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YOGYAKARTA STATE UNIVERSITY, INDONESIA
in collaboration with
FACULTI PENDIDIKAN
UNIVERSITI KEBANGSAAN MALAYSIA

PROCEEDING

2nd International Conference on Current Issues in Education (ICCIE)

Yogyakarta State University, INDONESIA
25-26 August 2015

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Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the 2nd International Conference on Current Issues in Education (ICCIE) 2015, especially the invited spekers:

1. Assoc. Prof. Benjamin Wadham (School of Education, Flinders University, Australia),
2. Assoc. Prof. Dr. Ratchaneekorn Tongsookdee (Faculty of Education, Chiang Mai University, Thailand),
3. Dr. Mohd. Mahzan Awang (Faculty of Education, the National University of Malaysia), and
4. Dr. Sugito, M.A. (Faculty of Education, Yogyakarta State University).

We are honored to conduct this conference and to give you the opportunities to join in the most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we believe that you will experience a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many persenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is very important in our global and changing society. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers in this proceeding present many topics, perspectives, and methodology that stimulate debates and dialogues, so that this proceeding is resourceful for scholars and researchers who are interested in the current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta, 25 August 2015

Prof. Dr. Rochmat Wahab, M. Pd, M.A
Rector of Yogyakarta State University

Foreword of the Chairperson

This international coference invites all participants who are concerned with current issues in education. The 2nd International Conference on Current Issues in Education (ICCIE) 2015 is held at Yogyakarta State University, Indonesia on 25 – 27 August 2015. The Conference is held by Faculty of Education and Graduate School of Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in our history, the crises through which we have passed have greatly influenced educational thought and practices. Education does not only imply discipline of thinking, but also a passion for creativity. Education, as Dewey often pointed out, is not the preparation for life, but it represents the continuous changes and process of life. There are a number of issues on education arising, whether classical issues, contemporary, or the current ones. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Dialogues held in this conference are expected to achieve the fusion of horizon of meaning which opens and challenges further dialogues in the future. Bringing nine main subthemes, i.e. Strategic Policy for Quality and Equity of Education, Community Empowerment in Mixed Society, Best Practices on Contextual Inclusive Education, Learning in a Digitized Society, Politics of Education toward Quality and Equality in School, The Improvement of Unity and Diversity in Teaching Learning Process in Primary Education, Holistic Integrative Education Approach for Early Childhood Education, Multicultural Counseling for Empowering Society, and Sociocultural and Religious Capital in Education, the conference attracts many participants who are willing to share their thoughts and experiences.

We would like to deliver our highest appreciation to Prof. Dr. Rochmat Wahab, M. Pd, MA. , the Rector of Yogyakarta State University (YSU), the Dean of Faculty of Education YSU and the Director of Graduate School YSU for their support. Special thanks are also given to the invited speakers, and parallel session presenters, for spending time to share academically. They have contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

I hope this conference can give valuable contributions to find out the solutions for the problems in education.

Yogyakarta, 25 August 2015
Chairperson

Dr. Dwi Siswoyo, M. Hum

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POLITICAL EDUCATION ROLE IN PRIMARY SCHOOL IN IMPROVING SOCIAL KNOWLEDGE AND HUMAN RESOURCES

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Abstract

Political education needs to be conducted continuously so that society can continue to improve their understanding to the political world, which always develops. The continues political education learning is needed because the complex political problems, in many aspects, and always change. The elementary school has important role in growing the conducive behavior and attitudes to the development political maturity and participation, despite political participation, in real context, could not be able to be done by students in elementary school. However, the behaviors and attitudes that are conducive for the development of political maturity and participation can be taught early including at the primary school level. Political education needs to be given early, through the elementary school, political education is given by growing mutual assistance, not concerned to the own group, nationalism soul, Pancasila and democracy. Through political education is expected can increase human resources and play the role in students' social life.

Keywords: education, political, primary education

1. Introduction

The Preamble of 1945 Constitution on the fourth paragraph has indicated for the government to conduct educational programs, which are then formulated in national education. The purpose of conducting national education as contained in National Education System Constitution No. 20 of 2003 is that the function of National Education is to develop ability and character and dignified civilization cultured in order to educate the nation, aimed to the developing students' potency in order to become a faith and fear man to the almighty God, good character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Political education is one of thing that must be aware by this nation, where political education needs to be grown since childhood. Through the elementary school, political education given by implanting mutual cooperation character, mutual help, mutual altruistic and unselfish and group/class, Nationalism soul, Pancasila and democracy. Through political education it plays an important role in improving students human resources and plays important role in students social life.

Political education term in English is often equated with political sosialization term. Political sosialization terms if interpreted literally into Indonesian will be means politic socialization. Therefore, by using political sosialization term many people equalized by political education and Political Socialization terms, because the meaning of both of them are almost the same. In other words, political socialization is political education in the strict sense.

According to Ramlan Surbakti, in providing the definition of political education should be explained in advance about the political socialization. Surbakti (1999:117) argues that:

> "Political Socialization divided into two that are political education and political indoctrination Political education is a dialogic process between the giver and the recipient. Through this process the community members recognize and learn the values, norms, and political symbols of the country from various parties in political system such as schools, government, and political parties."

The above opinion implicitly stated that political education is a part of politic socialization. Political education teaches the community to be more familiar with the country 's political system. It can be said that political socialization is the process of forming attitudes and political orientation of the community members. Through this political socialization process community members acquire the attitude and the orientation towards political life takes place in community social life.

David Easton and Jack Dennis (Suwarma Al Muchtar, 2000:39) in his book 'Children in the Political System' gives limitation on political socialization that "*Political sosialization is development process which persons acquire arientation and paternsof behaviour*".

Of the opinion above reveals that political education is a form of education that is run in a planned and deliberated in either in formal or informal forms which tries to teach to each individual so the attitudes and the actions can be in

accordance with the rules that apply socially. In this case it can be seen that political education not only learn the attitudes and individuals behavior. However, political education tries to associate attitudes and behavior of the individual by stability and political system existence.

Kartini Kartono (1990:vii) gives its opinion on the relationship between education and politics that is "education is seen as a political and political force factor. Because, education and schools on the fact is also a reflection of social political power from the existing authorities".

Based on the above opinion, we can know that education and politics are two elements that influence each other. The education system development must always be within the political system framework which is being run by the government of that time. Therefore, all the problems that occur in education world will turn into a political issue when the government involved to solve it.

Political education needs to be given early, through elementary school political education is given by implanting mutual cooperation character, is not concerned with the group/class, nationalism soul, Pancasila and democracy. Through political education is expected can increase human resources and play a role in students social life.

Otherwise without equipped with basic political education, it is feared the nation generation have low human resources, so created politicians who have a bad way and is not concerned with the community interests, nation, and the state in political step. It is not a few of political actors who are only concerned with themselves, their families, and their group. Besides that political actors cannot run a good democracy, instead of democracy that is run just to cover the interest only. Even many politicians who do not have nationalism soul, as shown by politicians who do not memorize Pancasila as Indonesian ideology.

2. Research Problem

How is the role of political education in improving human resources quality and Social Knowledge?

3. Research Methods

This study is a library research, that is a research carried out by using literature, either from books, records, or research results reports.

4. Data and Data Sources

As thought M. Iqbal Hasan (2002), documentation study is data collection technique that is not directly addressed in a research, but through documents. The documents used can be diaries, personal letters, reports, meetings notes, special note in social work and other documents. So all of the documentations is positioned equivalent depend on interconnectedness with the main topic of this research.

5. Data Collection Technique

The data collection technique in this paper is documentation. Documentation method is data collecting method through written objects, such as magazines, books, documents, regulations, meeting notes, meeting, diaries and so on (Arikunto: 2010).

The author will identify the discourse from books, papers or articles, magazines, journals, online sources, or other informations relating to the writing title.

6. Data Analysis

In this research, after conducting the data collection, those data is analyzed to obtain conclusions. The analysis method used in this research is descriptive analysis.

Descriptive analysis method is an attempt to collect and to arrange a data, then those data are analyzed. In this analyssis the data that collected is in the form of words, images and not numbers. This is caused by qualitative methods application. In addition, all of data that collected likely to be the key to what had been observed (Arikunto:2010). Thus the research report will contain excerpts of data and data processing to give an overview presentation of the report.

7. Results and Discussion

The definition of political education can be taken from Alfie opinions (1981: 235) which says that:

“Political education can be interpreted as a conscious effort to change the political socialization community process so they understand and comprehend fully values contained in the ideal political system that will be built“.

From the definitions listed above, we can take two main objectives that are owned by political education. First, by the presence of political education are expected to each of individual to be able to know and understand the ideal values contained in political system are being implemented. Second, by the political education each of individual to not only know, but also can be a citizen who has political awareness to be able to conduct responsibility shown by the change of attitude and the increasing of participation levels in political world.

Rusadi Kartaprawira (2004:54) defines political education as "an effort to improve the society political knowledge and to enable them to participate optimally in the political system." Based on the Kartaprawira Rusadi opinion, the political education should be conducted continuously so the society can continue to improve their understanding

of political world has always been progressing. The learning political education in continuously is necessary given because the very complex political problems, multidimensional and changeable.

The success of political education will not be able to be achieved if it is not accompanied by a real effort in the field. The conduction of political education will be closely related to of political education form that will be implemented in the future society. Therefore, the political education form that have been choosento can determine the success of this political education implementation.

Political education Form by Rusadi Kartaprawira (2004:56) can be held through:

1. Reading materials such as newspapers, magazines, and other mass publication forms that usual to shape public opinion.
2. Radio, television and movies broadcasts (audio-visual media).
3. Institutions or associations in community such as mosques or churches the place to deliver a sermon, and also either formal or informal education.

Based on the above opinion, we can see that political education can be given through various channels. Giving political education is not only limited by institutions such as school or organization, but also can be given through media, for example, print media in articles form.

Certainly whatever political education form that will be used and all forms presented above is not become a problem. The most important aspect is that this political education form is able to mobilize national symbols so political education capable of heading in the right direction, that are enhancing people's thinking and responsiveness to political problem. Beside that, the chosen political education form should be able to increase the high attachment sense (sense of belonging) toward the homeland, nation and state.

When it associated with political forms listed above, then according to the author some thing that become the primary gauge of political education success lies on the conduction of political education form that is through institutions or community associations. In this case the author agrees more if political education emphasized more through formal education. Formal political education is political education that is conducted by official institutions (schools).

Political education can be regarded as a deliver political concept media that has ultimate goal to make the citizens become understand more about politic. Citizens who understands more about politic are citizens who are aware of their rights and obligations so they can participate in nation and state life in any development process. The existence of political education is needed aspecially to educate todays young people who will become the next generation.

The existence of political education here is as baton to the next generation in understanding state politics concepts. The most important function of political education is as a filter to various new ideas, new ideologies. and various threats, challenges, obstacles, and interference either from inside or outside the country.

The government has realized that young people currently live in globalization era that is full of rivalry and competition between individuals. Freedom becomes an important part in this era. Aware of this, the government tried to build a shield that can protect today's young generation from discoloration and removal the national identity. These concerns are reflected in Presidential Instruction No. 12 1982 on Political Education for Young Generation in which states that:

> "Young people in the development are in development and modernization process with all of the impact that can influence the maturity process so that if it does not obtain a clear direction, the pattern and color of the future state and the nation will become different than that has been aspired".

Robert Brownhill (1989:110) propose a few things to be considered in constructing political education curriculum process, they are:

1. *an ethical base should be develop, which would include respect for other, tolerances, and an understanding of the principle of treating others as one would like to be treated one self;*
2. *aconsideration of how rules can be changed;*
3. *nature of rules and authority;*
4. *conceptof obligation to legitimate authority;*
5. *an understanding of some basicpolitical concepts, e.g, freedom, equality, justice, the rule of law, and of some of the arguments related to these concepts;*
6. *an understanding of the basic structure of central and local government.*
7. *Some understanding of the working of the national and international economy;*
8. *Self analysis.*
9. *Some knowledge of recent Brotish and international history;*

Based on the opinion of Robert Brownhill above, it is clear that in developing the political education curriculum, a teacher must also incorporate other lessons which has relation with political education as mention above that are history and economics lessons in the sense that other lessons as complementary towards political education.

Political education curriculum endorsed by Robert Brownhill above has been quite complete.

As we see, Brownhill is not only incorporate political matterial element but also contained ethics elements, compliance to laws and powers, understanding to the running of the government and policy-making, and also economic and history issues.

Every thing about political education curriculum regulated in Presidential Instruction No. 12, 1982 on Political Education for Youths which stated that political education materials are:

1. Growing ideology, nation and state consciousness.
2. The life and the religious harmony life.
3. Achievement motivation.
4. Practice the equal of rights and obligations experience, social justice, and human dignity respectation.
5. The development of political skills and personal capabilities to realize the need and the desire to participate in politics.
6. Personal discipline, social, and national.
7. The trust to government.
8. The confidence in sustainable development.

Based on the explanation above, we can see that there is a material that distinguish political education curriculum according to Brownhill with political education curriculum materials in Indonesia. In Indonesian political education curriculum, has incorporated religious materials elements that is as Indonesian nation characteristic in political education materials.

Actually there is no certain subject or lesson containing certain SK - KD (Standard Competence-Basic Competence) about politics or political science in school. From Elementary School to Senior High School only Civics Education lesson are slightly related to politics. Certainly that school does not teach learners to do politics. On the other hand, actually know that politicians are not born from political parties. But on the contrary, politicians who has created political party. There is the members first, then created the equipment (political party). And all of them are from school, and they have ever become a student before becoming a politician. That means that the taste and the political atmosphere is precisely began when they was attending school. Strictly speaking, school that should should provide political education to students that one day it turns out there is to be a politician. (M. Rashid Nur, 2012).

Then how is the role of school in providing political learning to students ? Should learning or political education given to the students from the beginner like at Secondary Education level? This question was important to remember and pay attention to the politics in our country which is still smothering. The many political parties were not equal with the excellence and the civility in politics from our politicians that so many of it.

The growing party continuesly together with the willingness of many people to be politicians. It was strange indeed, that the people's desiro to be political practically was not because of the willingness to donate the mind and the ability for the sake of the nation and the society. But it is more because of the look for and supply life necessity especially economic necessity. It seems that the political career as a professional to look for a job for the life necessities. It is not political needs itself.

The possibility for learners to gain knowledge or study the politics at school is not closed even though there is no specific lesson that give political materials as in college. At the junior secondary level (Junior High School /Islamic Junior High School) and in senior high school there is official student organization called Intra-School Student Organization (OSIS). This is the official organization and the only one legal organization in school as the place of students to study and practice about organization.

Keep in mind that at the beginning of the school year, really the students always practice the way to do politict practically among themselves. For example, the mechanisms and the election of OSIS official process, is a real example that students have opportunity to prove their ability to organize. The stewardship council election itself follows and or rely on rules and agreements between OSIS officials and Class Representative Assembly (MPK). Usually, after the stipulation and procedures for the election agreed on, it begin snaring action and candidate chairman registration by the Class Representative Assembly as the council chairman MPK as stewardship council elections executor.

Actually, from snaring action candidates, registration, to program socialization, that similar to the campaign, it has already started how to do politics practically among students simply. Here, the intrigue and the dirty tricks can already be found if the mentor does not supervise the carriying of election. Who is the opponent and who is partner will already be visible in this process. Even to pass a chairman candidate could happen fellow engineering among students and or executor. If it happens, the dirty political education will started.

This is where the actual role of the teacher as a mentor provide the correct and the courteous political education to students. If there is a dirty engineering conducted by participants in the yield and or win the masters, that engineering must be stopped. Thus, the courteous mannered political education must be started from here. Doing an organization properly ought to be explained to students so that they are not mistake in running the organization.

Elementary school has an important role in growing the attitudes and behavior that are conducive to the participation and the political

maturity improvement despite political participation in a real sense was not done by elementary school students, but attitudes and behaviors that are condusive for the participation and the political maturity improvement can be taught early including at the primary school level.

The participatory attitudes and behaviors of elementary school students (primary level) can be done through four processes, they are: (1) open broad opportunities for student to be able and brave to express their opinions either in class or outside of class, (2) motivate the students' attention to political issues (3) encourage students participation in extra-curricular activities, and (4) make the chairman class election as a democratic exercise place.

Attitudes and behaviors that are conducive for political maturity in primary schools can be developed by: (1) facilitating the different opinion among students so they are able to resolve the different opinion (conflict) by using positive ways (2) encourage the students willingness to obey the schools rules, and (3) growing the student's willingness to life together despite of among them are differences in ethnicity, religion , race, and social economic backgrounds.

Political education in primary schools does not require specific subjects. Either participation or political maturity can be applied in a variety of subjects. For example, the willingness to obey the rules and the sportsmanship can be developed in sport activity. Political education can also increase students' awareness and concern to the survival of the nation and the state.

The subject matterial such as geography, history, language, Pancasila, and religion can be effective in growing a love students to the nation and the state. Learning media like through a wall drawing that contains Indonesian map, historical places, significant events drawing, and any things relate to the nation life is quite effective in growing a love to the nation and the state. By its limitations, primary schools have an important role for the political education of elementary school students. Research analysis shows that the development of attitudes and behavior of elementary school students are very dependent on the educating teachers way at school and parents at home. Thus, of course the increasing role of political education in elementary requires elementary school teacher competence.

Class chairman election that is no longer designated by the teacher, also gives students freedom to choose extracurricular. Formally, political educational materials given through Civics subjects, Political Awareness. And the social analysis to the democratic life and multicultural intelligence socialized in classroom.

The teacher's role is very important in socializing political education through classroom management which adopts democracy, the concrete form of participation is the holder and the transmitter of values and political views. Teachers act as a stimulator, facilitator, and a learning culture creator, because on the reality the student culture learning in classroom will indirectly cause “political consequences” that gave birth to political consciousness.

8. Conclusion

Political education can be interpreted as a conscious effort to change society political socialization process so they really understand and appreciate the values contained in the ideal political system that will be built.

Political education needs to be conducted continuously so the society can continue to improve their understanding of political world that has always been progressing. The continues political education learning is needed because the political problems is very complex, multidimensional, and changing.

The elementary school has an important role in growing attitudes and behavior that are conducive to the participation and political maturity improvement despite political participation in a real sense was not be able to be done by elementary school students, but attitudes and behaviors that are conducive to participation and political maturity improvement can be taught early including at the primary school level.

The participatory attitudes and behaviors of elementary school students (primary level) can be done through four processes, they are: (1) open broad opportunities for student to be able and brave to express their opinions either in class or outside of class, (2) motivate the students' attention to political issues (3) encourage students participation in extra-curricular activities, and (4) make the chairman class election as a democratic exercise place.

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