

INSTRUCTIONAL STRATEGIES TO TEACH TOLERANCE AND HUMAN RIGHTS IN CIVIC EDUCATION

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Abstract

Di era reformasi, Pendidikan Kewarganegaraan (PKn) memiliki peran penting. Dalam bentuknya yang ideal, PKn berusaha agar para siswa terikat dengan komunitasnya melalui pembelajaran pengetahuan, sikap, dan ketrampilan untuk berpartisipasi secara aktif. Secara umum tujuan ini dapat dilaksanakan melalui pengembangan (1) pengetahuan kewarganegaraan; (2) tanggung jawab kewarganegaraan; dan (3) partisipasi kewarganegaraan. Berdasarkan tiga pendekatan ini, profil warga negara yang ideal sebagai keluaran dari PKn diharapkan memiliki pengetahuan, ketrampilan dan sikap yang relevan dengan konsep dasar dan prinsip-prinsip PKn.

*Agar pengajaran PKn efektif sehingga tujuan tersebut dapat tercapai, maka ada tiga strategi pengajaran dan penggunaannya yang didiskusikan dalam makalah ini, yaitu: strategi ketrampilan berpikir, strategi klarifikasi nilai, dan strategi inquiry atau pemecahan masalah. Strategi ketrampilan berpikir mencakup (a) strategi pengajaran untuk berpikir (*instructional strategy for thinking*); (b) strategi pengajaran berpikir (*instructional strategy of thinking*); dan (c) strategi pengajaran tentang berpikir (*instructional strategy about thinking*). Strategi ini seyogyanya digunakan untuk mengajarkan kompetensi PKn untuk menguasai konsep dan prinsip-prinsip demokrasi, pemerintahan, HAM, toleransi, sejarah, dan sebagainya.*

Kata kunci: *strategi pengajaran, HAM, toleransi, PKn.*

Introduction

In the reformation era, civic education in which tolerance and human rights are included, has an important role. Civics education, in its ideal form, seeks to engage students in their communities by teaching them the knowledge, attitude, skills and experience to effectively participate in civil society. In general, it can be conducted through the development of: (1) civic intelligence in many aspects such as spiritual, rational, emotional, and social; (2) civic responsibility, and (3) civic participation based on the rights and the responsibility both as individual and as citizen. (Depdiknas, 2001:3). Based on these three approaches, the profile of the ideal citizen as the

outcomes of civic education should possess the knowledge, skill, and attitude that are relevant to the basic concept and principles of civic education.

The problem is, how to teach the civics education effectively so that the students achieve the goals of civics education. What strategies should be used to teach cognitive competencies, affective competencies, and psychomotor competencies? Should we use traditional methods such as lecturing, answer - question, discussion, and so on?

This paper will discuss the instructional strategies that are suitable to help students achieving cognitive, affective, and psychomotor competencies in teaching tolerance and human rights as part of civic education. Three instructional strategies and their appropriate use will be discussed: thinking skill strategies, value clarification strategies, and social inquiry or problem solving strategies.

Thinking Skill Strategy

According to new paradigm of civic education for primary and secondary education in Indonesia there are four components of basic competencies students should possess as the outcome of civic education. Those components are: diversity, democracy, support component (law, history, culture, geography), and the ultimate goal (democratic and active participation of citizen) (Diknas, 2001:13). Democracy in civic education is very important. According to Center for Civic Education (1994:1), there at least 7 questions should be answered in teaching democracy: (1) What is democracy? (2) Who belongs and who governs in democracy? (3) Why choose democracy? (4) What characteristics of a society enhance or inhibit democracy? (5) What characteristics of a society facilitate the functioning of a democracy? (6) How do democracies emerge, develop, survive, and improve? (7) How does democracy shape the world and the world shape democracy?

Thinking strategies can be used to help students answering those questions and critically studying the basic concepts and principles of diversity, democracy, human rights, tolerance, government, law, history, geography, cultures, etc.

There are three kinds of thinking skill strategy : instructional strategy for thinking, of thinking, and about thinking.

a. Instructional strategy for thinking

'Teaching *for thinking* include those teaching strategies, student activities, and curriculum materials that engage students in 'thinking' (Heiman & Slomianko, 1997:25). The strategy provides students with opportunities to practice and 'exercise' their thinking. Teachers can invite thought by asking questions. She can ask different types of questions to encourage different types or levels of thinking, from recalling up to valuing. For instance, the teacher can ask 'Who are the founding fathers of our constitution?'(recalling); 'What is the essential content of the Preamble of the Constitution of 1945?' (interpretation). 'Which one is more

democratic, the Constitution of 1945 or the Constitution of 1950?' (comparative/judgement).

b. Instructional strategy of thinking

The teaching strategy of *thinking* is based on the assumption that 'thinking involves set of skills and processes that can be identified and systematically developed' (Heiman & Slomianko, 1997:27). This strategy utilizes a direct method whereby a specific skill such as comparing, contrasting, analyzing, becomes the content of a lesson. For instance, a lesson comparing (exploring the similarities and differences) the Human Rights Articles in two Indonesian constitutions. The steps of comparing can be developed as follows:

1. Present the objects to be compared.
2. Have the students observe and describe them one at a time.
3. Compare the objects and make a list of their similarities.
4. Repeat the process, making a list of differences.
5. Identify the criteria used in making the comparisons.
6. Summarize the significant similarities and differences.

c. Instructional strategy about thinking.

'The teaching strategy about thinking focuses on helping students become more aware of their own thinking and learning' (Heiman & Slomianko, 1997:29). In this strategy, students are asked to aware of they know, what they don't know, and what need to know in order to solve a problem or comprehend a concept.

The 'about thinking' strategy (also known as 'think aloud') can be used effectively to teach the concept of human rights based on the Constitution of 1945. Giving the articles containing the human rights protected by the government, or the Law of Indonesian Republic No.39, 1999, concerning the Human Rights, students are asked to 'self talk' by asking questions such as 'What is the main idea of this article', maintain concentration 'Hee, you are day dreaming. Go back and read again the articles', try to new strategy in identifying the rights of citizen 'I will make a list in alphabetical order', and check the performance, 'Is the list complete?'.

Values Clarification Strategy

There are many affective domain of learning objectives in civics education, such as beliefs and values relating to human rights and tolerance, democratic values (equity, majority rules, minority protection, individual liberty, rule of law, freedom of speech, press, association, religion, and freedom from arbitrary arrest).

Appropriate instructional strategy should be selected to help students achieving affective competencies in civics education, especially positive attitude toward democracy, human rights and tolerance. There are many strategies that can be used to

teach affective domain. Among them are moralizing, non-intervening method, modeling, and values clarification strategy.

Using the clarification strategy, the teacher can help students build positive values to the human rights and tolerance. The focus of this strategy is the process of valuing, that is on how students come to hold certain beliefs and establish certain behavior. Valuing, according to Raths (in Simon, Howe, and Kirschenbaum, 1998:19) composed of three stages and seven sub-processes:

- a. Prizing one's beliefs and behaviors
 1. prizing and cherishing
 2. publicly affirming, when appropriate
- b. Choosing one's beliefs and behaviors
 3. choosing from alternatives
 4. choosing after consideration of consequences
 5. choosing freely
- c. Acting on one's beliefs
 6. Acting
 7. Acting with a pattern, consistency and repetition.

As an example, below is presented a specific practical technique to help students build the seven valuing processes of human rights and tolerance into their lives.

Strongly Agree-Strongly Disagree Technique

Purpose

The purpose of this technique is to force students to examine the strength of their feeling about a given series of value issues (in this case, issues on human rights and tolerance).

Procedure

The teacher provides students with a worksheet containing a series of beliefs statements. Likert Attitude Scaling can be used as a guide line to develop the worksheet. Using the scale, teacher will be able to measure or to locate student's attitude toward an attitudinal object. 'In the Likert scaling technique this quantification measure is accomplished by tallying respondents' affirmation of positive and negative belief statements about the attitudinal object' (Mueller, 1996:8).

Worksheet	
Attitude toward Human Rights	
<i>Instructions:</i> Indicate on the line the left each statement the way you feel, how much you agree or disagree with it. Use the following response categories:	
SA = Strongly Agree	
A = Agree	
DA = Disagree	
SD= Strongly Disagree.	
1.	_____ I am racially prejudiced.
2.	_____ Not all people has the same right in getting job.
3.	_____ To qualify to vote, a citizen must own at least 10 acres or Rp 10,000,000.00
4.	_____ Police and other government official may search a person's home whenever they feel like it.

Students complete the worksheet individually. Then, the teacher break the class up into groups of three to share and discuss their responses.

Social Inquiry and Problem Solving Strategy

There is one thing every person has in common with other person that is 'problem,' the discrepancy or gap between the actual and the ideal condition. Communities, states, and nations also face and have to solve problems just as each one of the persons does. Take for example in human rights issues. According to the Constitution of 1945, article 27, section 2: 'Every citizen shall have the right to work and to expect a reasonable standard of living.' But, up to now, there are many unemployment and jobless in Indonesia. Article 34: 'The State shall take care of poor and littering children'. But in many places there are still many poor and littering children. Before the teacher applying the problem solving strategy, it necessary to ask students to think of 'Why are the problems always with human being'? Problems are annoying or bother us. We wish we did not have any. There are some answers to the question:

1. Because we live in a constantly changing world.

In a simple, primitive society, where life goes on almost the same from generation to generation, there are only a little problems. But in a rapidly changing world like now, problems become complex.,

2. Because we are seldom able to keep up with all of our ideals.

An ideal is a goal to be achieved, a standard of conduct or type of situation not yet realized but hope for. Many problems exist because we never seem to bring our lives or our social relationship in line with all of our ideals. For instance, for a long time since our independence day we all Indonesian people will have held the ideal of a nation at peace. But rivalries and conflicts between us keep the nation couldn't reach this ideals.

3. Because we disagree as to how we shall achieve our goals.

Many problems arise because of conflicts over the means of attaining certain desired goals. Take for example the way we attain our goal of civil society, there is a conflict and controversy between the use of parliamentary democracy, guided democracy, Pancasila democracy, etc.

4. Because we are not always able to do what we should like.

Many problems arise because of our inability to accomplish the things we want. Our government has problems, too. The government would like not to increase the tax, the price of gas, electric and phone bill, but a large amount of money is needed to pay the government expenditures.

These are some of the reasons for the constant of problems that confront us. Based on the reason, and also considering that one of the goal of civic education is social participation, it is reasonable that social inquiry and problem solving strategies to be used in civic education to help students actively participate in solving social problems, such as human rights violations, rule violation, democratic violations, law disorder, etc.). The social inquiry models of teaching apply academic definition of

inquiry to teach social studies (Joice & Weil, 1990:311). This model stressing inquiry into and reflection upon the nature of social life, especially for the solution of social problems. In teaching learning process, students should be help to choose and apply the necessary steps and effective techniques to actively participate in solving local, national, and international problems.

According to Joice and Weil (1990:316) there are six phases of the social inquiry strategy: (1) Orientation; (2) Hypothesis; (3) Definition; (4) Exploration; (5) Evidencing; and (6). Generalization. While according to Hall and Klinger (1988:12) there are five steps in problem solving techniques: (1) Make the problem your own; (2) Set or define the problem; (3) Attack the problem; (4) Arrive at conclusions; and (5) Plan for action.

Summary

The goal of teaching human rights and tolerance in civics education is to help students achieving three domain of competencies: Cognitive competencies, affective competencies, and psychomotor competencies. Relevant, accurate, and effective instructional strategies should be selected to teach each domain of competencies.

Three kinds of instructional strategies has been discussed in this paper. It is recommended that Thinking skill strategy should be used to teach cognitive competencies (mastering the concepts an principles of democracy, government, human right, tolerance, history, etc); Value clarification strategy to teach affective competency (democratic values such as individual liberty, tolerance, freedom of religion, press, speech, etc.), and social inquiry/problem solving strategy to teach psychomotor competency (problem of poverty, human rights violation, rule violations, etc).

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