

Pendidikan Kewarganegaraan Perspektif Internasional

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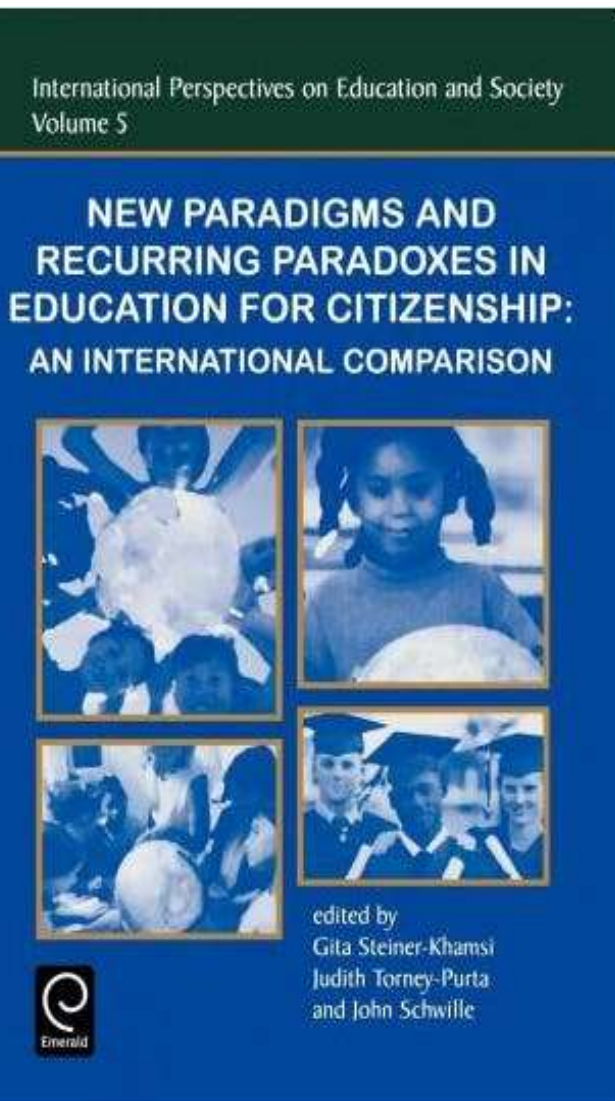
Tujuan Pembelajaran



Setelah memelajari dan melakukan seluruh kegiatan pembelajaran pada pertemuan ini, Anda diharapkan mampu:

1. mengidentifikasi perkembangan kajian PKn secara internasional
2. menjelaskan metode perbandingan kajian PKn secara internasional
3. membandingkan tema-tema pokok perbandingan PKn secara internasional
4. menganalisis trend kajian PKn secara internasional.

Posisi Kajian PKn secara Internasional



- Konteks pasca-perang dingin, dorongan demokratisasi di seluruh dunia.
- Pewarisan nilai-nilai politik kepada generasi muda.
- Kemajuan teknologi dan informasi
- Demokrat tidak dilahirkan, tapi harus dididik melalui pendidikan demokrasi yang sehat.

Konteks pasca-perang dingin

SAMUEL P.
HUNTINGTON

THE NEW YORK TIMES BESTSELLER

THE CLASH OF
CIVILIZATIONS
and the Remaking of World Order

"Dazzling in its scope and grasp of the intricacies of contemporary global politics." —FRANCIS FUKUYAMA, *The Wall Street Journal*

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WITH A NEW
FOREWORD BY
ZBIGNIEW
BRZEZINSKI
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"Awesome . . . a landmark . . .
profoundly realistic and important . . .
supremely timely and cogent . . . the first book
to fully fathom the depth and range of the
changes now sweeping through the world."
—George Gilder, *The Washington Post Book World*

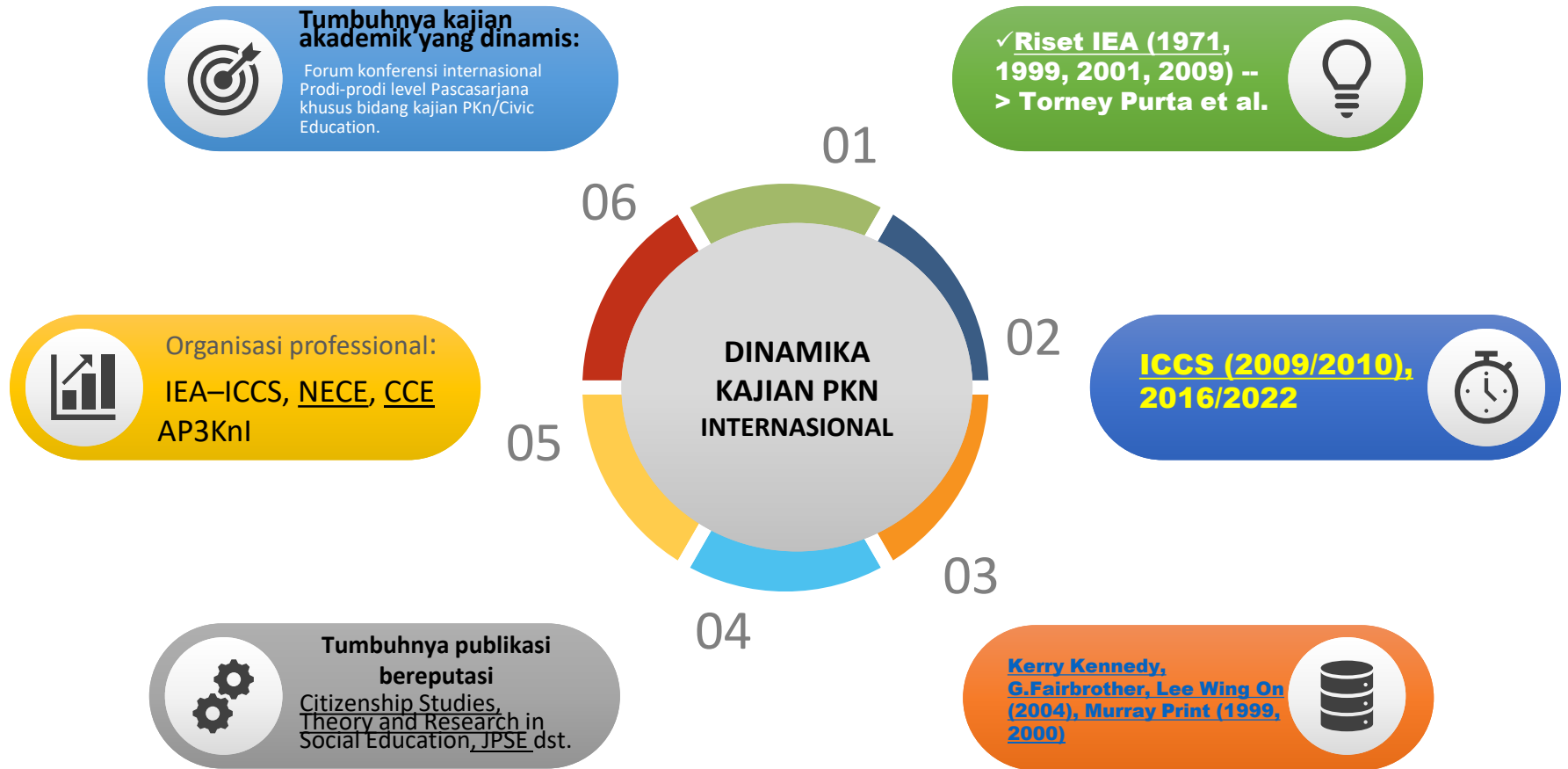
THE
END OF
HISTORY
AND THE
LAST MAN

THE
NEW YORK
TIMES
BESTSELLER

FRANCIS
FUKUYAMA

WITH A NEW AFTERWORD

Trend Internasional Kajian PKn



Faktor-faktor dan Pendekatan

Faktor-faktor kontekstual yang memengaruhi definisi dan pendekatan kajian PKn secara internasional:

1. historical tradition
2. geographical position
3. Social political structure
4. economic system
5. global trends (Kerr, 1999:8)



Faktor-faktor Perkembangan Kajian Pendidikan Kewarganegaraan

Osler dan Starkey (2006) mengidentifikasi enam faktor utama yang dapat membantu menjelaskan pertumbuhan minat kajian pendidikan kewarganegaraan secara internasional.

- *Global injustice and inequality*
- *Globalization and migration*
- *Concerns about civic and political engagement*
- *Youth deficit*
- *The end of the cold war*
- *Anti-democratic and racist movements*



Tantangan PKn secara umum



- Pergerakan yang cepat orang-orang di dalam dan lintas batas negara;
- Berkembang pengakuan hak-hak penduduk pribumi dan kelompok minoritas;
- Keruntuhan struktur politik (lama) dan kelahiran yang baru;
- Perubahan peran perempuan di masyarakat;
- Dampak ekonomi global dan perubahan pola-pola kerja;
- Efek revolusi teknologi informasi dan komunikasi;
- Peningkatan jumlah penduduk global, dan;
- Pembentukan bentuk-bentuk masyarakat baru. (Kerr, 1999:11)

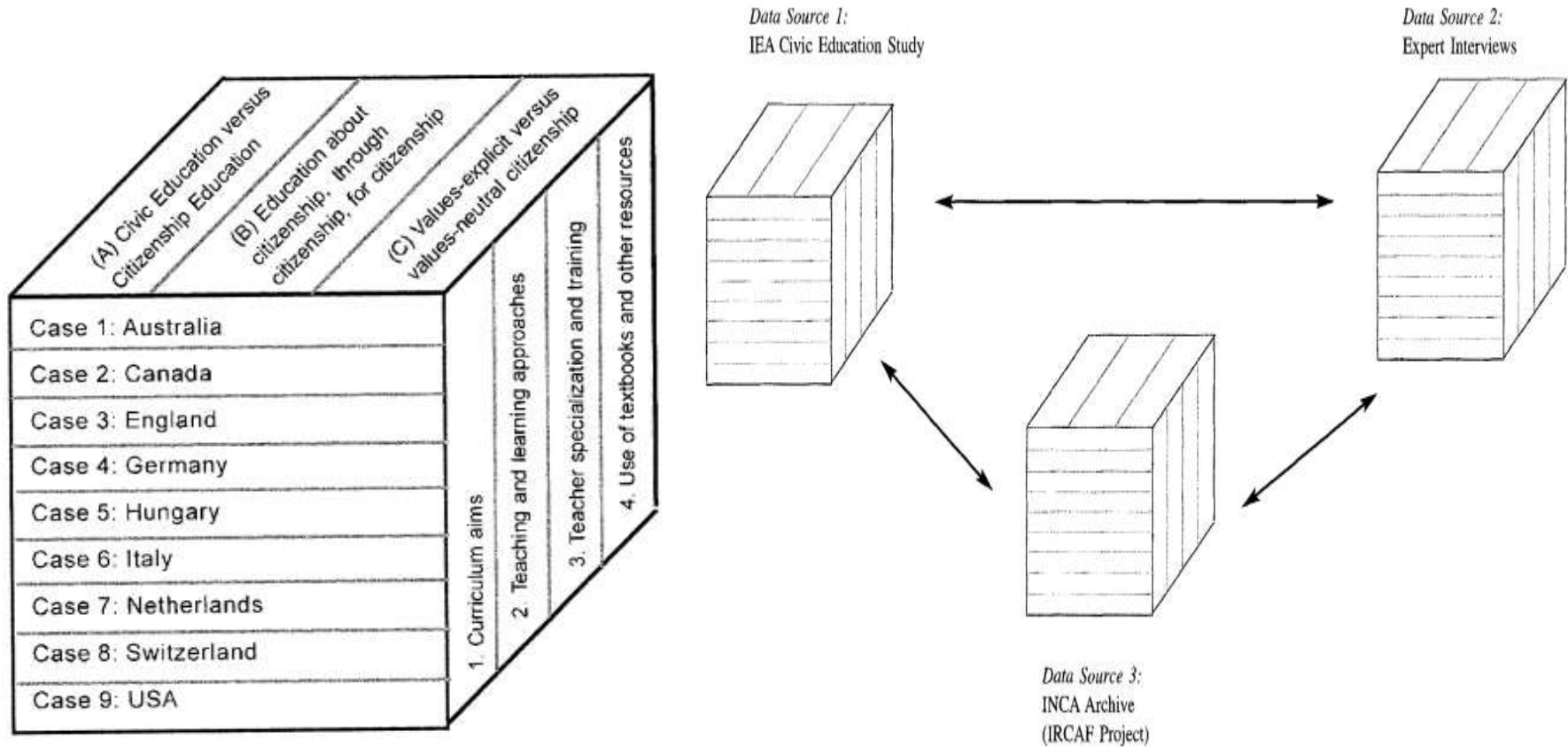
Tema pokok kajian PKn Internasional

David Kerr (1999: 6) menyebut sedikitnya ada 6 tema pokok:

- Kurikulum: tujuan, pengorganisasian dan struktur
- Pendekatan pembelajaran dan pengajaran
- Spesialisasi dan pendidikan guru
- Penggunaan buku teks dan sumber belajar lainnya.
- asesmen, dan
- Perkembangan kekinian dan masa depan.

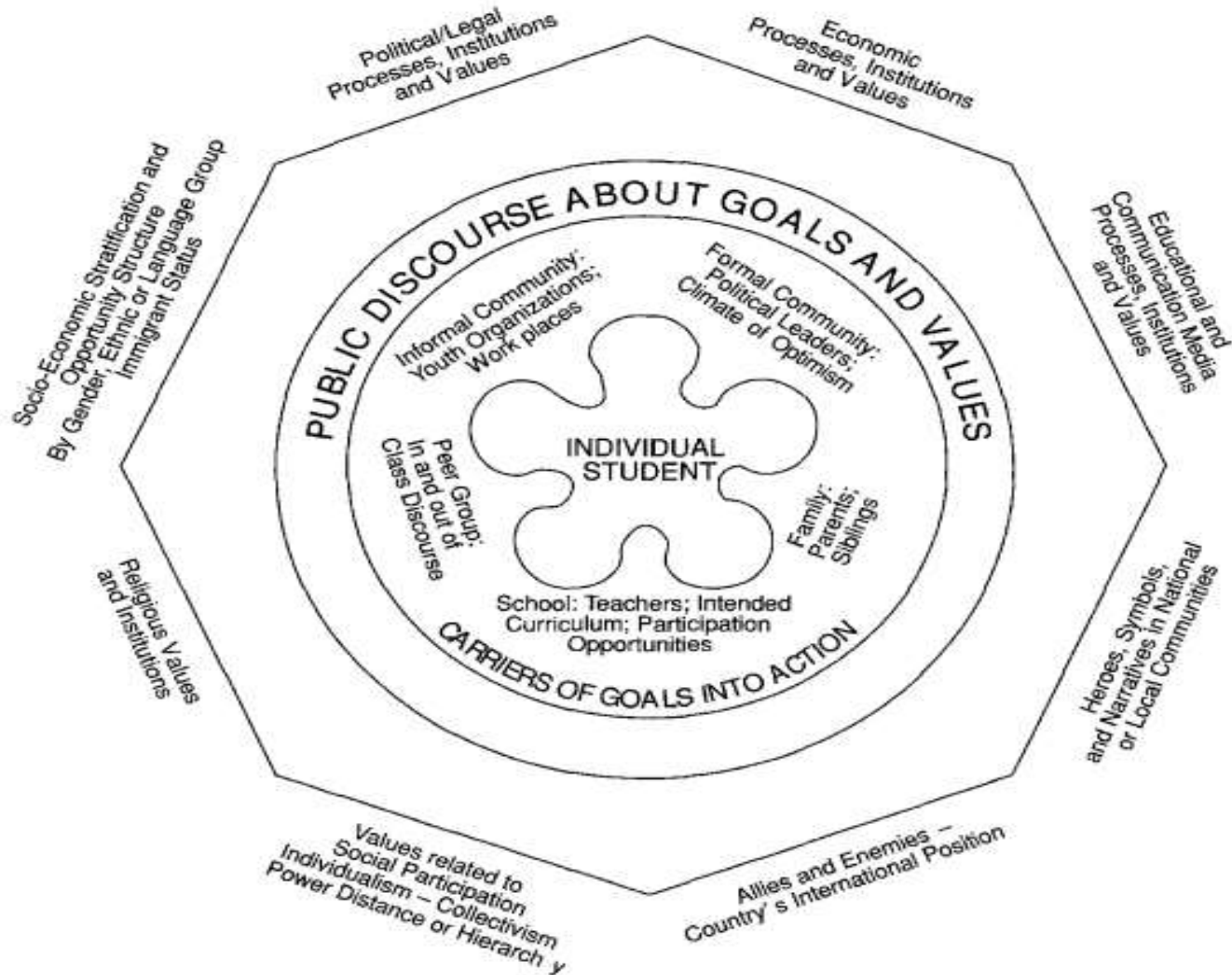


Analisis Kualitatif Kajian PKn Internasional oleh David Kerr (1999)



Bagan Analisis kualitatif multilevel dan analisis triangulasi oleh David Kerr (1999) dalam Gita Steiner-Khamsi, Judith Torney-Purta, John Schwille (2002: 30-31)

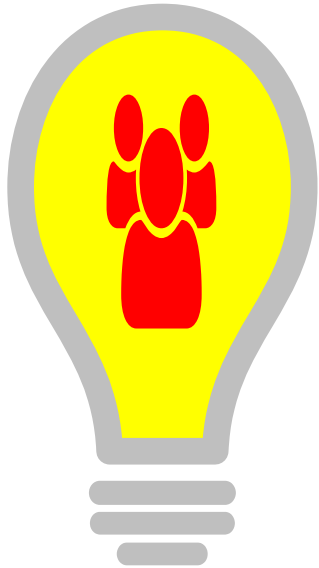
Tema pokok kajian PKn Internasional (IEA)



Model Oktagon Kajian Pendidikan Kewarganegaraan yang dikembangkan oleh IEA (1999)

Tema pokok kajian PKn Internasional

Murray Print (1999/2000) menyebut *'new' civics education* yang memuat 10 tema kajian PKn di Asia Pasifik:



- Rights and responsibilities of citizens;
- Government and institutions;
- History and constitution;
- National identity;
- Legal system and rule of law;
- Human, political, economic and social rights;
- Democratic principles and processes;
- Active citizen participation in civic issues;
- International perspectives;
- Values of democratic citizenship including social justice.

Perspektif kajian PKn Internasional



Minimal

- Thin
- Exclusive
- Elitist
- Civics education
- Formal
- Content led
- Knowledge based
- Didactic transmission
- Easier to achieve and measure in practice

Maximal

- Thick
- Inclusive
- Activist
- Citizenship education
- Participative
- Process led
- Values based
- Interactive interpretation
- More difficult to achieve and measure in practice

(David Kerr, 1999:12)

Perspektif Kajian Pendidikan Kewarganegaraan



Education ABOUT Citizenship

focuses on providing students with sufficient knowledge and understanding of national history and the structures and processes of government and political life

Education THROUGH Citizenship

involves students learning by doing, through active, participative experiences in the school or local community and beyond. This learning reinforces the knowledge component

Education FOR Citizenship

encompasses the other two strands and involves equipping students with a set of tools (knowledge and understanding, skills and aptitudes, values and dispositions) which enable them to participate actively and sensibly in the roles and responsibilities they encounter in their adult lives. This strand links citizenship education with the whole education experience of students.

(David Kerr, 1999:14)

Bacaan Lanjutan

1. David Kerr (1999). [Citizenship Education: an International Comparison](#). London: Quality Curriculum Association
2. [David Kerr, \(1999\). "Citizenship education in the curriculum: An international review". *School Field*, Vol X, Number 3/4. pp. 5-31](#)
3. David Kerr. (2002), "[8. An international review of citizenship in the curriculum: the IEA national case studies and the INCA archive](#)", [Steiner-Khamsi, G., Torney-Purta, J. and Schwille, J.](#) (Ed.) *New Paradigms and Recurring Paradoxes in Education for Citizenship: An International Comparison (International Perspectives on Education and Society, Vol. 5)*, Emerald Group Publishing Limited, Bingley, pp. 207-237.
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