Paradigma Pendidikan Kewarganegaraan

SAMSURI

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Konsepsi paradigma

▶ **Thomas Kuhn** (1962, 1996) memperkenalkan konsep "paradigm" untuk menjelaskan revolusi struktur pengetahuan, dari pengetahuan normal ke pencarian pengetahuan baru melalui langkah-langkah anomali

▶ Paradigma → pola, kerangka kerja, model

TANTANGAN KAJIAN PKN ABAD 21

- the rapid movement of people within and across national boundaries;
- a growing recognition of the rights of indigenous peoples and minorities;
- the collapse of political structures and the birth of new ones;
- the changing role of women in society;
- the impact of the global economy and changing patterns of work;
- the effect of a revolution in information and communications technologies;
- an increasing global population, and;
- the creation of new forms of community.   (Kerr, 1999)

PARADIGMA PENDIDIKAN KEWARGANEGARAAN

- CITIZENSHIP EDUCATION VIS A VIS CIVIC EDUCATION

- Pendekatan Minimal (civic education) → terbatas pada PKN sebagai pendidikan formal, transfer pengetahuan Kewarganegaraan

- Pendekatan Maksimal→ campuran pendekatan pendidikan formal dan informal, mencakup secara luas

PARADIGMA PENDIDIKAN KEWARGANEGARAAN

▶ MAXIMALIST VS MINIMALIST

MINIMAL	MAXIMAL
Thin	Thick
Exclusive	Inclusive
Elitist	Activist
Civics education	Citizenship education
Formal	Participative
Content led	Process led
Knowledge based	Values based
Didactic transmission	Interactive interpretation
Easier to achieve and measure in practice	More difficult to achieve and measure in practice

(Laughlin dalam Kerr, 1999)

Tiga Kategori PKN (Kerr, 1999)

➢ **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.

Pendekatan Pengembangan PKN persekolahan

► Separated subject
► Integrated subject
► Cross curricular / Mixed approach

Ragam Nomenklatur dan Pendekatan Kajian PKN (Kerr, 1999)

Country	Terminology	Approach	Hours per week
England	Education for Citizenship	Non-statutory Cross-curricular	Schools to decide
Australia New South Wales	Human society and it's environment (HSIE)	Non-statutory Integrated	Not specified
Canada	Social studies	Non-statutory Integrated	Not specified
France	Civics as part of 'Discovering the World'	Statutory core Separate and integrated	4 hours out of 26
Germany	Sachunternicht	Non-statutory Integrated	Not specified
Hungary	People and society	Statutory core Integrated	4 to 7% of curriculum time
Italy	Social sciences	Statutory core Integrated	Not specified
Japan	Social studies, living experience and moral education	Statutory core Separate and integrated	175 x 45 minutes per year
Korea	A disciplined life and moral education	Statutory core Separate	Varies dependent on year
The Netherlands	Social structures and life skills	Statutory core Integrated	80 to 100 hours per year
New Zealand	Social studies	Statutory core Integrated	Not specified
Singapore	Civics and moral education	Statutory core Separate and Integrated	3 x 30 minutes lessons
Spain	Knowledge of the natural, social and cultural environment	Non-statutory Integrated	170 hours per year
Sweden	Social sciences	Non-core Integrated	885 hours over 9 years of compulsory schooling
Switzerland	Social studies	Non-statutory Integrated	Not specified
USA Kentucky	Social studies	Statutory core Integrated	Time specified per week varies among states

Bagaimana dengan Paradigma PKn di Indonesia?

Sumber Kajian selanjutnya

David Kerr, 1999, "Citizenship Education in the Curriculum: An International Review", The School Field, Vol. X, No. 3 & 4, pp. 5-32

Thomas Kuhn, 1962/1996, (http://gen.lib.rus.ec/book/index.php?md5=64345cc0af1ef60680858c8691b553ef)