

ABSTRAK

**HIDUP DI RUANG ANTARA: MEMBACA SEKOLAH ADAT ARUS
KUALAN MELALUI LENSA EMPIRE DAN MULTITUDE**

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Penelitian ini berangkat dari kegelisahan identitas dan kegelisahan kolektif masyarakat Dayak Simpangkng terhadap rapuhnya pengetahuan ekologis, spiritual dan kultural mereka akibat ekspansi pembangunan, logika kapitalisme ekstraktif, serta dominasi pendidikan formal melalui standarisasi cara belajar. Dalam konteks tersebut, Sekolah Adat Arus Kualan (SAAK) lahir sebagai respon komunitas untuk memulihkan telasi pengetahuan dan menegosiasikan posisi mereka dalam arus kekuasaan modern. Tujuan penelitian ini ialah untuk menelusuri genealogi pendirian SAAK, menarasiakan praktik dan relasi yang membentuk kehidupan belajar di dalamnya, serta menganalisis dinamika kekuasaan dan bentuk-bentuk resistensi komunitas menggunakan kerangka teori Empire dan Multitude. Metode penelitian menggunakan pendekatan kualitatif melalui observasi non-partisipan, wawancara mendalam serta analisis dokumen komunitas.

Hasil penelitian menunjukkan bahwa SAAK berfungsi sebagai ruang hibrid, di mana komunitas mengelola ketegangan antara pengetahuan adat dan standar pendidikan formal modern. Praktik belajar berbasis relasi ekologis, pengalaman tubuh dan etika kebersamaan menunjukkan produksi kehidupan yang selaras dengan potensi Multitude. Kesimpulannya, SAAK tidak sepenuhnya terbebas dari logika Empire, yang tampak melalui ketergantungannya pada jaringan LSM/ NGO, kebutuhan legitimasi dari negara, dan keterlibatan dalam skema administrasi dan pengakuan formal. SAAK juga memperlihatkan potensi Multitude melalui praktik-praktik merawat pengetahuan lokal, memperkuat agensi komunitas, dan membuka kemungkinan politik alternatif bagi keberlanjutan identitas dan kosmologi masyarakat Dayak Simpangkng di tengah tekanan modernitas.

Kata Kunci: Sekolah Adat Arus Kualan; Empire; Multitude; Pengetahuan Lokal; Masyarakat Dayak Simpangkng

ABSTRACT

**LIVING IN THE IN-BETWEEN SPACE: READING THE ARUS
KUALAN INDIGENOUS SCHOOL THROUGH THE LENS OF EMPIRE
AND MULTITUDE**

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This research originates from the identity anxieties and collective concerns of the Dayak Simpangkng community regarding the growing fragility of their ecological, spiritual, and cultural knowledge. Such fragility has been exacerbated by the expansion of development, the logic of extractive capitalism, and the dominance of formal education through the standardisation of learning. Within this context, the Arus Kualan Indigenous School (SAAK) emerged as a communal response aimed at restoring disrupted knowledge relations and renegotiating their position within the currents of modern power. The objectives of this study are to trace the genealogy of SAAK's establishment, narrate the practices and relational dynamics that shape everyday learning within it, and analyse how power operates, as well as how resistance is articulated, through the theoretical framework of Empire and Multitude. The research employs a qualitative approach through non-participant observation, in-depth interviews, and community document analysis.

The findings suggest that SAAK serves as a hybrid space, where the community navigates tensions between Indigenous knowledge and the standards of modern formal education. Learning practices rooted in ecological relations, embodied experiences, and an ethics of togetherness demonstrate forms of life production aligned with the potentiality of the Multitude. In conclusion, SAAK is not entirely free from the logic of Empire, as reflected in its reliance on NGO networks, its need for state recognition, and its participation in administrative and formal accreditation schemes. At the same time, SAAK reveals the potential of the Multitude through practices that sustain local knowledge, strengthen community agency, and open alternative political possibilities for the continuity of Dayak Simpangkng identity and cosmology amid the pressures of modernity.

Keyword: Sekolah Adat Arus Kualan; Empire; Multitude; Local Knowledge;
Dayak Simpangkng Community