

Human Rights In The Learning Process The Implementation Of High Touch Approach In Islamic Schools

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Submission date: 21-Jun-2021 02:15PM (UTC+0700)

Submission ID: 1609950693

File name: PROCEEDINGS_SWAN_2018_1.pdf (987.61K)

Word count: 3362

Character count: 16941

1 Human Rights In The Learning Process: The Implementation Of High Touch Approach In Islamic Schools In Pekanbaru Riau Indonesia

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ABSTRACT

The Government of Indonesia has made progressive efforts to fulfil the human rights of learners as human beings who have dignity, talents and interests in a learning process. The evidences of it are the existence of Law No. 20 of 2003 and Government Regulation No. 32 of 2013 which state that every educator must be able to make various approaches and strategies in the learning process that will give meaning to the fulfilment of human rights in learning. High touch approach was a fundamental base for teacher to fulfil the students' human rights in learning process through its five elements. They were recognition, affection and tenderness, direction, strengthening, and exemplary. The purpose of this study was to find out about: (1) the implementation of the strategies which considered human rights in learning, (2) the influence of the strategies on student learning outcomes. The method used in this research was quantitative. The data collected through a questionnaire from 211 respondents at 23 Islamic Schools in Pekanbaru Riau Indonesia. The Data analysis was done by using descriptive analysis to see the implementation of high touch approach and regression analysis to find out the contribution of the implementation of high touch approach toward the students' learning achievement as the basis for making prediction and estimation. The findings of this research revealed that the teacher's strategy implemented in the students' learning showed the combination of the five elements of high touch approach. The lowest score was 115 (0.5%), the highest was 168 (0.9%), the mean was 141.24, and the highest score appeared (mode) was 137 (5.7%). In general, the implementation of high touch learning approach was categorized as good with the scores obtained 29,802 (70.62%). The contribution of the implementation of high touch approach toward students learning achievement was 35, 9%. It is expected that the findings of this research will bring impact on teacher awareness of the need to apply learning model that accommodate students' right to grow optimal in their learning.

KEYWORDS: *human rights, learning process, high touch learning approach, student achievement*

INTRODUCTION

Humans are creatures of God who have a high dignity. The dignity requires the protection of the so-called human rights which are used as a moral foundation in associating or dealing with fellow human beings. In the view of Islam, human beings are positioned as His noble and dignified creatures. Dignity and glory for human beings are the sources of all human rights as a clear proof of their difference from other beings. Based on this dignity, the upholding of human responsibility or personality in the face of the law, makes it proficient and worthy to enjoy and exercise their human rights, followed by a set of obligations that must be done (Nadj & Mardinia, 2000)

Allah SWT has revealed directly related to human dignity in some verses texts among others: QS. 17 (al-Isra'): 70, QS. 64 (at-Tagabun):3, QS. 95 (at-Tin): 4. Based on these verses, it is believed that Islam so deeply respects and glorifies the status and existence of human beings, whether related to the glory of the birth and the inner self of each human being on the status of social relations between fellow human beings as social beings.

Both national and international laws protect human rights. Human rights are applied universally. Human rights were developed after the end of World War II, and the culmination was the adoption of the universal declaration of human rights by the UN General Assembly in 1948 in Paris (United Nation, 1949)

The origin of the modern concept of human rights is associated with the Zeno stoics philosophy, this philosophical founder proposed a theory of natural law in which the human being as a living being is said to have some universal right wherever and under whatever conditions it may be. (Erq, 2015).

The State of Indonesia upholds human rights as an indispensable right of human beings ² to be protected, respected and enforced to enhance the dignity of humanity, prosperity, happiness and justice. The nation's philosophy, Pancasila firmly guarantee human rights in Indonesia. In addition, human rights are also clearly stated in the 1945 Constitution, the Decree of MPR Number XVII / MPR / 1998 and the Law Number 39 Year 1999. In addition to the guarantee of private rights as citizens of Indonesia, the government of Indonesia has also ⁶ protected the lives of citizens who intersect with the world of education. This can be seen in UU Republik Indonesia Number 20 year 2003 *tentang pendidikan nasional bab 2 pasal 3* which states:

² "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of learners to become human beings who believe and piety towards God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become a democratic and responsible citizen (p.7). "

More specifically for learners in the learning process as stipulated in the Government Regulation of the Republic of Indonesia Number 32 of 2013 which states:

³ "The learning process in the educational unit is organized in an interactive, inspiring, fun, challenging, motivational way for the participant actively participate, and provide sufficient space for initiative, creativity, and independence according to the talent, interest, and physical and psychological development of learners (p.10)".

⁴ Therefore, there are some important things to do in the learning process, among them is the learning process should be designed in such a way consciously and well planned by creating an atmosphere of learning process that consider the dignity of the students as human beings so that students can enjoy the learning process which is fun and develops his potential to the fullest. Therefore, the main goals of this research were to examine the implementation of a strategy that considers human rights in learning, and the influence of that strategy on learning outcomes.

HUMAN RIGHTS IN LEARNING

In order to protect human rights in this education, it is necessary to approach a learning that can touch the human dimension of humanity and prestige. Therefore, in formulating an educational approach it must depart from a view that sees humans as the goal of education for being glorified by

God; have the potential (intellect, emotion, and spirit), reasoning, and creativity, have differences in terms of intellectual capacity of talents and trends, have positive traits and negative traits, limitations and so on (Muthahhari, 2005)

In this case, the High Touch Approach is the right choice because its application reaches out to learners' selfhood in relation to education. This approach believes something that recognizes something bigger beyond ourselves (Naisbit, 2001). Something bigger outside of ourselves is related to humanity. Humans have the honor and opportunity to actualize the nature of their selves in the process of life. It is this essence that distinguishes them from other beings because it is contained in it human dignity (Prayitno, 2009). Human beings are the targets, sources and actors of education. That is, education is carried out by humans, for humans and only occurs in relationships between humans.

Teachers' attitudes greatly contribute to students' behavior and learning activities. The relationship between teachers and students should be made into a democratic atmosphere, that is, the atmosphere of mutual opening without being hampered by the attitude or negative feelings or problems between the two sides.

Thus, the High Touch Approach is a tool of interpersonal relationships that links educators with learners in educational situations, that includes the important elements of such as recognition and acceptance, love and tenderness, reinforcement, decisive actions that educate, direction and exemplary (Prayitno, 2009).

1. Recognition and acceptance.

Sincere and candid acceptance of educators to learners fosters the closeness between educators and learners in a fresh, dynamic and fun atmosphere. The proximity of educators to learners which are full of educational nuances will affect the learners to be positive to educators in line with the contents, colors and norms of the proximity of educators.

2. Love and tenderness

Compassion is one of the most beautiful sides in human life. With love people survive, and with love also the generation of human descendants continues. Compassion is the nature of humanity. This affection is manifested through communication and nuanced treatment of tenderness. In the atmosphere of affection and tenderness, the educational situation transforms students to achieve their goals in learning.

Compassion can be realized through sincerity, respect for learners as a person and empathic understanding of learners. This affection is a dynamic psycho-social that enlarges and develops, but not the erotic/romantic sexual nuances that are intended to enjoy and possess. The basis of this relationship atmosphere is love and caring with the focus of everything directed to the interests and happiness of the students with humanistic principles.

3. Reinforcement

Reinforcement is an attempt to encourage repeated behaviors which are considered good. Good or acceptable behavior is a positive value behavior related to human dignity, values and morals, developmental tasks, basic needs and developmental needs, educational/ learning objectives, positive benefits and impacts. Reinforcement is given with the right consideration of the target, timely and appropriate place, the appropriate content, the right way, and the right person who gave it.

4. Decisive action that educates

Educative action is the teacher's effort to change undesirable behaviors of students through stimulating students' awareness for their mistakes while still upholding the humanity of the students and maintaining good relations between students and teachers. With this decisive firm action, punitive actions that create a negative atmosphere in the students are avoided.

5. Direction and exemplary

Briefing is the teacher's effort to realize where the students are fostering and developing. This nuanced directive effort, including teacher leadership, does not diminish the freedom of the learners who are substantially autonomous and are directed towards becoming an independent person. Learners tend to imitate successful educators. Successful educators are models for learners, as the identification figures, as the source for learners to advise themselves. To be successful, educators need to play roles that lead to the success of learners.

RESEARCH METHOD

This study used a quantitative method. The data collected through a questionnaire from 211 respondents at 23 Islamic Schools in Pekanbaru Riau Indonesia. The Data analysis was done by using descriptive analysis to see the implementation of high touch approach and regression analysis to find out the contribution of the implementation of high touch approach toward the students' learning achievement as the basis for making prediction and estimation (Sugiyono, 2008; Hartono, 2008;).

RESULT AND DISCUSSION

The results of this research data analysis showed that the learning process considering human rights with high touch approach was already good. To see more clearly the high touch approach in learning, it can be seen from table 1 which was analyzed through IBM SPSS for Windows version 24 as follows:

Table 1 High Touch Approach In Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
	11	1	.5	.5	.5
5	11	1	.5	.5	.9
8	12	2	.9	.9	1.9
0	12	1	.5	.5	2.4
3	12	5	2.4	2.4	4.7
4	12	7	3.3	3.3	8.1
5	12	4	1.9	1.9	10.0
6	12	5	2.4	2.4	12.3
7	12	3	1.4	1.4	13.7
8	12	4	1.9	1.9	15.6
9	13	3	1.4	1.4	17.1
1	13	3	1.4	1.4	18.5
2	13	9	4.3	4.3	22.7
3	13	6	2.8	2.8	25.6
4					

	13	4	1.9	1.9	27.5
5	13	6	2.8	2.8	30.3
6	13	12	5.7	5.7	36.0
7	13	10	4.7	4.7	40.8
8	13	11	5.2	5.2	46.0
9	14	9	4.3	4.3	50.2
0	14	10	4.7	4.7	55.0
1	14	7	3.3	3.3	58.3
2	14	7	3.3	3.3	61.6
3	14	7	3.3	3.3	64.9
4	14	6	2.8	2.8	67.8
5	14	6	2.8	2.8	70.6
6	14	6	2.8	2.8	73.5
7	14	3	1.4	1.4	74.9
8	14	5	2.4	2.4	77.3
9	15	8	3.8	3.8	81.0
0	15	2	.9	.9	82.0
1	15	5	2.4	2.4	84.4
2	15	5	2.4	2.4	86.7
3	15	3	1.4	1.4	88.2
4	15	7	3.3	3.3	91.5
5	15	2	.9	.9	92.4
6	15	2	.9	.9	93.4
7	15	2	.9	.9	94.3
8	15	2	.9	.9	95.3
9	16	2	.9	.9	96.2
0	16	1	.5	.5	96.7
1	16	3	1.4	1.4	98.1
6	16	2	.9	.9	99.1
7					

8	16	2	.9	.9	100.0
Total		211	10	100.0	
			0.0		

Table 2 Mean And Model High Touch Approach In Learning

6	Valid	211
N	Missing	0
	Mean	141.24
	Median	140.00
	Mode	137
	Std. Deviation	10.627
	Minimum	115
	Maximum	168
	Sum	29802

2
 From the table above, it can be seen that the high touch approach in the lowest learning was 115 that was known from 1 student that is as much as 0.5%. High touch approach in learning was 168 which was obtained by 2 students (0.9%). The mean score of the high touch approach in learning was 141.24 and the most common score (mode) was 137 which was known from 12 students (5.7%). In general, the high touch approach in learning was good this was seen from the number of score answers obtained as much as 29,802 (70.62%) For more details, high touch approach in learning can be seen in the bar chart below:

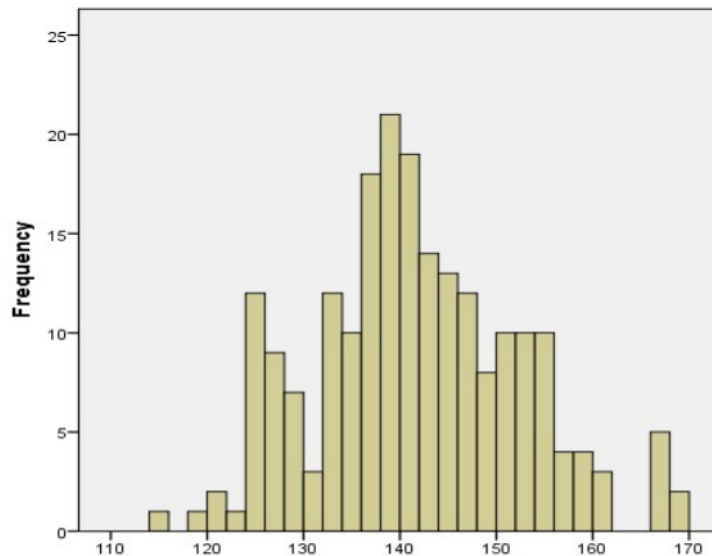


Figure 1: The implementation criteria of high touch approach in the learning process

This could possibly happen because the teachers have been able to shape their character as educators and imaged themselves well, so that they can apply high touch well too. Although a good result has been achieved, there were still shortcomings and weaknesses that occur in the application of high touch approach in the learning process.

A deep understanding and appreciation for teachers to animate their profession as a teacher is still necessary for high touch approach to be applied in any learning process, so that student learning outcomes can be improved. As the results of the research showed that the high touch approach contributed to the learning results as seen from the acquisition magnitude R square (R²) as shown in table 3:

Table 3 The Contribution of High Touch Approach to Learning Outcomes

Model	R	r Square	Adjusted r Square	Std. Error of the Estimate
1	.599 ^a	.359	.356	8.294

a. Predictors: (Constant), High Touch

Table 3 above shows that the correlation for the predictor variables of the High Touch Approach with the Learning Outcome variables is R = 0.599, R Square = 0.359 and Adjusted R Square = 0.356. If the R square significance is greater than Adjusted R Square then the null hypothesis is rejected and the alternative hypothesis is accepted and if the R square significance is less than Adjusted R Square then the null hypothesis is accepted and the alternative hypothesis is rejected. The table above shows that the R Square = 0.359 was greater than the Adjusted R Square = 0.356. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted, although the significance level of the R Square and Adjusted R Square differences was very small but still showed that there was a significant difference. A more significant difference will be more visible as the number of samples is enlarged again. To calculate the amount of contribution, determination coefficient analysis was done. The result showed that there was a contribution of High Touch Approach to learning outcomes with 35.9%.

The findings of this research support the idea of applying right based education that is designing learning instruction that relies on the implementation of human right and the internalization of human right values in school (Becker, Wet, and Vollenhoven, 2015; Sandkull, 2005). There should be many forms of learning that facilitate human right in learning, and the implementation of high touch approach in learning has been an alternative to this as supported by this research.

CONCLUSION

The findings of the research revealed that the teachers in Pekanbaru Riau Indonesia had facilitated students' right in learning. The implementation of high touch approach was the proof. This learning approach consists of five critical elements such as recognition and acceptance, love and tenderness, reinforcement, decisive actions that educate, direction and exemplary. The implementation of this learning approach brought about big contribution to students learning outcomes. This was the evidence that by facilitating human right in a learning process will benefit students. Therefore, it is expected that the findings of this research will bring about impact on teacher awareness of the need to apply learning model that accommodate students' right to stimulate students' internal motivation and to grow optimal in their learning.

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