

ABSTRAK

Zuhri Zurgobban (NIM. 1402557) “Pembinaan Keadaban Kewarganegaraan (*Civic Virtue*) dalam Bidang Sosial melalui Program Pendidikan Damai (*Peace Education*) pada Komunitas *Peace Generation* di Kota Bandung.

Penelitian ini dilatar belakangi oleh perilaku warga negara yang jauh dari nilai-nilai keadaban dalam bidang sosial seperti kerusuhan, kekerasan, konflik antar ras, suku dan agama, intoleransi dan pelanggaran HAM. Maka dari itu peneliti bermaksud untuk melihat bagaimana pembinaan keadaban kewarganegaraan dalam bidang sosial melalui program pendidikan damai yang dilakukan oleh komunitas *Peace Generation*. Grand teori penelitian ini adalah Tindakan Sosial (Weber), *Social Problem* (Mills), *Social conflict of class struggle* (Mark) dan *Risk Society* (Beck). Pendekatan yang digunakan dalam penelitian ini adalah kualitatif (*qualitative approach*), dengan metode studi kasus (*case study*). Adapun proses pengumpulan data yang dilakukan melalui observasi, wawancara, studi dokumentasi, dan studi literatur. Kemudian menggunakan tahapan analisis data berupa pengumpulan data, penyajian data, reduksi data, dan verifikasi/kesimpulan data. Hasil penelitian yang ditemukan oleh peneliti mengenai pembinaan keadaban kewarganegaraan dalam bidang sosial melalui program pendidikan damai terlihat dari. Pertama, program pendidikan damai ini telah berhasil memberikan pengetahuan mengenai nilai-nilai perdamaian serta sebab dan pemecahan permasalahan sosial (kerusuhan, kekerasan dan konflik, konflik antar suku ras dan agama, intoleransi dan pelanggaran HAM) yang didapat dari materi pendidikan damai itu sendiri yaitu (menerima diri sendiri dan prasangka), hambatan menuju perdamaian yang didapat dari materi (sukuisme, perbedaan agama, perbedaan jenis kelamin, perbedaan status ekonomi dan perbedaan kelompok atau geng) dan jalan menuju perdamaian yang didapat dari materi (memahami keragaman, memahami konflik, menolak kekerasan, mengakui kesalahan dan memberi maaf). Kedua, adanya perubahan sikap peserta program yang terlihat pada dampak sosialnya seperti, anti kekerasan, menghargai antar sesama, menerima keberagaman dan solidaritas. Keadaban kewarganegaraan (*civic virtue*) dalam bidang sosial dalam program pendidikan damai dibentuk oleh pengetahuan permasalahan sosial dan nilai perdamaian sebagai (*civic knowledge*), watak mencegah permasalahan sosial (*civic disposition*), kecakapan mencegah permasalahan sosial (*civic skill*), kemampuan mencegah permasalahan sosial sebagai (*civic competence*), keteguhan mencegah permasalahan sosial sebagai (*civic confidence*), dan kepedulian terhadap permasalahan sosial sebagai (*civic commitment*) dari keseluruhan dimensi tersebut bermuara pada warga negara sadar permasalahan sosial dan cinta damai sebagai (*civic virtue*). Adapun implikasi bagi PKn dipersekolahan, pendidikan damai yang menggunakan materi 12 nilai dasar perdamaian dapat diintegrasikan dengan kurikulum pendidikan kewarganegaraan. Selanjutnya penulis sampaikan rekomendasi untuk masyarakat, agar mengindahkan nilai-nilai keadaban dalam bidang sosial. Untuk pemerintah, lebih arif lagi dalam membuat kebijakan mengenai keadaban kewarganegaraan dalam bidang sosial. Serta bagi akademisi, seyogianya tidak hanya mentransfer pengetahuan tetapi memberikan teladan yang baik.

Kata Kunci (*Keyword*) : *Keadaban Kewarganegaraan, Pendidikan Damai, Peace Generation*

Zuhri Zurgobban, 2016

PEMBINAAN KEADABAN KEWARGANEGARAAN (CIVIC VIRTUE) DALAM BIDANG SOSIAL MELALUI PROGRAM PENDIDIKAN DAMAI (PEACE EDUCATION) PADA KOMUNITAS PEACE GENERATION DI KOTA BANDUNG

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ABSTRACT

Zuhri Zurgobban (NIM. 1402557) “Development of Civic Virtue in the Social Field Through Peace Education Program at the Peace Generation Community in Bandung.

This research was motivated by the behavior of citizens away from the values of civility in social areas such as riots, violence, conflicts between racial, ethnic and religious intolerance and human rights violations. Thus the researchers intend to see how coaching civility citizenship through peace education program conducted by Peace Generation community. Grand theory is the study of Social Action (Weber), Social Problem (Mills), Social conflict of class struggle (Mark) and the Risk Society (Beck). The approach used in this study is qualitative, with the case study method. The process of collecting data through observation, interviews, documentary studies, and literature studies. Then using the data analysis stage in the form of data collection, data presentation, data reduction, and verification / conclusion of the data. Results of the study were found by researchers on the development of civility citizenship through a program of peace education seen from the First, this is a form input values of concerns for the state against the social life, the values of concern for the social life is the basis of the development of civilization (virtue) actualized into the participation of citizens in responding to social problems with the movement of the virus spreading peace. Secondly, this process has been successfully providing knowledge about the values of peace and the cause and solution of social problems (such as riots, violence and conflict, ethnic conflict racial and religious intolerance and human rights violations) are derived from educational materials peace itself that (accept yourself own and prejudices), the obstacles to peace are obtained from the material (tribalism, religious differences, gender differences, differences in economic status and differences in groups or gangs) and the road to peace is obtained from the material (understand diversity, to understand conflict, reject violence, recognize guilt and forgiveness). Third, the results can be seen from the changes in attitudes of program participants who looks at the social impact such as, anti violence, respect among others, accept diversity and solidarity. Civility citizenship (civic virtue) in educational programs of peace shaped by knowledge of social issues and the value of peace as (civic knowledge), the character preventing social problems (civic disposition), ability to prevent social problems (civic skills), the ability to prevent social problems as (civic competence), firmness to prevent social problems as (civic confidence), and concern for social issues as (civic commitment) of the overall dimensions of the lead to the citizens aware of social issues and peaceful as (civic virtue). The implications for Civics in the school, peace education, which uses the material 12 basic values of peace can be integrated with civic education curriculum. Furthermore, the authors submit recommendations to the public, so heed the values of civility in the social field. For governments, more wise again in making policy on civic virtue in the social field. As well as for academics, should not only transfer of knowledge but a good example.

Keyword : Civic Virtue, Peace Education, Peace Generation