

TEACHING TOLERANCE THROUGH METAPHOR IN CIVIC EDUCATION TO TEARTIARY STUDENTS

M. Januar Ibnu Adham¹ Kelik Wachyudi²

Universitas Singaperbangsa Karawang

*m.januar.ibnuadham@fkip.unsika.ac.id¹
kelik.wachyudi@staff.unsika.ac.id²*

ABSTRACT

The purpose of this research is to disentangle the teaching of tolerance with the help of metaphors in civic education. The issue for this research is how to teach tolerance through metaphors in civic education to tertiary students. To limit the study, the researchers limit to teach tolerance through metaphors in civic education to tertiary students. In this research paper, the researchers took qualitative with embracing a case study. The participants are a lecturer and 60 students in the civics class. The result and discussion can be explained by the research here. The teaching of tolerance through metaphors by the lecturer along with the history of local wisdom made the students understand how to think at first before doing. This means teaching with a focus on metaphor is an alternative for the lecturers to teach tolerance in multi-culture and multi-language as an Indonesian archipelago. The conclusion from this study demonstrates that metaphors are a panacea for teaching tolerance in civic education.

Keywords: Tolerance, Teaching, Metaphors, Education, Panacea

INTRODUCTION

In present situation, tolerance becomes a crucial issue for citizen. Tolerance seems to be eliminated for part of our society. The loose of ais caused by any factors such as politics, economics gaps, and language used. To the last factor such we said in the previous sentence is more interesting to be discussed prolong than two others. Language is system of communication of human being. The function of language is to represent of our idea through symbol. In expressing language, it should be mutual intelligible among one to others to avoid of misunderstanding. With mutual intelligibility each people understand about what the intends by the same code to express of their idea. In contrast, using language improper and unintelligibly often caused misunderstanding among citizen. This understanding is vulnerable to conflict.

What the conflict here is falling for being intolerance. We are not interesting to discuss intolerance but we are more interesting to discuss tolerance. Event relevant today, one alternative strategy from tons strategy to robust tolerance is incorporating language approach in the teaching and learning process. Tolerance can keep in struggle if there is developing by ethic and esthetical language. We note and discuss intensely to the last one and we mention it as the term of esthetical language. Numerous kinds of aesthetic language in the form of literature can be applied in to teach tolerance in educational environment. A lot of stylistic of language can be applied to draw contemporary citizen reality. The mini of citizen reality in holding tolerance can be seen from the dynamical language used in the classroom. Despite the 'mini reality' in the classroom about tolerance is occurred but we cannot generalize it enough. We still need prove to relate esthetical language can develop tolerance's better than earlier condition in society or in educational setting.

There is an alternative strategy to straight of tolerance in the middle of our society is using metaphor. The metaphor is a part of aesthetic language. The definition of metaphors is

aesthetic language to express what the speakers intend to interlocutor. This aesthetics' language determination can help of mutual understanding among society. Not only society can take benefit of metaphor as medium to make explicit about tolerance, but students are also can take advantage metaphor as 'vehicle' to learn tolerance in order to apparent.

Moreover, tolerance can be developed by citizen through metaphor. In this paper, we link between tolerance and metaphors. The metaphor in this study is taken from local wisdom. As we know, local wisdom has a plenty of positive value to untangle multi-event in multi-culture view of point. By considering the point of the power of metaphor as early paragraphs, we meet to a perspective that teach tolerance through utilizing metaphor has a good implication to pedagogy or education. Until here, we look the connection of two variables are still wide-ranging.

We extend this theme to more explicit with incorporating metaphor within civic education view of point to strengthen tolerance among tertiary students. The reason to integrate metaphor with taking local wisdom in this strategy can touch of the students' awareness round tolerance. We can take metaphor from everywhere but it is not yet needed because we have a great deal metaphor to touch students' awareness in context of tolerance's issue. Since we have of this perspective, we need to insert of previous research to sustain this study to be more meticulous.

Some of the previous research in metaphor and education ever conducted by (Landau, Meier, & Keefer, 2010; Buaraphan, 2011; Kalra & Baveja, 2012; Howie & Bagnall, 2013; Hoang, 2014; Devrim, 2015; Rodgers, 2016; Almaliki, 2017; Onuf, 2017; Burbules, 2018; Mintz, 2018; Healey, Matthews, & Cook, 2019; Buyiswa & Christoffel, 2020) and so forth. These readings refer to social cognitive and education in wide-ranging. Based on these reading, we did not find any similar topics between tolerance through metaphors in civic education. Thenceforth, we explore of our reading into tolerance's issue in education. The tolerance issue is ever conducted by (Hansen, 2011; Moss, 2013; Elston, 2014; Darrow, 2017; Isac, Sandoval, & Miranda, 2018; Miftakh & Wachyudi, 2019; and Lysenko, Shtefan, & Kholodniak, 2020). These sources are not discussed around teaching tolerance through metaphor within civic education.

Based on the earlier readings, we do not find similar research with our focus. Later, we interest to fill the gap by drawing the way of teaching tolerance through metaphor to tertiary students in civic education. We can formulate the research question such as how do the lecturer teach tolerance through metaphor to tertiary students in civic education? The goal of this study is to draw the way of the lecturer teach tolerance through metaphor to tertiary students in civic education. The researchers divide into theoretical and practical benefit. As theoretical benefit, this study can be an alternative reading to how do the teacher or lecturer teaches tolerance through metaphor in civic education. Meanwhile, we can gain the practical benefit to the teacher or lecturer in how to applied tolerance through metaphor to tertiary students. As to make the concept of the tolerance, metaphors, and civics education, the researchers put the relevance theory in here.

Teaching Tolerance Through Metaphors in Civic Education

In this section, the researchers write the relevant theory to support how to scrutinize the data. As traditional view of point, Brawdle & Gentle (2005) think metaphors have been treated as at the same time rare in relation to literal language and largely ornamental. It means, metaphor almost link to literal language. Thereafter, Rodgers (2006) point out that thinking with similes and metaphors is imaginative and useful in our efforts to figure out our world. As definition of metaphor, Lakoff and Johnson (1980) mentioned that the crux of metaphor is to comprehend and experience something in terms of something else. They introduced the conceptual metaphor and it is not always language matter. In relation to education, (Danesi as cited in Almalki, 2017) thinks that the application of metaphor in language teaching began approximately thirty years ago and it is situated in the cognitive linguistics paradigm.

Miftakh & Wachyudi (2020) cited with the ground of culture-related organization, in 1995, defined tolerance as respect, acceptance, and appreciation for the rich diversity of the world's culture, forms of expression, and ways of human being. It means, the respect is a

foundation to able to accept and appreciate the distinctive culture in the world. The willingness to apply tolerance in our daily live is a must.

Furthermore, Dewantara, Suhendar, Rosyid, & Atmaja (2019) mentioned that civic education is a study of theories or disciplines that describe the rights and obligations of citizens in their role and position as good citizens. Without a good strategy, to make citizenship better, we think to create good citizens we try to see the result of teach tolerance through metaphor in civic education. By positioned metaphor in civic education can stimulate students to thinking, acting, and reflecting the role of tolerance in view of education.

METHOD

In this research, the researchers applied qualitative. Alwasilah (2002) stated that qualitative because this research disentangles of natural phenomena. In here, qualitative is applied because researchers would like to describe around teaching tolerance through metaphor. This study is conducted depth interview with a lecturer in relation to describe subject matter by using metaphor. Hence, this study can be categorized as a case study. The subject in this study were 60 tertiary students and one lecturer. Observation and video recorder were used to take data. The observation is used to recognize of lecturer's do in describing of metaphor to teach tolerance. Meanwhile, video is used to record the lecturer's activity when he taught in the classroom.

FINDING AND DISCUSSION

In this segment, the researchers untangle the finding and discussion all at once. There are five metaphor as long as the lecturer describes the issue of Pancasila in strengthening students' character. The lecturer used metaphor to stimulated students for more energetic to attain of their hope in the future. The finding and discussion can be presented below:

Data 1# *Pindah cai pindah tampian* (If you are moving to other lands, you have to adaptation).

What the lecturer's goal is to trigger the students to smart and quick in adaption. By no applied the proper adaption, the students have a great chance to meet challenging in society. This difficulty can be avoided by students by smart and quick in adaptation. Since, this metaphor is applied by the lecturer, the goal to create a good citizen more closed and it can be realized because the meaning of this metaphor is invited us to better in making social and cultural relationship. Last but not the least, this sentence illustrates to us indirectly to keep tolerance by applying a proper adaptation.

Data 2# *Nerangkeunmah kudu Malapah gedang* (One have to prolong to describe one thing and it is better avoiding to straight to the point)

The metaphor came from Sundanese believe. When someone would like to give advice or describe something to others, sometimes the one should consider to begin with not too short in describing something. If the one describes with too short, the interlocutor meets challenging to comprehend what the one intends. This means, to describe something to society sometimes the students need to see the cultural background. With different cultural background will have different approach to create a good citizen. Different land has different uniqueness to accept a value from one's narration. Therefore, with detail explanation can avoid misunderstanding and tolerance can be robust.

Data 3# *Buruk-buruk papan jati* (One character is not always bad).

In Sundanese believe, this sentence means that if one member of our family has a bad character, one day can change to be better. This sentence has a deep meaning to students to always keep peace and avoid hostility. Due to hostility a good relationship within family can be broken. If

relationship in family is broken because hostility, so one pillar to be a good citizen is unsuccessful. By avoiding keeping tolerance, such hostility can be evaded and the robust nuance will be existing.

Data 4# *Agul ku payung butut* (Proud to others' property)

The message of this metaphor is do not be proud to people's property. Within this metaphor have a sense of hard working is the central to success. Drawing this metaphor is also remind us to avoid as if one's property is one's mine property. Having such tenet "*agul ku payung butut*" can be a disease to make one struggle to be a success. The impact of this tenets can be impaired of one to be a good citizen. Hence, avoiding to be proud to one's property can save of our relationship and keep tolerance.

Data 5# *Jadi Srikandi anu sholehah* (Be a good woman)

The message in the data 5 showed that a woman has to a good character. It means beautiful is not seen only from the physical but it is also from the character. The good character will lead you to be better in doing and acting something. So, its congruence to civic education's goal where a good citizen is a main theme in civic education. The students specifically the woman can build a good mind and a good character. By having a good mind and a good character can lead us to keep tolerance within society.

CONCLUSION

Integrating metaphor can be applied to touch students in learning civic education. Metaphor can be a panacea to the lecturer for teaching tolerance among students. By choosing metaphor from local wisdom can answer students' dilemma about tolerance. The reason why we take metaphor from local wisdom consider cultural background of the students. The most of cultural students' background is from local culture with different local language. For the students with different cultural background, the lecturer describes with translate into Bahasa Indonesia without change the essence from the meaning of the metaphor. With tolerance, there are no more racism and rudeness among students. Therefore, teaching tolerance through metaphor to tertiary students with different culture can be an alternative strategy for the lecturer.

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