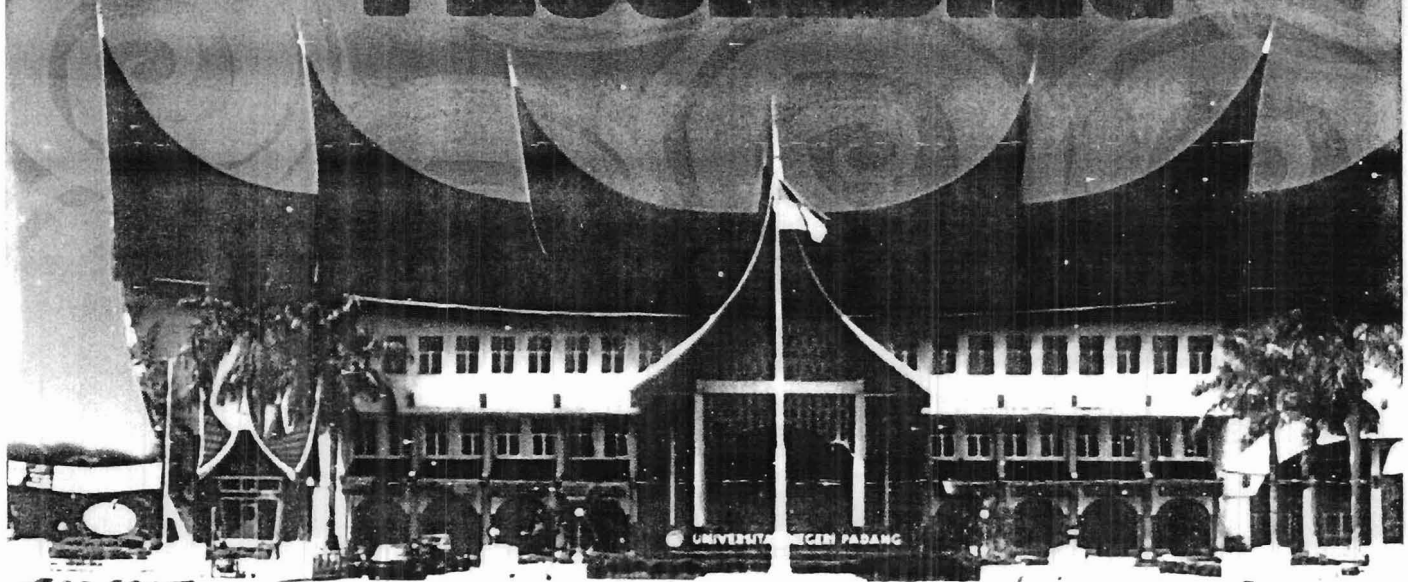


Fakultas Ilmu Sosial
UNIVERSITAS NEGERI PADANG



PROCEEDING



INTERNATIONAL SEMINAR ON SOCIAL SCIENCES

**"Social Sciences as a solution
to Nation Problems**

November 21st, 2012 Pangeran Beach Hotel
Padang, West Sumatera, Indonesia

In Cooperation with :



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DITERBITKAN OLEH :
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to Nation Problem"*

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INTRODUCTION

Hans Antlov in Hadiz dan Dhakidae (2006:xvi), have evaluated contemporary social scientists in Indonesia have contributed to a failure of nation building project. They do argue that social scientist only can evaluate critically a relation and social, politic and economic proces from outside the power circle and thus give contribution to open and plural development of a society. The above excerpt becomes a kind of "a sting" towrds social scientist those not only defense their neutrality but also actively contribute to give a color to nation change and even human civiliation globally.

The idea is significant with a rational behind a collaboration that develop by Faculty of Social Science Universitas Negeri Padang, Indonesia and School of Social Science Universiti Malaysia Sabah in Kota Kinabalu, Malaysia. As two nations those growing and facing various contemporary challenge, it is relevant to both academic institutions to intensify dialogue and exchange idea to a more concrete matters in a future.

Through this relationship, a discourse of academias would be able to provide objective and critical comprehension of fenomenon of the nations and explore alternative solutions as a part of achieve a goal of nation building. As a first step both institutions arrange a scientific forum through international seminar which by do so there is a space to deliberate social science recent discourse and findings in the institutuons. Meet with a strecture and specialiaion of social science that develop by the universities, this seminar use a symposium formate with emphasize to geography, history, sociology and anthropology, international relation, ethnic and nation studies. Nation as a object of discourse could be approached by various other social science such as political science, public administration, legal studies and education as a core business in UNP as a Teacher's Training College (LPTK)

The main topic of the seminar is simplified by a phrase of "*Social Sciences as a solution to Nation Problems*". Seminar is promoted to facilitate sharing and exchange experiences and thought in Social Science among

participants. The discussion would facilitate academic discussion regarding nation problems and identify the role of social sciences in looking for solution between both countries, Indonesia and Malaysia as well as related countries. However as a academic forum the event will provide contribution to enhance social sciences, particularly in geography, history, sociology, anthropology, international relations, public administration and civic education.

As a dissemination tool besides as academic accountability of the seminar, Faculty of Social Sciences through a seminar committee publishes report and seminar result that documented the discourse of the seminar. It conducted and identified new progress of social sciences by a proceeding that arranged categorically based on focus of a topic and also take into account a subject matter as a analitical background of the papers.

PENGANTAR

Seorang Indonesianis Hans Antlov dalam Hadiz dan Dhakidae (2006:xvi) mengevaluasi perkembangan kontemporer Indonesia menyatakan bahwa:

“(Di Indonesia-pen) sebagaimana kita ketahui, proyek pembangunan bangsa otoriter itu gagal, dan ilmu-ilmu sosial juga berperan di sini. Pertumbuhan demokrasi berkaitan erat dengan kemampuan mereka yang berwenang dalam menganalisis struktur masyarakat, hubungan kekuasaan, dan lembaga-lembaga negara.... Para peneliti dan sarjana mulai menentang sistem dengan menuntut hak mereka untuk bebas dari ideologi negara. Mereka menyadari bahwa hanya dari luar kekuasaanlah ilmuwan sosial dapat secara kritis menilai hubungan dan proses politik, sosial, dan ekonomi, dan karenanya memberikan sumbangan pada pembentukan masyarakat yang lebih terbuka dan beragam (plural-pen)”

Kutipan di atas menjadi semacam “sengatan” kepada para ilmuwan sosial yang bukan hanya mempertahankan netralitasnya, tetapi mestinya juga terjun secara aktif dalam memberi warna pada perubahan kebangsaan dan bahkan peradaban kemanusiaan secara global.

Ide ini sejalan dengan rasional di balik kerjasama yang dirancang oleh Fakultas Ilmu Sosial Universitas Negeri Padang dengan Fakulti Sains Sosial Universiti Malaysia Sabah di Kota Kinabalu Malaysia. Sebagai dua bangsa yang sedang tumbuh dan dihadapkan dengan aneka permasalahan kontemporer, sudah seyogyanya kedua lembaga akademia ini mengintensifkan dialog dan pertukaran pemikiran bahkan kepada hal-hal yang lebih konkrit di masa mendatang.

Melalui ini ia akan dapat memahami secara objektif dan kritis pelbagai macam perkembangan fenomena kebangsaan dan memberi alternatif solusi untuk semakin mendekatkannya dengan pencapaian tujuan pembangunan bangsa (*nation building*) itu sendiri. Karena itu, sebagai langkah awal dirancang sebuah forum ilmiah, dimana di dalamnya disediakan ruang untuk memperbincangkan

perkembangan pemikiran ilmu-ilmu sosial yang muncul di kedua lembaga. Sesuai dengan struktur dan spesialisasi keilmuan sosial yang dimiliki oleh kedua Universitas, maka seminar ini mengambil format simposium dengan penekanan kepada ilmu geografi, sejarah, sosiologi, antropologi, hubungan internasional dan kebangsaan. Tema kebangsaan dapat didekati dengan pendekatan ilmu sosial lain seperti ilmu politik, administrasi negara, ilmu hukum (*legal studies*), dan tentu saja ilmu pendidikan sebagai *core business* UNP selaku Lembaga Pendidikan Tenaga Keguruan (LPTK)

Dengan latar belakang demikian digagaslah sebuah seminar dengan format simposium ilmu sosial yang diberi tajuk yang sederhana yaitu "*Peranan Ilmu Sosial dalam Mencari Solusi Terhadap Masalah Kebangsaan*". Proses pencarian solusi dilaksanakan melalui tukar pikiran dan diskusi ilmiah tentang problematika dan upaya indentifikasi dan aktualisasi peranan ilmu sosial dalam mencari solusi permasalahan kebangsaan untuk kedua negara, Indonesia dan Malaysia, serta negara-negara lain yang berhubungan dengan kawasan tersebut. Sebagai sebuah forum ilmiah diharapkan seminar ini dapat memberi sumbangan kepada pengembangan ilmu-ilmu sosial terutama geografi, sejarah, sosiologi antropologi, hubungan internasional dan masalah kebangsaan.

Sebagai sarana diseminasi lebih lanjut dan dalam konteks akuntabilitas akademik seminar, maka Fakultas Ilmu Sosial Universitas Negeri Padang melalui panitia penyelenggara dengan ini menerbitkan laporan pelaksanaan dan hasil seminar yang mendokumentasikan secara lengkap perbincangan yang terjadi dan mengidentifikasi perkembangan ilmu-ilmu sosial berbentuk prosiding yang disusun secara kategorikal berdasarkan fokus topik dan tanpa meninggalkan pula disiplin ilmu yang secara teoretikal melatarbelakangi analisis dalam setiap makalah.

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ROLE OF SOCIOLOGY EDUCATION IN MULTICULTURAL SOCIETY

By: Erianjoni

Lecturer at Sociology Department of UNP Padang

ABSTRACT

The role and function of Sociology is indirectly meaningful to the forming of people's characters, to produce new generations who have civility, tolerance, and care about social disintegration issue in the society. For this purpose, the educator in Sociology subject is needed with the competency fulfilled the standard in understanding multiculturalism. This paper discusses about the strategies to achieve people ideal conditions in multiculturalism, and the solutions are answered by redefinition of Sociology education in middle-level education.

I. INTRODUCTION

The source of national prosperity today is not natural resources and physical form, but the intellectuality, social and credibility, which makes the continuation of knowledge enhancement as the absolute thing.

The Law No 20, 2003 for National Education System states that the pattern of development in education has been aimed to the development of human resources in a whole through productive and reactive efforts by all national components, in order to develop young generation optimally, accompanied by support, protection and potency.

Based on the idea above, the presence of sociology as the subject of study at Senior High School (SLTA) since 1994 curriculum, has the strategic potency in learning and discussing socio-political problems developed in the society, because the teacher of sociology needs to be reactive and sensitive to the development in the society and should be ready to critical thinking and its alternatives. Furthermore, the social conflicts recently occurs in many places, signed by out of humanistic actions (horror culture), tindakan penggusuran, without considering moral aspects and humanitarian. Social conflicts can be seen daily on television news, radios, newspapers and magazines.

All phenomena above have become the icon the appearance of disappointment, unfairness, dishonesty, hard competition in life, social jealousy, native emotion, etc. In

addition, individual kepentingan are conflicting such as ambition, arrogant, impolite attitude, the desire to have luxurious living, maintaining personal power, all of them cause the conflict, division, imbalance and contradiction (Mulder in Tuloli 2003:5).

II. THE POSITION OF SOCIOLOGY COURSE AS SOCIAL KNOWLEDGE COMPONENT

The existence of Sociology subject in educational field is one of the components in social science, beside history, economy, geography, anthropology and Citizenship.

At level Junior High School (SMP) and MT, sociology is one of the subjects which become the means and tools for students in answering the questions such as: Who is he in front of other person and society? What are the requirements needed to be part of society? How is the person's life and the changing of society from time to time?

The questions above need to be answered by every individual, especially young generation and the answers have been provided in social science, which are really important to the success of transition from child to be adult and in order to form national characters. Facts, concepts, and generalizations provided in Sociology have functions to develop knowledge, value, attitude and social skill of student can be reflected in people's life.

The purpose of sociology subject are: (1) Develop the knowledge of basic sociology, (2) Develop the ability of thinking inquiry, problem solving and social skill, (3) Develop commitment and realization to social value, (4) Increase the ability to be competent and cooperative in the multicultural society (Puskur Depdiknas, 2003;5-6). To be clearer, we can see the example of competency in the following table:

Competency standard: The ability to Comprehend the Process of Individual Personality Formation.

Source: The competency of Social Knowledge Teaching, 2004.

III.SOCIOLOGY MATERIAL AT TEACHING INSTITUTION FOR TEACHER PROFESSION (LPTK)

In view of the future of our society, sociology is required to be responsive to globalization issues which involve democracy, decentralization and autonomy, human right enforcement, good governance, emancipation, and democratic society.

Basic competency	Indicator	Material
1.1. The ability to describe of socialization process	<ul style="list-style-type: none"> - Differentiate the definition, role and social status - define the socialization function in forming the social role and social status - Identify value function and norm as social attitude orientation in fulfilling living needs 	Socialization process
1.2. The ability to describe many social deflection in family and society	<ul style="list-style-type: none"> - Identify the social deflection in family and society - Develop the sympathetic attitude to social deflection of attitude - Provide the idea for social control 	Social deflection

Because the condition of our society nowadays tend to loose civility, it is so usual today to find chaos, fighting between groups (*tawuran*) today not only happens between students or villages, but also between the university students in universities. Other things which happens to our learner today, young persons get out of the house without any character. Many children seem to be kind at home, but naughty at school, involved in *tawuran*, the use of drugs and other form of criminal. These children not only has rightenousness and inner beauty in character, but with split personality (Azra, 2002:3).

In order to face this problem, school should have role in forming the character (secondary socialization). It means that school is not only the media of knowledge transfer, but also the media of character building.

For this case LPTK has important role to prepare the educator who can teach social and cultural value (normative education). In educational role, sociology as part of Social Science has the chance or essential access to form national character.

High level education, especially LPTK, refers taxonomy of educational purpose and instructional into three groups, that is : (1) cognitive, oriented to the ability of “thinking” which involves the simpler intellectual ability, that is ‘memorizing’ to problem solving ability. The second is, (2) affective, related to the ‘feeling’, emotion, value system and attitude that shows acceptance or rejection to something. The last is (3) psychometric, oriented to motor skill which is related to body and action (Abizar: 2003; 3-4).

Basically, when referring to Bloom taxonomy, the cognitive parts of education and learning can be divided into 5 categories: Knowledge-Application-Analysis-Synthetic-Evaluation. The five categories is closely related to strategic function of Sociology Education in preparing the educator who can transfer the knowledge and deliver ‘message value’.

For this purpose, the educational curriculum of LPTK are applied into subject of study based on competence-based curriculum (KBK) as follow:

1. Personality Development Subject (MPK)
2. Knowledge and Skill Subject (MKB)
3. Skill Oriented Subject (MKB)
4. Attitude Oriented Subject (MPB)
5. Living of Togetherness Subject (MKB)

In Department of Sociology of UNP, as one of the LPTK in Indonesia, beside the Sociology at Universitas Negeri Semarang (UNNES) and Universitas Sebelas Maret, it has been applied in MKB which involve the subject Introduction to Education, Students Development Member, Learning and Teaching, Educational Profession, Sociology Teaching Planning, Sociology Teaching Strategy, Evaluation of Sociology Subject, and Methodology of Sociology Subject.

The idea as the background to open the program of Sociology Subject and institutional decision is ‘Crisis of Sociologic Teaching’ at Senior High School level as implied in curriculum draft 2001 such as:

- It only discusses a few sociologic concepts, including basic definition, scope, object, purpose and the use of sociology.

- The main focus is the cognitive aspect, especially the ability to memorize which can eliminate creativity of student
- The method of teaching emphasizes deductive processes instead of inductive.

From the other side, the writer observes, especially related to the case of Sociology Education in West Sumatra, the sociology subject is given by teachers who have other background, such as the teacher of art, religion, economy, and sport. It causes the understanding and analysis to the teaching material tends to be irrelevant to the material in Sociology (because they have no sociologic sense). This crisis became the attention of social experts, and it gets some solutions.

IV. EDUCATION OF SOCIOLOGY IN MULTICULTURAL SOCIETY

Based on the function of sociology teaching in SLTA in which it increases the ability of thinking, attitude and interaction in various reality of Social and Culture based on the ethic, the main competency owned by students is the basic of Sociology, the application and its practice in social living, and the basic knowledge of topic.

In this way, the sociologic teacher is very important to guide students to achieve this competency. Referring to the idea of Paul B. Horton, and Chester, L. Hunt (1984), about the role of sociologist in educational area as the research expert, the consultant of policy, technician and as a teacher/educator, the sociologists who consent in educational area have knowledge substances in the context of educational based sociology.

Sociology education in multicultural society (Indonesia) should not refer the students to implement the knowledge as they like. Value, responsibility and wish should be applied in the processes.

The focus of multicultural education is placed in the understanding and efforts to live in the context of difference, either as individual or group, without being trapped in local culture primordial which is restricted. By this way, it is expected the understanding and application to tolerance values can produce the collaborative, synergistic attitudes and efforts to solve the problems. In short, multicultural education not only takes the students to understand the value but also becomes the basic point of view for togetherness (Sayuti, 2003:9).

Sociologic teaching is expected to minimize the issue in our multicultural nation, especially related to social and cultural dimension issues, such as ethnocentric,

discrimination, disintegration, social stigma to a culture. social and physical conflict comprehensively. The success of sociology should be supported by appropriate teaching approach, involve scope, approach. method and technique. In the context of teaching-learning, teaching strategy means the general pattern of teacher-student to create the teaching activity (Joni, 1980:14). in order to avoid the misleading in teaching sociology, which causes the wrong interpretation to a case.

V. SUMMARY

As a lesson in Senior High School, the role of sociology is always important and it has strategic function because the occurrence of various social conflict today. It means that the function of sociologist as the educator (teacher) who have adequate competency in Sociology subject and teaching of sociology has important and essential role in multicultural society.



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
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