RESEARCH ARTICLE

THE ATTITUDES DEVELOPMENT OF HALU OLEO UNIVERSITY STUDENTS TOWARDS DEMOCRACY AND HUMAN RIGHT THROUGH CONSTRUCTIVISM LEARNING STRATEGY

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ARTICLE INFO	ABSTRACT
	The attitudes development of Halu Oleo university students towards democracy and human aiming at developing students' attitudes through the improvement of learning system. The research methodology employed in this study is divided into three cycles. The students can construct the reality based on the material they have learned which in turn can build up their good attitudes. There are 6 developed strategies in constructivism learning, as follows, (1) situation, (2) grouping, (3) connecting, (4) questioning, (5) exhibition, (6) reflection. The result of this research shows that learning implementation of democracy and human right material through constructivism approach can develop students' knowledge and positive attitude towards democracy and human right values in their social lives.

INTRODUCTION

This research is initiated after observing variety of humanity incidents in our country, as well as less sensitivity of students on courtesy values which cause the massive demonstration and protest everywhere committed by the students. There is a tendency to break the law, ethic, and moral in learning environment. The revolution of the livelihood of our nation brings great impact on the transition of democracy values to the more open so, as the result most of students activities fighting for democracy tend to break the human right which is indeed against the ethic and courtesy values as well as humanity. The above description is not conducive for Indonesian democracy to be the real democracy. There are three democracy mechanisms that need to be developed so we can achieve the real genuine and authentic values of democracy, first, constitutional reform referring to the formulation of philosophy, basic framework and political legal system; second, institutional reform which refers to the development and empowerment of political parties; third, the development of the more democratic culture and politics. (AZRA cited in ICCE, 2000). The first and second points should indeed be developed by the legislatives, executives, and judiciaries. While the third point need to be improved by all of

the society, especially students and intelectual sides. One of the strategies to develop political culture is through civic education course. Murray Print points out that the civic building with the refinement of democracy is likely to be done effectively through civic education course. Civic education is one of personality development courses in university, one of its core materials is democracy and human right, humanity and courtesy in the livelihood of the nation. The democracy and human right material need to be developed through some personality values, for examples cognitive, affective, and desire aspects. The other related aspects are the values of ethic, moral, and religion. It is expected that all aspects can enhance the democracy values in Indonesia and not become the confrontation battle which can ruin each other's lives because of incidental individual interests. Pseudo democracy can cause the human right violation. Therefore, ethics and moral development in society and nation need the involvement of all components in our society. The current civic education these days is not adequate to develop democratic attitudes and attitudes of understanding, caring, and engaging themselves in the appropriate implementation of human right. Accordingly, one of the efforts to encourage the society to be aware of democracy and human right as well as unbend the students' attitudes to develop the characters of nation need to be done in form of comprehensive and measurable learning strategies about democracy and human right. The development of this activity is related to the way to encourage the students'

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awareness of the balance between right and obligation as students. The right and obligation not only can be seen from human right point of view globally, but also can be related to the good personality building in terms of local culture as well as religious moral values.

In preliminary observation, the researcher discovered that civic education course in Halu Oleo university is conducted less effectively because of the imbalance between what the students have learned and what they have done in the real life as students. The evaluation result in form of achievement score is generally indicating that the students pass the course, but their attitudes and behaviour do not reflect their good scores and do not respect the democracy values as expected. In conveying their perspectives, the students tend to be defensive and forceful in order their demands are granted. In democracy or protest context related to either internal problems like the academic issues and external ones as like social, politics, and economics concerns, the students tend to ignore the democracy and courtesy rules and values. While as we notethat the students are agent of social control who are supposed to show the good attitudes in fighting for public rights and interests. Accordingly, the researcher attempts to make the lecturers of civic education in Halu Oleo university work collaboratively to design lecturing material units aiming at enhancing the learning quality in all aspects; cognitive, affective, and psycho motor. The situation above indicates that teaching and learning process of personality development, especially civic education course is not optimal, which becomes the focus of this research.

Human values, Attitudes, Behaviours

Values and attitudes are interchangeable terms when it comes to the use of those words in the attitude context. As a matter of fact, these two terms are not very similar in meaning. Value is unlimited difficult term because it is abstract. Ndraha spells out that since value is abstract thing, it will be contented on something. The things containing value are as follows, body, behaviour, attitudes, and basic conviction (Ndraha, 1977). Patricia Cranton says that values are social principles, aims, or standard used or accepted by individual, class, society, and others (Patricia; 1992). The discussion of values is related to the attitudes, behaviour, and personality of someone. If values are compared with facts related to how someone measures facts, events, and behaviour. Behaviour generally precedes values and it describes the situation or realities in everyday lives (Dimiyati, 1996). The truth of of a value does not demand of empirical evidence, but it is more likely about appreciation about what you do and do not wish to do, what you are happy or unpleasant about. Allport suggests that a value is a people's belief which becomes their preferences in their action. People select or choose the activities based on the values that they believe in. In this respect, there are ideas and of decisions of someone related to what he/she believes to be true, good, or necessary. Value has two attributes; content and its intensity. Content is about whether something is important, while intensity refers to how important it is. In the context of learning democracy and human right, human right is an education activity which is included in value of education area. In this area, there are three education activities, as follows, (1)

aesthetics value education, (2) sinoethics value education, (3) ethics value education. According to MuchtarBuchari, sinoethics value education is the one that guides the students to develop their sensitivity towards the personal values of themselves. These values underlie empathy about others people' concerns.

Area identification and research scope

Civic education is one of the compulsory course for every student from different study programs or in their undergraduate years and vocational education in Halu Oleo university. Given that many materials included in civic education course, it is then determined that the focus of this research will be democracy and human right material in accordance with declaration of human rights aiming at giving behavioural point of views and awareness to students that how important democracy and human rights values in the livelihood of nation.

The Scope of the Research

This action research will focus on two faculties of Halu Oleo university; teacher training and education faculty and engineering faculty along with civic education lecturers. This decision is based on the effectiveness of the research undertake.

The concept of action research

The concept of action research or often called AR was first developed by Kurt Lewin after world war. He used this kind of research design to intervene and observe social issues occurred at that moment. Lewin asserts that through action research, theoretical advance and social changes are expected to be gained altogether. According to Lewin, action research involves the discovery of facts, conceptualization, the implementation of plans, rediscovery of facts or evaluation, and then the recycle of all activities is like spiral cycle (Lewin as cited in Hopkins, 2011: 89). Action research is an systematic inquiry approach which is typical with the characteristics, principles, guidelines, and procedures that is appropriate with particular criteria. Action research should differ clearly between action and research, be involved directly, not become watcher/ observer (Semiawan, 2010: 177). It also can be noted that action research is a democratic and participatory process which is in line with the practical knowledge development to find out the useful objectives for the sake of universe (Coglan& Teresa Brannik, 2005: 3). In operational matters, action research is a series of sustainable cooperation among many parties who plan, do, and evaluate the series of efforts to change mindset, insight, work style, and new attitudes which are being aware of and admitted by all parties, not only in dynamic but also for the continuous aspects in the future (Milis. 2003: 5). It is quite similar with mixed method. Action research employs qualitative and quantitative data collection, but it is often steered to the specific and practical issues while looking for solution for those issues. Accordingly, action research is systematic procedure undertaken by the teachers or other individual who collect information and followed by finding ways to improve the education, not only in terms of learning process of students,

but also from the teachers side in providing lecture (Creswell, 2008: 597). Kemmis argues that action research is one of self-reflective practices done by participants in certain social situations (include education) in order to enhance their rationality and skills in (a) social and education practices for themselves, (b) their understanding about these practices, (c) the situation involving the implementation of these practices (Hopkins, 2011: 87). Action research is truly useful if it is conducted collaboratively, although sometimes it is done individually, or some peeple tend to work cooperatively with external parties. In education world, action research is one of efforts to develop schools-based curriculum, professional development, institutional development program, policy and planning system development.

Ebbut affirms that action research is systematic study done by group of people to enhance the educational practices with practical actions and reflect on what they have applied. In simple terms, action research is a way used by some people to organize some conditions in which they can learn from their experiences through that condition (Hopkins, 2011: 88) Action research can be a trial of ideas in practice. It is expected that these ideas can develop or change something, attain to give real influence on certain situation. Elliot points out that action research can be defined as a kind of investigation of particular situation aiming at developing the quality of action in it. This research aims at providing practical insights about concrete situations, and theory or hypothesis validation although the hypothesis testing does not depend solely on scientific measurement because the main aim of this research is to help the people to act smart and skilful. In action research, theories are not validated independently and then put them into practice. It is more than that. Action research is validated through its practices (Elliott, 2001: 69). Inferring from some definitions from different authors and experts about action research, this kind of research is ideas testing process into practices by hoping that these ideas can change and develop certain situations which is planned by providing certain action/ treatment to this situation. Under researcher perspective, ontology and epistemology beliefs legitimate their own ways to undertake certain research and determine what is considered as valid contributively aspects and then validate them. A contribution of theory and knowledge can not be separated from development, confirmation, validation, creation, building up or generation. An objective point of view that epistemology accepts the possibility of theory neutral language which refers to the possibility to access outside world objectively.

Subjectivist perspective does not accept throry neutral language. While objective point of view that ontology assuming that social and natural realities have independent existence before human cognition. While subjectivist of ontology assumes that what is being reagarded as realities are the result of human cognitive process. The different view of Epistemology and Ontology approach encourages many kinds of reflectivity, it is no longer new concept in social science though. Reflectivity is social science concept used to discover, explore, and connect the researcher with the investigated objects. Reflection means that thinking about a condition why someone does something, why investigate particular

theoretical context, culture, politics played by individual and intellectual parties and how those influence the interaction among investigated objects on it. These often become the difficulty to analyse and discuss.

MATERIALS AND METHODS

This research is designed in form of action research which employs qualitative approach. This is collaborative work with the civic education lecturers of Halu Oleo university. Action research is a sort of research which puts more focus on social or education practices aiming at enhancing the quality of action (Elliott, 1991: 69). In education perspective, action research aims at testing education practice systematically using certain techniques so as to lead to the improvement, a cycle process, followed by a discovery and selective process to improve certain implementation of an action. A research is considered as collaborative because the process of planning, implementation, observation as well as reflection are obviously necessary. The form of action research used in this current study is proactive responsive action research. It means that action research which is responded pro-actively by collaborators by collecting data, analysing the problems, making plans, implementing certain action, observing and evaluating. Evaluation result is the revised in the next cycle by collecting the data about problems arising during implementation. The concept of action research used in this study is a concept proposed by John Elliott with some modification, especially in the implementation of reconnaissance which has been modified to be evaluation. The decision to use that concept was based on the clarity every step in every cycle which is easily adapted by the researcher and the collaborators.

The technique of data collection

There are four instruments administered to collect the data in this study, as follows: (1) questionnaire, (2) observation guideline used to observe all activities of lecturers and students during treatment, (3) interview questions used to guide the researcher in gaining information from lecturers and students about specific things. (4) Test used to measure the students' knowledge about concepts and values of democracy and human rights as action material.

Technique of data analysis

There are two types of data in this research. Qualitative data from interview and observation would be analysed through qualitative measurement using interaction model developed by Miles and Huberman, which consists of data reduction, data display, and inferential and verification. Meanwhile, quantitative data from questionnaire and test result is analysed by using percentage and mean calculation

Action research procedures

The action research is done through four stages; (1) preparation, (2) preliminary identification, (3) fact findings and analysis, data processing and analysis.

Preparation stage

In this step, researcher does some administrative things as like asking permission, and choosing research location. Obtaining study permit begins by proposing the permission letter to the research institution of Halu Oleo university, then will be directed to the faculty dean of university as the one who responsible of the research location. Finally, Halu Oleo university rector will give permit to do the research.

Preliminary identification, fact finding and analysis stage

To know the condition of learning or lecturing of civic education course, especially about democracy and human rights material giving in Halu Oleo university, the researcher does facts finding and analysis. This aims at easing the researcher to make general planning which consists of steps and implementation, monitoring the implementation process and its impacts to plan next cycle. Data collection via fact finding technique is undertaken through two approaches; (1) observation of lecturing to know the authentic facts occurred during learning and teaching process, especially students' activity during the process, (2) interview to know lecturers' perception about learning approach, learning activity, the variety of students' social intelligence in facing the social life in campus in related to protest, demonstration, fighting among groups and so on. The researcher involves the heads of program study and some lecturers as research colleagues in this study. The result of observation and interview is then analysed descriptively but prior to that, the researcher cross checks the facts feedback in the field. The result of observation and interview with collaborators is determined by the students from two faculties and two study programs of Halu Oleo university in academic year 2013/2014 as the study location. Civic education study program for teacher training and education faculty students and architecture study program for students from non-education major.

The action implementation stage

The implementation of action or treatment consists of some cycles. The number of cycles really depends on the condition of the research subject which is dynamic, especially if the researcher has decided the aims and successful criteria. If the research objectives are achieved, in this case the students as the subjects have reached significant score, the cycle will be stopped and the research is considered finished. Therefore, the researcher can formulate the conclusion of research result and its implication.

Planning stage

Action planning in this research is based on the fact findings through observation of the learning situation and preliminary data about the students' social intelligence through questionnaire. The result of observation and interview then would be discussed with research colleagues in this case, the lecturers of civic education course. After that it can be fixed and improved for the intervention.

The implementation of action/treatment stage

In this stage, all action planning organized based on fact findings will be conducted by using all supported learning and instructional tools needed. The action implementation is done by collaborators in this case civic education lecturers of Halu Oleo university

Action implementation monitoring stage (observation)

In this process, the researcher acts as participative observer who monitors the flow of learning while observing the impact of treatment and action given by the lecturers and students under constructivism learning. In this activity, the researcher is accompanied by two other collaborator observers to observe the class together.

Action evaluation stage

In this stage, the lecturers will evaluate the learning process by giving quizzes for students in which the questions are created together with the researcher. The objective is as a matter of fact to know the level of material mastery about democracy and human rights of the students after getting treated in the class, as well as to determine the group level in every action cycle.

Reflection stage

In this final stage, the researcher and collaborator reflect on all implementation series they have applied based on monitoring result through observation. In this respect, the researcher and collaborators interpret and analyse the result. The determination of achievement score and standard is very crucial to do to decide the follow-up action included what kind of action needed to change the subjects' achievement. The reflection result on action implementation then would be revised to plan the next step that will be done in the next cycle.

The criteria of successful action/ treatment

The successful criteria in this research is if the data indicates that the subjects obtains 80 marks minimal from ideal score 100 which implies that there is significant improvement of the students' understanding about democracy and human rights values.

RESULTS AND DISCUSSION

There are three research findings presented below: **First finding,** the implementation of constructivism learning design in the material of democracy and human right consistently can develop the students' attitudes and appreciation to the values of democracy and human rights.

The action implementation done in three cycles indicates the consistent development of the students' attitudes as the research subject. The data is gained through pre-test before giving treatment/intervention/action which is elaborated below:

(1) Students of social science of teacher training and education faculty, the data shows that the average score of the students is 76.89 of 100 as ideal score. This indicates that the average score of students' pre-test is moderate.

At the end of **cycle I**, the average score of students becomes 79.80 of 100which means that the students score gets increased to be 80 in the average.

At the end of **cycle II**, the students' average score becomes 95.56. This indicates that the subjects' score is increase to the relative high mark.

At the end of **cycle III**, the students' average score becomes 98 of 100. Therefore, the students score in cycle III is categorized very high. The data indicates that the average score of social science students is getting improved significantly from moderate category in the pre-test, become very high criteria. At the end of cycle III, the improvement becomes consistent which is very good.

Engineering faculty students

The preliminary data shows that the students' average score from pre-test is 89.76 of 100 which means that the students' knowledge is relatively good.

At the end of **cycle I,** the students' average score becomes 90.48 of 100 This indicates that the students' score is increase to be relatively high score.

At the end of **cycle II,** the students' average score becomes 92 of 100. Therefore the students' average score becomes higher than cycle I.

At the end of **cycle III,** the students' average score becomes 98.48 of 100 Accordingly, the students' score at the end of cycle III is very good. Based on the evaluation result, the engineering faculty students' score during three cycles is getting improved which means that the understanding of democracy and human rights values is positively and significantly improved as well. Second finding, learning of democracy and human rights under constructivism approach in civic education course improves the students' good attitudes and behaviour in facing the values of democracy and human rights, especially during interaction in learning environment.

Based on the observation result, lecturers and students under constructivism learning approach as the action implementation can be elaborated as follows:

1) The lecturers' activity in constructivism learning approach with the social science students of teacher training and educational faculty.

Cycle I, meeting I or treatment/intervention/action I, the average score is 70. Meeting II or action II, the score is 72, and meeting III or action III, the score becomes 75. The average score of lecturers' activities is 72.33

Cycle II, meeting I or action I, the score is 80. Meeting II or action II, the score becomes 82 and meeting III or action III the average score becomes 84. All in all the lecturers' performance score in cycle II is 82 in average. There is score improvement of lecturers' activity under constructivism learning as much as 12.34% in cycle II compared to cycle I.

Cycle III, meeting I or action I, the score is 94. Meeting II or action II, the score is 95, and meeting III or action III, the score becomes 96. The average score of lecturers' activity becomes 95 of 100. Therefore, we can say that there is improvement of lecturers' activity at the end of cycle III as much as 14%.

2) The lecturers' activity in constructivism learning approach with the engineering students is as follows:

Cycle I, meeting I or treatment/intervention/action I, the average score is 78. Meeting II or action II, the score is 80, and meeting III or action III, the score becomes 84. The average score of lecturers' activity is 80.33

Cycle II, meeting I or action I, the score is 82. Meeting II or action II, the score becomes 86 and meeting III or action III the average score becomes 88. All in all the lecturers' performance score in cycle II is 85.33 in average. There is score improvement of lecturers' activity under constructivism learning as much as 14.26% in cycle II compared to cycle I.

Cycle III, meeting I or action I, the score is 95. Meeting II or action II, the score is 96, and meeting III or action III, the score becomes 98. The average score of lecturers' activity becomes 96.33 of 100.

Therefore, we can say that there is improvement of lecturers' activity at the end of cycle III as much as 15.34% compared to cycle II.

The observation result of the subjects activities in constructivism learning approach can be explained below: **(1)The social science students' activity** in constructivism learning approach can be presented below:

Cycle I, meeting I or treatment/intervention/action I, the average score is 75.12. Meeting II or action II, the score is 78.27. Meeting III or action III, the score becomes 79.86. The average score of students' activities is 76.75 of 100.

Cycle II, meeting I or treatment/intervention/action I, the average score is 78.72 Meeting II or action II, the score is 82.54. Meeting III or action III, the score becomes 84.37. The average score of students' activities is 81.87 of 100 in cycle II. There is improvement in students' activity score as much as 13.53% compared to cycle I

Cycle III, meeting I or treatment/intervention/action I, the average score is 94.24 Meeting II or action II, the score is 95.70. Meeting III or action III, the score becomes 97.38. The average score of students' activities is 95.77 of 100 in cycle III There is improvement in students' activity score as much as 14.84% compared to cycle II

(2) The engineering faculty students' activity in constructivism learning approach of democracy and human rights material can be presented below:

Cycle I, meeting I or treatment/intervention/action I, the average score is 72.5. Meeting II or action II, the score is 76.66. Meeting III or action III, the score becomes 79.75.

The average score of students' activities in cycle I is 76.30 of 100.

Cycle II, meeting I or treatment/intervention/action I, the average score is 80. Meeting II or action II, the score is 81.27. Meeting III or action III, the score becomes 83.27. The average score of students' activities is 81.51 of 100 in cycle II. There is improvement in students' activity score as much as 10.93% in cycle I.

Cycle III, meeting I or treatment/intervention/action I, the average score is 92.65 Meeting II or action II, the score is 94.64. Meeting III or action III, the score becomes 98.06. The average score of students' activities is 95.11 of 100 in cycle III

There is improvement in students' activity score as much as 15.09% compared to cycle II.

Based on the discussion of the lecturers and students activity under constructivism learning approach in this research, it indicates that there is positive improvement of students and lecturers performance. This implies that the lecturers and students during cycle I, II, to III develop better attitudes, which is creating learning environment in which it encourages the students' and lecturers' awareness to perform better in the class.

Based on the lecturers' and students' activity data, there is positive improvement of learning activities. Accordingly, the implementation of action in this research results more positive attitudes towards the values of democracy and human rights.
Third finding, the participative and collaborative management of civic education learning can enhance the students' awareness of the values of democracy and human rights.

The evaluation result in form of quizzes on the students' awareness and understanding about the values of democracy and human rights in this research can be elaborated as follows:**(1) the quiz average score of social science students is as follows:**

In cycle I, the average score is 75.56. **In cycle II,** the average score is 76.08 **In cycle III**, the average score is 89.5. There is improvement score from cycle I, II, to III of social science students in teacher training and education faculty.

(2) the quiz average score of engineering faculty students is as follows:

In cycle I, the average score is 78.62. In **cycle II,** the average score is 82.53. In **cycle II**I, the average score is 92.4. There is improvement score from cycle I, II, to III of engineering students faculty.

By such improvement, the students evaluation in form of quiz brings positive effect on the students' attitudes and understanding of democracy and human rights values, not only in theory but also in form of action. This implies that constructivism approach brings meaningful effect on the students' understanding and appreciation to humanity values not only in explicit abut also implicit way, as well as enhances the good attitudes and social awareness about the values of

democracy and human rights in the students' mind as well as their action/ behaviour (thinking and action). The observation notes as the research running at that moment indicate that there is development of attitudes and awareness of democracy and human rights values in the students' social interaction, especially in their learning environment, Halu Oleo university. This is supported by the facts that they increase their awareness of individual rights seen as God's blessings in form of proposing ideas and perspectives freely and responsibly, as well as tolerate to accept the difference among them. They prove it by collaborating, respecting each other through the choice of appropriate words to talk and well behaved. Since the improvement of good attitudes and awareness of democracy and human rights values in this research, it is expected that the students can be able to behave wiser and more sensible in their social interaction either inside or outside campus.

Conclusion and Implication

Conclusion

Based on findings and discussion above, the result of this research can be concluded as follows:

1. Democracy and human rights material learning with consistent constructivism approach can increase students' awareness of the values of democracy and human rights. This conclusion has been tested through three cycles of action research.
2. Constructivism design in civic education learning can result in positive attitudes and behaviour of students on the values of courtesy and humanity.
3. The participative and collaborative classroom management in civic education course with constructivism approach can increase the positive attitudes and awareness of the values of democracy and human rights. The attitudes development can be observed through action implementation, not only ini small group work which indicates the high tolerance of the students on their difference, but also the appreciation of individual rights to propose ideas freely and responsibly during learning process.

Implication

- Constructivism learning as action design in this research influences positively the students' attitudes towards the democracy and human rights values, as well as enhance the lecturers' and students' performance during learning and teaching process.
- The implementation of constructivism theory provides opportunity to the improvement of the students' interpersonal skills, which is the skills to organize group, discuss to solve the problems, build up interpersonal relationship, and analyse social life.
- Constructivism learning design can result the innovative, interesting, enjoyable learning environment for the students. Because such learning approach enables the students to think creatively.

- The material about democracy and human rights can enhance the students' attitudes and awareness of the values behind these two terms, especially the humanity and courtesy values which should be respected and appreciated by every individual.

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