

The Suitability of the Content of Human Rights Materials in Textbooks Published by the Ministry of Education and Culture in 2017 with the 2013 Curriculum

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Abstract

This research aims to describe the suitability of textbooks containing human rights material in textbooks published by the Ministry of Education and Culture in 2017 for grade XI high school students. Suitability is seen from the suitability of content, language and readability, suitability of material presentation, and textbook format. The type of research used for this research is qualitative research with a descriptive method of content analysis. The results show that the content of human rights material in the textbook published by the Ministry of Culture and Culture in 2017 which is still in use until 2021 is sufficient to match what has been designed in the 2013 Curriculum. The data needed in this study is the Pancasila and Citizenship Education textbook, published by the Ministry of Education and Culture in 2017 and the 2013 Curriculum in the class XI SMA PPKN subject.

Keywords: suitability analysis, textbooks; curriculum 2013.

Introduction

Education is one of the main aspects that is important so that it needs to always receive attention from an element of the state. The quality of education must continue to be improved so that a country is progressing in attitude, thinking and acting. One of the places for citizens to get education is through schools.

Education has a big role in preparing human character because it is a center of excellence that can be used in facing uncontrollable global challenges going forward (Megawati, 2018).

Good human resources who will later be able to support the development process of a country are born from a good education system as well. Education that is present has

a function with the hope of being able to materialize, namely the formation of a nation's civilization and a dignified character in order to educate the nation's life, students who have the potential to develop into human beings who are godly and have faith in God Almighty, have noble, knowledgeable, healthy morals, independent, creative, competent and responsible as well as being a democratic citizen. (Mutiar Nurmanita, 2018)

One of the material content included in the education system is human rights, because human rights cannot be separated from human life so this needs to be a study in student learning. Education is able to develop awareness for the next generation of human rights. The development of attitudes and behaviors that are able to provide direction and insight into the life of the younger generation in their development can be understood through the education system. (Nuryadi et al., 2016)

Human Rights is a legal and normative concept which states that humans have inherent rights because they are human beings, these rights have a basic nature that has been inherent in humans since birth. The nature of human rights is permanent and universal because it applies anytime, anywhere and to anyone, so it must be fulfilled, protected, respected, cannot be ignored or even seized by anyone. In fulfilling, protecting and respecting Human Rights, it is the obligation and responsibility of the community and the role and participation of the government is needed which can be supported through the education process. (Rahmanto, 2016)

The Ministry of Education and Culture has issued a Permendikbud concerning the Basic Framework and Structure of the Senior High School / Madrasah Aliyah Curriculum in Number 69 of 2013. This Permendikbud has regulated the content of human rights materials which are actually contained in the scope of Pancasila and Citizenship Education subjects. The purpose of the inclusion of human rights content in schooling is an effort to increase the awareness and knowledge of students about human rights in the hope that students do not carry out behaviors that are contrary to the concept of human rights in everyday life. The content of human rights material included in the 2013 curriculum can be a foundation for students to prepare their lives as the next generation and life reformers. (Nuryadi et al., 2016)

In schools, textbooks are used for students so that they can be used as guides and guides in learning activities, guides for carrying out learning process activities and facilitating students to get meaningful learning experiences with the intention of mastering the competencies being learned.

In actual conditions, although the concept of human rights has been included in the 2013 curriculum and taught to students through the education system by having a handbook, the students' concern for human rights has not been implemented properly. According to data by KPAI which states that there were 6,519 cases of violations of children's rights throughout 2020 (Budijanto et al.,

2021). This shows an attitude of concern for the condition of Indonesia even though the concept of human rights has been included in the textbooks for learning Pancasila and Citizenship Education in Schools.

Based on this, it is necessary to conduct a study of one of the textbooks on the subject of Pancasila and Citizenship Education, especially the content of human rights material in the 2013 curriculum. Ministry of Education and Culture in 2017 with the 2013 Curriculum?

Method

This research is a descriptive study of content analysis. Descriptive research is intended to collect information about research subjects in a certain period (Mukhtar, 2013: 11). The information describes how, how much, to what extent and so on. Meanwhile, content analysis is intended to make replicable and valid inferences / conclusions regarding books, magazines, newspapers, laws, reports and others (Mukhtar, 2013: 34-35). Through this research, the researcher intends to obtain an overview of how the suitability of the Class XI PPKn textbook issued by the Ministry of Education and Culture with the 2013 Curriculum.

The primary data source used is the PPKn textbook published by the Ministry of Education and Culture in 2017, while the secondary data source used is journals, valid articles related to the 2013 curriculum related to human rights.

Result and Discussion

In this globalization era, students' understanding of the concept of human rights in the learning process of Citizenship Education must be aimed at developing a number of abilities or competencies that students as citizens must master. By having certain abilities or competencies, it is believed that students will be able to carry out their role as citizens who are able to compete with other citizens of the world, and are able to participate in quality in political life at the local, national and international levels. According to S. Hamid Husen in Sapriya states that: "The concept is the abstracting of a number of objects that have the same characteristics". Thus, a concept can be expressed in other forms, whether concrete or abstract, broad or narrow, one word phrase. Several concrete concepts, for example: the Constitution, Pancasila, the Jakarta Charter and so on. Several abstract concepts, for example democracy, consensus, amendments, human rights

Human Rights in the 2013 Curriculum

Human Rights Studies in the Curriculum as contained in the standard content of Permendikbud No. 67, 68, 69 and 70 of 2013, it can be seen that the importance of awareness in fulfilling human rights is followed by the fulfillment of the rights obtained and the responsibilities carried out, by emphasizing attention to the cultural diversity of Indonesian society, which is seriously emphasized in the 2013 curriculum in the study. civic education. Confirmation is made repeatedly in the content of the 2013

school curriculum from the SD - SMA / SMK levels regarding the awareness of citizens in upholding rights, responsibilities and obligations. This means that human rights have a high position in the PPKN curriculum and cannot be ignored as an effort to form the identity of citizens who are responsive to human rights. (Keifer & Effenberger, 1967).

The scope of the content of human rights material in the 2013 curriculum is:

- a. Examples of cases related to human rights
- b. Promotion and Protection of Human Rights
- c. Human Rights Enforcement Efforts
- d. Basic Human Rights Law
- e. Community participation in upholding, respecting and advancing human rights
- f. Human Rights in Pancasila

From the description above, it can be seen that the human rights content contained in the Civics curriculum is only described in the context of civil rights and civil liberties which are narrowed into the spectrum of political participation in the Indonesian electoral democracy system. This is articulated as the achievement of a good citizen.

Human Rights in the 2017 Ministry of Education and Culture's PPKn Textbook

Emphasis on human rights content in Civics that is centered on students as much as possible is pursued through participatory learning. Various content materials are developed in citizenship studies,

such as tolerance, human rights, social justice, diversity and equality.

The school civics textbook is a book entitled Citizenship Education issued by the Ministry of Education and Culture. This book consists of six chapters on the discussion and content of human rights materials located in the first chapter. In each chapter there is an assignment of citizenship. The spirit of human rights education in this textbook is completely invisible. It is not an exaggeration to say that this textbook is minus the control of human rights education. The spirit and orientation of human rights education at the high school level which is built within the framework of the World Human Rights Education Program is far from ideal expectations. In fact, the range of understanding of human rights built in this textbook is not yet detailed. . The human rights point of view is more dominated by the interrelation of individual rights and obligations in the realm of citizens.

The study of human rights is contained in CHAPTER I with the title "Harmonization of Human Rights and Obligations in the Perspective of Pancasila". The things discussed in this textbook are:

- a. Concept of Human Rights and Obligations
- b. Substance of Human Rights and Obligations in Pancasila
- c. Cases of Human Rights Violations The cases of human rights violations that are listed are cases that are very old, namely the span of 1984 - 1998 so that it is necessary to make an update so that students who receive the material have a better

picture related to human rights violations that have occurred in the country of Indonesia.

d. Human Rights Enforcement Efforts

The suitability of the concept of human rights in the 2013 curriculum with the 2017 PPKn textbook

Although the 2013 curriculum textbooks on the subject of Pancasila and Citizenship Education have been assessed for their eligibility by the National Professional Certification Agency, it is still found that textbooks published by the Ministry of Education and Culture still have shortcomings. This can be seen from the presentation of the material set out in the textbook which is still not up to date with the times that are constantly developing, especially in the case of human rights violations. The content of the material in the textbook is also less interesting, which can encourage students to feel lazy in reading text books. Situations like this should not be ignored continuously because they can affect student learning outcomes.

The form of assignment for evaluation in textbooks also does not reflect knowledge, skills and attitudes to enforce, promote and protect human rights. The ideal Human Rights Teaching Textbook is when an understanding of human rights is able to encourage the presence of a spirit of concern and / or action to respect human rights among students.

Conclusion

The Pancasila and Citizenship Education Curriculum

has difficulty moving from thoughts that tend to give students the freedom to reason. An elaborative and critical attitude towards national and national social realities as well as cosmopolitan-global cannot easily be expected to grow and even develop well among students because the superiority of the state is positioned as a "giver" of rights for individuals, communities and citizens. The Civics curriculum has systematically degraded the maturation process of Indonesia's democratization, even far from the ideals of human rights literacy. A comprehensive study is needed to strengthen human rights reasoning which is not only adaptive to the development of human rights studies, but also contributes significantly to increasing human rights literacy in advocating for the demands of a democratic constitutional state in Indonesia.

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