are more required to understand any good at lessons learned from the teacher, instead of producing something for the lesson he had received that a child's creativity rarely seen. National education and the system still has shortcomings, ranging from educational curriculum, the education budget, and final evaluation system called the national exam (UN).

So far, the quality of formal schooling is still questioned due to the rigid model of teaching and instructional, students burdened with too many extra lessons, homework, and school activities are not substantial. As a result students when graduating from the school can not apply the lessons directly in the community. Therefore, in recent years begun to develop models of alternative education, like school at home or home schooling and school communities. The emergence of this alternative educational model is a solution-related concerns regarding the conduct of the existing school today. Some people who eventually established a school of choice are *alm.Romo Mangun* who founded SD Mangonan (Jogja), Prof. Dr. Muchlas Samani who founded the school *Alam Insan Mulia* (Surabaya), Ahmad Bahrudin with SLTP Qaryah Thayyibah (Salatiga).

One of the school community began to widely known is *Qaryah Thayyibah* alternative school in Kalibening, Salatiga, central Java. It is able to understand the needs of people of the importance of education with a relatively low cost. Paradigm developed in this school is "learning through play". They can learn while joking, free to sit at the table or on the floor. With this kind of learning paradigm, proven that students of *Qaryah Thayyibah* alternative school get average score better than its parent school¹ (Kompas, Wednesday, March 23rd 2005). Because of the need for an education system where all the concept release on the side of the community should be developed to see what they need and not see us (outsiders) want. In this alternative education, students as subjects of human learning of the overall process of life and existence, there is a process of inculturation and acculturation, which concerns all human child's development when they conduct environmental adaptation and how the cultural reproduction process takes place in public in accordance with the values and norms that they have. (Kompas, May 2nd 2006).

Qaryah Thayyibah alternative school is located in Kalibening village, district Tingkir, Salatiga, central Java, to be a breath of fresh air for the region. An alternative school to realize their desire to send their children to good schools affordable distance and cost, which can meet the needs of the environment. The establishment of this school come from citizens themselves Kalibening (community base schooling), in which citizens who decide whether bad boy - village children to the front. Education is managed together in an educational institution, where among the villagers, the village government, parents, teachers and students, regularly evaluate, plan and oversee jointly. This is called alternative education initiated by citizens, managed together, raised together with the aim of promoting the dignity of the villagers. Many of those who give attention and appreciation to the existence of these institutions, such as: Raymond Toruan (chief editor of *the Jakarta post*), which could see the uniqueness and *Qaryah Thayyibah* first announces to the public through the media, receiving awards from private colleges *Sanata Drama* Yogyakarta because its ability to create a critical education.

Qaryah Thayyibah is one concept offers an affordable education, which is no longer filled the row degree of formal education institutions are no longer able to display the essence of education is liberating and enlightening. This school is designed to promote community empowerment through education by referring to a two-way interaction is an attempt to change the education system is still monopolized by certain groups regardless of different backgrounds both potential and current culture in it.

Methods

This study uses qualitative research methods to describe or to get a holistic picture and develop a deep understanding of *Qaryah Thayyibah* alternative school which later connected with applied learning models in the school. Through a qualitative descriptive approach, this study was conducted using a case study focusing on the question of how implementation of community-based education in the School of Alternative *Qaryah Thayyibah* especially on the aspects of the learning process.

Results

Background Establishment of School *Qaryah Thayyibah*

Qaryah Thayyibah alternative school was established in 2003, as initiated by the United States *Qaryah Thayyibah* peasant societies (SPPQT), which is a non-governmental organizations engaged in the farming community empowerment which is a combination of a group of 13 farmers from the area around Salatiga and Semarang. SPPQT has many events including: strengthening of carrying capacity of natural resources, strengthening the understanding of law, strengthening institutions and strengthening the economy of alternative education institutions for the people in order to empower the community.

Qaryah Thayyibah alternative school existence began with the Bahrudin idea, chairman SPPQT. He was disappointed that the school will cost more expensive, though his son has been accepted in one of your favorite junior high school, but he could not stop thinking about most of the neighbors who are not able to send their children to school by complaining the higher cost. At that time, the cost to enter junior high school Rp. 750,000 per month cost an average of Rp. 32,000. It certainly can not be met by families who could not afford. Bahrudin considered that school institutions a commercial agencies so that everything becomes expensive and impartially at all to the poor.

Bahrudin's idea inspired by Paulo Freire's principles against the difference between the rich and poor people in Latin America, which gave birth to a popular movement against absolute power. At that time, education is only for landowners or groups of. He did not agree given the nature of education as the liberation of mankind from the oppression. How an action *conscientizacao* (awareness) successfully implanted in a community perspective. For how to get there, explained that the process Freire desired awareness is awareness that leads to the concept of dynamic liberation and in what he called a more complete humanity. This is the level of consciousness when a person can see a social system is critical (critical consciousness). The figure-conscious individuals which fought by Freire's critical is characterized by its ability to see the world interact with him more fully (integrated, systemic), so that he could become a critical subject that could participate to change reality. Critical consciousness of individuals not only to adapt to the world, but trying to go beyond the optimal actualized themselves (Smith, 2001).

Bahrudin's idea supported by Sujono Samba, a member of SPPQT as well the arts teacher in *Qaryah Thayyibah* alternative school. He added that the establishment of the planning background of alternative schools is self-consciousness (irritability) of the education system does not favor the poor. Alternative schools are not meant for the poor, but also because the model of learning based on what is experienced by children who often appear depressed and tired.

Bahrudin's idea then followed by meetings with SPPQT talks about his desire to establish alternative schools, as a return to the community because education can only be accessed by a small group of elites, and exploit the institution became a seller of the better service is more expensive facility. At this stage next, SPPQT open cooperation with the people's school foundation (YSR), which is a foundation involved in coaching the junior open learning activities in Indonesia. The discussion is carried out more to the understanding of the concept of open junior as government programs and how to apply it in the field. Based on an understanding of the concept of open junior SPPQT activists implementation plan immediately, while correcting deficiencies and weaknesses.

At the beginning of this school will be built, held a notice to residents about the pamphlets and made a verbal notification to the residents who have a child who has just graduated from elementary school or junior high age of the plan will be opening a school. Of the notice that came the invitation of only 30 heads of families, after the gathering, followed by the holding of council members to discuss these ideas. At the meeting discussed, among others: the disquiet felt the education costs heavily, the application of the system of education and teaching that part is irrelevant, as though about getting a target to get the final certificate level. The purpose of this school establishment is to develop critical education to enhance critical and creative community in changing their lives, develop a variety of media and participatory methods that encourage critical educational process through appropriate teaching methods to student needs, developing residential communities in education and education providers to encourage involvement communities in the education process. Bahrudin also provides information on the establishment of junior secondary school that will open paved with hopes of answering these problems and benefit the whole community in particular and Kalibening society education in general. Have the same concept as the conventional schools, with limited costs, but the learning is not unlimited space and facilities.

At that time residents who are interested to send their children at the school had only 12 people, including Bahrudin own children. Those who agree are the parents who can not bear to let their children do not continue their education. This unrest has intensified because of the belief that let their children do not continue schools as well as cutting their future. In this religious means wasting the mandate of God, and humanity means depriving the child to be smarter and live better. In the span of a week of planning, interested not also increase.

There are several reasons to support this idea. First, education is not identical with the schools because education is much more meaningful, broader and deeper than the schools, especially in terms of quality not obscure the vision and mission and are still looking for models of learning. Secondly, Indonesia's education policy is the compulsory education, not compulsory school where it was adopted compulsory, which has no legal power to compel. This can be given meaning that parents should "lead" their children to school, provided he could guarantee that their children learn to remain responsible for educating their children. Third, education in Indonesia is carried out with the 3 lines of formal, non-formal, and informal. So in article 27 paragraph (1) of Act No. 29 of 2003 on National education system is formulated: informal education by families and the environment is a form of independent learning activities. Fourth, the education model is the oldest individual education, which centered on students and not focus on other interests, learning climate that is not tense and exciting, close relationships between students and teachers.

The opened school was named *Qaryah Thayyibah* alternative junior high school, which means a beautiful school, civilized, and fair. The ideals of the most basic of a process leading to the village in which to keep values of wisdom, but still a global view, the education of village children is key to the future of the village. The conduct of education progress, prosperity and beauty of the village. Indescribable beautiful village when the village children knowledgeable, able to manage its own resources, one day later on the children's village is an asset that could lead their village with the right knowledge, morality, love the village and its surroundings.

Recruitment of Students (Admission Selection)

At the start up, recruitment is done by telling the group about the pamphlet and notification is made orally to the residents who have a child who has just graduated from elementary school or junior high school age, about plans to open a school. Of such notice, which came the invitation of only 30 heads of families, and the register numbered 12 people. At this school, did not have specific requirements that limit the acceptance of new students, there are no exams or criteria limit values have been determined. Bahrudin expressed as:

"Anyone can go to school here, nor rich or not, no one here cares or not, because here too there are people from outside the village, which is important no intent and

spirit to learn. The plan, Kak Seto's child (chairman of the national commission for child protection/KPA), as well as the leadership of Indonesia foundation, smart creative, red) are interested to attend school here. "

There are several reasons why parents send their children here, the main reason is the cost issue, but along with the development, progress and achievements of this school, more and more parents who send their children, the more students take the initiative themselves to school here. Another factor is curriculum that are considered not to make their children tense and have more time to assist with their work. And the facility is considered new to them, such as the internet, cameras, and computers. Ismanto, Emi Zubaiti's father, first generation students of *Qaryah Thayyibah* alternative schools told:

"My daughter had given up when registering junior high school in Salatiga four years ago. Money inclusion of two hundred thousand rupiahs, not including books and uniforms. No other student came to school on foot. I never imagined could send Emi, when I just repair the couch and my wife carrying a basket of herbal medicine, but he got a good school. Can enjoy the computer from allowance credited first. Now I started to learn computers, guided by Emi. I never thought I could buy a computer. I could even come to enjoy".

Principle of *Qaryah Thayyibah* Alternative School

There are four main principles are practiced in alternative educational institutions *Qaryah Thayyibah*, namely: (1) education based on the spirit of liberation, it is to have a method that does not limit the creativity and criticism of a child. Education is based on the spirit of liberation and change for the better. Liberation meant as a spirit to get out of formalistic legal shackles that had been made of education is not critical and creative. While the spirit of change is defined in the merging of teaching and learning process; (2) alignments, the principle of an impartial various circles, starting from the top to the bottom, all circles have the same rights to receive a quality education. The *Qaryah Thayyibah* institution provides opportunities extensive to the whole community, especially residents who are unable, for education received his stool at the agency. That is, *Qaryah Thayyibah* alternative educational institutions are not agree with the rampant commercialization of education that occurs in national education. Commercialization of education will only make youth of the nation can not enjoy school; (3) methods based on fun, educational method developed in *Qaryah Thayyibah* always based on the joy of the students and educators in the teaching-learning process. There is a participation between students and teachers, encouraging each other, that teachers do not have the roles and functions for scolding students or blame the students. Teachers act as a facilitator who facilitate and serve the students; and (4) priority to participation and healthy communication between the management of education, educators, students (pupils), parents, community, and environment in designing the education system up a realistic and in accordance with the conditions and needs of the community.

Curriculum

Bahrudin adopted the regular junior high school curriculum in *Qaryah Thayyibah*, he stated could not make their own curriculum. Moreover, schools will be recognized as a quality school if you can get a good score and get a government -recognized qualifications.

It's not an easy thing, after all, if schools create their own curriculum, there is not necessarily going in the school. By using the national curriculum, the children can gain qualifications issued by the government. The quality of schools will also be recognized if the students can do the test questions in accordance with the national curriculum with a good value. Before you can really develop the curriculum, we chose to use the national curriculum. Maybe fifteen years from now we'd be able to create our own curriculum .

Therefore, he choose the format of junior open. However, he manages to seriously study the changing trends junior open as an institution than to divide qualifications. As head of school,

Bahrudin feel that this school may not have the same concept with the conventional school. According to him, limit the freedom of conventional school students to behave and learn. But he was still thinking about what he should do so that schools can develop, and can be fun learning atmosphere.

Until now, schools are using multiple phases of the curriculum by using simulated maps that include the child's life mapping identity, values and personal character, aspirations, attainment of short and long term, wants and needs of children. Furthermore, they make interest-based learning groups talents, desires and needs, implementation of work-based learning that includes development softskill and hardskill in the interests and talents. Interest group of talent, then they call it a forum, which consists of a group of martial arts, theater, music, dance, painting, medicine, agriculture, animal husbandry, journalism, philosophy, multimedia and film. The existence of staging the work of every month and then evaluate the program with students, discussing their works and talk about what students will do next.

Organizational Structure of Qaryah Thayyibah Al ternative School

Organizing the activities and forming relationships develop working relationships between the people to realize a unified effort in achieving its intended purpose. In organizing this stage, the arrangement and division of duties on all members or managers to be carried out in order to achieve goals. In *Qaryah Thayyibah* alternative school, the organization is merely a formality, in which all members of the task involved getting through decisions taken jointly between the manager, teacher and pupil. All members of the task involved in accordance with the acquisition. Broadly speaking, the organization of the school involves all elements of society in Kalibening.

Management is not the bureaucrats who have authority in making policy. Management is just one part of the teamwork of tutors, people learn, and the community. Management functions more as a guard for the team to function properly and optimally. Togetherness, communication, mood dialogue, cooperation, accountability, and transparency into the factors that must be enforced (Samba, 2007:45). Values that are applied in this alternative schools, as Bahrudin said,

"Actually there is no structural boards are just a formality. However, it is to deal with the government, institutions or communities must take responsibility therefore indirectly I was a school principal. But, behind it all who served as manager is the society itself".

Although there is no clear organizational structure, but important roles remain to be filled as well as leaders and technical matters such as treasurer, and it became an elected without a formal business to be a clear structure.

Components Involved

According to Bahrudin, the four basic principles practiced in *Qaryah Thayyibah* Alternative School, later revealed in an alternative educational concept, about how it should be a manager, teacher, student, environmental, facilities, and how all the elements that can interact with each other.

Teachers and Management

Management function is as guards for the team to function properly and optimally. While the role of teachers in the learning process is very dominant and strategic. That is, teachers have an important role to assist the students, and create a fun learning atmosphere. Students are placed as the subject of education, students are most interested to learn, teachers and managers are not allowed to make rules that limit the willingness of students to learn.

For the lecturer or teacher, Bahrudin bring friends from IAIN Salatiga and his neighbors that has the educational background of teachers and interested to teach. Bahrudin explained:

"Anyone can become a teacher at the school on condition that had the desire to share knowledge. Because the school was founded with the base communities, citizens have the right to

determine good or bad their children's education to the front. Therefore, we ask that parents, young children, brother, and anyone interested citizens to share knowledge with teaching in this school ".

From the beginning up until now, the number of teachers still have 9 people, who had met by researchers, among others Bahrudin, Sujono Samba, Rifqoh, Taha, Ningrum, Ahmad, Ridwan and the Dewi Maryam. The function of teachers in these schools simply as a companion and a facilitator only, so the potential and creativity of students can be developed. Initial educators are volunteers, they were happy to teach at the *Qaryah Thayyibah* alternative school, as revealed by Sujono:

"That the salary of educators should be borne by the government. When we here have a role in the intellectual community, then we have become part of the government for the nation's intellectual life. So the obligation of governments to provide incentives for us. It's our right. But, to underline that the process of education should not end just because we are not paid. It is our duty to educate the children and it should not end simply because of financial problems ".

Currently, teachers have been given a fee of Rp. 25.000,-/hour to teach at the *Qaryah Thayyibah* alternative school. Not only at the school they teach, some teachers also taught in public schools in Salatiga. Each teacher is believed to deal with specific subjects according to their abilities, for example, Sujono Samba, he is a lecturer of Islamic religious knowledge in a formal school in Salatiga, but he has the ability in the arts, so he also taught art at this alternative school. Since joining the *Qaryah Thayyibah* alternative school, he has been able to create works of books, among others, entitled "no better schools" and " education equity not just equivalents". Previously, he had to carve achievements in the art world, namely a 3 *HDX Award* nominations as best-selling songs dangdut, dangdut best-selling album, and the group's best-selling singers spectrum of songs titled "Jodoh" sung by Manis Manja Group. Other songs have also been sung by famous dangdut singers, among others, Ike Nurjanah, Vety Vera, Lilis Karlina, Asep Irama, Fazal Dath, Ery Susan, Solid AF, and Ine Sintya.

Artistic talent has now been distributed to children of *Qaryah Qaryah Thayyibah* alternative school, he was regarded as a motivator for the students because of his experience. His first paper with the students of this school is making the song hymn *Qaryah Qaryah Thayyibah* alternative school with first generation students. Here, students have started to show talent and desire to learn more about art, so they will not cease asked Samba Sujono about how to make songs, play instruments, and the recording process.

Pupils

Students are important component in this school, because school is the main factor in determining a policy. The curriculum is the curriculum adopted in accordance with the wishes and needs of students, so the duration of this school depends on what the students want and what they need.

Intelligence students not only measured by the value (intellectual intelligence), but the extent and level of emotional spiritual intelligence. In Alternative School, students freely express questions and comments, teachers act more as a companion than a teacher. So that the student and teacher relationships established intimate, because the teachers think students are friends, so vice versa. Now, *Qaryah Qaryah Thayyibah* alternative school has 148 students.

Environment

In this case the institution of school. School institutions managed by the principles of nature and the environment as a giant laboratory, real-life arena, plural, continues to grow and change. This principle is the handles that create a dynamic school and progressive in the way, did not stop but continued to adjust the development of society.

Facilities

Building

Bahrudin build this school with limited facilities is by using two existing classrooms next door that was previously used as the Secretariat of *Qaryah Thayyibah* farm organization and limited teaching equipment. *Qaryah Thayyibah* alternative school classroom size about 6 meters times 3 meters. Learning atmosphere that is formed is different from conventional schools, the benches used half-circular set and the number 15 seats. This make s an effective learning atmosphere for an assistant (the teacher) could monitor the students to more easily interact with each other.

In addition to these two rooms, students are free to use another room in Bahrudin's house. Usually they use the living room and upstairs. The whole room can access the internet, so they do not fight each other to use the facility. In the first generation, they already have a computer, a guitar, a pair of an English -Indonesian and Indonesian-English dictionary, a package of the BBC English teaching at home. The kids have all had to manage pocket money together amounting to Rp. 3.000,- received from their parents. Rp. 1.000,- used to pay in the purchase of computers, Rp. 1.000,- more for breakfast, drink milk, honey, and snacks. While the rest for savings in the school savings and returned to student needs in the form of guitar, dictionaries, and others. This triggered other citizens to send their children to *Qaryah Thayyibah* alternative school.

Along with the increasing number of students at *Qaryah Thayyibah* alternative school, a building manager to establish the former cow barn, a house east of Bahrudin, or they used to call it Resource Center, because in this place they can learn anything. This building is the result of cooperation with Indonesia Read Park Foundation to help these schools with a fund of Rp. 125.000.000,- for buildings and Rp. 25.000.000,- for the procurement of books.

Building that planned five floor was finished about 50%, the first floor they could have used, the shape of a hall, in addition to the study, as well as libraries and where they staged their works each month. The second floor also has begun to use as a *guest room*, if there are guests or anyone who wants to see these schools more closely, Bahrudin had prepared the room for them to rest/sleep. On the third floor, the studio plans to make music, because most of these students have great interest in music. For the fourth and fifth floors had not planned to be like. The entire building was designed by the students, starting from the material used, shape of the building until the interior of the room.

Internet

As the school stands, Ir. Roy Budiyo Handoko came to the school and provide free internet facilities which can be accessed without limits . Internet facility is freely accessible to the students for 24 hours, they make learning more developed and not outdated. All the information and knowledge are easy to find on the internet, they also often make scheduled teleconference between students and students in Australia, assisted by Ir. Roy Budiyo Handoko. *Qaryah Thayyibah* alternative school initially subscribed *indosat* using tower as a transmitter and receiver. But now can access the internet at speedy subscription with unlimited quotas and hotspots, so long as to have wi-fi technology in laptops can access the internet free 24 hours.

From here comes a lot of ideas from the students to learn to be creative. They began searching for guidance, seeking information for themselves and learn. In this case, the teachers did not intervene because they did not have knowledge about it. Enthusiasm and creativity of students making Bahrudin no longer take the concept of conventional education. But, the students still get the general subjects such as math, science, and social education. However Bahrudin fully devolved to the students to arrange their schedules. At this stage, SPPQT no longer associated with YSR, so the concept of the government's junior open for SPPQT only be viewed as an opportunity to enclose the contents therein while that is SPPQT ideals to create a quality education, not exclusive to certain circles, more affordable to the public broad because education is for all people.

In the alternative school, students are free to use the facilities provided without any limitation in its use. Pupils learn to be responsible in using the existing facilities so that the creativity and knowledge of students joined in developed because the freedom to use the facility. Even though it is located in village, the computer and internet skill of the children is recognized by researcher of Asia pacific telecommunity, Dr. Nadwil Idris, in the same level with the best seven of internet users all over the world. The competence in language also well known recognized. Indeed, it has its own website that can be access in www.pendidikansalatiga.net/qaryah.

The various facilities such as handy cam, notebook, SLR camera, digital camera, and personal computer can be freely unlimited used by the student. The handy cam is use for making movie and learning presentation. SLR camera or digital camera is use for documentation. Personal computer or notebook is use for writing books, poems, movie script or edit movie. *Qaryah Tarbiyah* school has absolutely complete flairs.

The lack of restriction in using all the facilities makes creativity of the student become more and more expand day by day. As the result, they never get lost with the newest information. This institution is inspired not only highly value but also reachable by all social fragment. There is no more paradigm school as place of knowledge or teacher only teach, but there is only unlimited dynamic atmosphere study that involving all parts of *Qaryah Thayyibah* (A Ifian, 2007: 37).

Operational Cost

The fee of this school is inexpensive, unwavering and reachable. All families of the student may donate as much as they want.

The number of voluntary donations from the parents and then combined with the subsidies given to the open junior secondary students from the government amounting to Rp. 20.000,- per child. There are no funds involved agencies to finance the continuation of this school. Source of primary school funds derived from the submission of budget support through the budget revenues from the regional expenditure (APBD) Salatiga.

Works and Achievement of *Qaryah Thayyibah* Alternative School Students

Qaryah Thayyibah alternative school students able to prove that they are able to create a great creativity and appreciated by others. In the beginning of the first generation of this school, has given birth to the scientific work which they called a dissertation. Dissertation as the final project because they had not agreed to join UAN. Dissertation Amri and Zulfi are trying to make briquettes from waste and dried bamboo, Hilmy who examined urine bio-fertilizers instead of urea. Fina, Izza and Kana has made a dissertation titled more fun without UAN, the dissertation was also made a book and receive Indonesian creative foundation award 2006 by Seto Mulyadi, chief of Indonesia creative intelligent. *Qaryah Thayyibah* alternative school students has produced a variety of works published through the media of books, whether novels, poems, biographies of famous people, also the album of Javanese songs.

In the world of writing, they make a magazine that they named *E-lan2ng*, this magazine is produced and written by students. They are happy to exchange ideas with anyone who is more familiar with journalism, such as Djunaedi Saripurnawan, research and development coordinator of plan international in Aceh³.

Institute to write down about Gus Dur. Her Novel "*Taran Cinta*" has go public and now can be found in many bookstores. Another student with similar intense is Upik Lestari, who has produce many poems with various genre. Before published for general society, usually Bahrudin collects his students' masterpieces. Today, more than 20 novels are made with different kind of theme, such as neighbourhood, friendship, even simply love. The students write their ideas in their spare time.

In addition, they have created an album, “*Kidung Talun*”, which is sang by Qaryah’s students supported by Sujono Samba. It is an album contains old Javanese songs. More over, in 2008 they were trusted by ministry of national education to make an album about alternative education. They also made the video clip of this song by themselves. The songs in this album used as national theme song of educational equality.

Further, The student of Qaryah also produce soybean milk which is named SASUKE. Everyday, since 2 am they start to produce this milk. The soybean is composed with “*ekstrak jahe*”. Many people love this drink. Its price is only Rp. 500,00.

Capacity of Qaryah’s students also can be seen in monthly exhibition that is held in order to stimulate their creativity. They are pushed to show off their masterpiece in front of all communities in Qaryah Thayyibah. This event is called “*Gelar Karya*”. Qaryah’s students also have movie forum, they are successfully create at least 5 movies so far. Their forum always turns out many producers, script writers, camera man, actress, and movie crews. Their theatrical forum is well known as “*Teater Gedhek*”.

In 2005 Sanata Dharma University awarded Qaryah Thayyibah the first of Sanata Dharma Award. The reason was being said that this school offered a qualified but affordable school. Qualified means that it has a high rank, but also the school taught the pupils how to face the reality of life.

At the same year this school became the representative of Salatiga as the candidate of self learning motivation competition within the province, and Asia-Pacific Youth Environmental Convention in Surabaya. Furthermore, one of the students, named Maia, often is invited to share and learn together with children in Aceh. In October 2008, several students attended Film Presentation Job in Jakarta, and at the end of 2008 they attended Climate Change International Conference in Poznan, Poland.

The students activities, output, and accomplishment

Their activities and accomplishment have got support from media. Metro TV (Oasis), News TV Education, Sisi Lain (TransTV) and also one program of TV7 (before becoming Trans7) are some examples of TV stations that have broadcasted about Qaryah Thayyibah Alternative School. Other printed media, newspaper, local, national and also international radio stations, State High Bodies, NGOs, prominent individuals, social and cultural observers, universities have visited the school to share experiences. Some media even became interested to have an internship program at the school, which was part of an effort to know more about teaching principles practiced and developed at the school. This year the school was visited by Commission IX of DPR, a visit which was part of an effort of DPR to explore about alternative education. Numerous souvenir at the school indicates people from everywhere who have visited and learnt at this school.

Conclusion

Disappointment with high cost for school and given the fact that this was a burden for poor families were among the reasons for establishment of Qaryah Thayyibah Alternative School. This is an alternative school intended for empowering the poor society. The aim of the school has been to develop critical education which is aimed at raising society’s creative and critical capacity in improving their life, raising their involvement and bargaining position in decision-making influencing their life, and developing educational community at the village where the education process involves the participation of the community.

As an alternative school, Qaryah Thayyibah has four principles; (1) Education based on a spirit to liberate, meaning that it has a method that does not limit a child become creative and critical. (2) Independence, a principle that allows education for all sections of societal stratum to have equal access for quality education. (3) Method based on happiness, involving gurus and pupils participation, where gurus have roles that placed them as facilitators helping the pupils. (4)

Given priority for communication and participation from all related parties; school management, gurus, parents, and pupils, so that a conducive situation is created.

In this school pupils learn to be competitive but respect each other, so that tests are not practices in this school, pupils do not have rapport. Their real certificate is how education have managed pupils become independent human being. Pupils learn in accordance with their talent while gurus stand as facilitator where they play their role when it is needed by pupils. Every class has different learning system according to different needs and problems. All concepts and system are created by pupils, where it they are bored with the system and concepts, they can change it with the better new ones. This education has produced independent pupils and has proven that quality education not necessarily expensive. The most important thing is constant efforts with full creativity in realising quality education.

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