

ABSTRAK

Demokrasi sebagai sistem politik yang memuat nilai kebebasan dan kesetaraan. Di dalam negara dengan sistem politik demokrasi, isu mengenai Hak Asasi Manusia (HAM) selalu menjadi perhatian sentral. Namun, seiring perkembangan zaman, terutama di abad ke-21 ini, negara dengan basis ideologi demokrasi justru mengalami kerancuan di dalam upaya memperjuangkan nilai-nilai kebebasan dan kesetaraan tersebut. Kasus pelanggaran HAM berkembang massif. Persoalan ini dipicu terutama karena gerakan politik identitas, di mana setiap individu maupun kelompok dengan ideologi eksklusifnya menolak kehadiran yang lain yang berbeda di sekitarnya.

Gejolak politik identitas ini terjadi dikarenakan adanya ajaran-ajaran eksklusif dan radikal, yang melahirkan prasangka-prasangka buruk antarkelompok masyarakat. Prasangka irasional ini diklaim sebagai suatu kebenaran sehingga membangkitkan sentimen-sentimen primordialis serta rasistik yang menimbulkan ketakutan dan ketidaknyamanan dalam hidup bersama. Dehumanisasi adalah manifestasi lanjutan dari prasangka irasional itu. Konsep pendidikan humanis Nussbaum bertolak dari isu dehumanisasi dan intoleransi ini. Martha Nussbaum menegaskan bahwa terdapat tiga prinsip pendidikan humanistik: *Pertama*, pendidikan pengujian diri Socrates (*Socratic Self-Examination*); *Kedua*, pendidikan kewarganegaraan dunia (*Citizens of the World*); *Ketiga*, pendidikan imajinasi naratif (*The Narrative Imagination*).

Ketiga prinsip pendidikan di atas mempunyai kontribusi signifikan dalam mengatasi praktik dehumanisasi dan intoleransi di dalam negara demokrasi. Ketiganya bertujuan membentuk setiap individu agar mampu berpikir dan berefleksi secara kritis, mengedepankan nilai-nilai luhur kemanusiaan, seperti sikap menghargai sesama, simpati dan empati sosial dan bersolider atau berbela rasa dengan kehidupan orang lain yang menderita. Dengan demikian, keharmonisan di dalam hidup bersama dapat tercipta.

ABSTRACT

Democracy as a politic system that accommodates the value of freedom and equality. In a country with a democratic political system, the issue of human rights has always been a central concern. However, along with the times, especially in the 21st century, countries with a democratic ideological basis actually experience disorder in their efforts to fight for the values of freedom and equality. Cases of human rights violations are growing massively. This problem was triggered mainly by the identity politics movement, where every individual or group with its exclusive ideology rejects the presence of other people who are different around them.

This identity politics turmoil occurred due to the existence of exclusive and radical teachings, which create to bad prejudices between community groups. This irrational prejudice is ultimately claimed as a truth so as to arouse primordial and racist sentiments that cause anxiety, discomfort and fear in everyone. The problem of dehumanization is a continuation of these irrational bad prejudices. Nussbaum's concept of humanist education starts from these issues of dehumanization and intolerance. Martha Nussbaum asserts that there are three principles of humanistic education: *First*, Socratic self-examination education; *Second*, world citizenship education (Citizens of the World); *Third*, narrative imagination education (The Narrative Imagination).

The three educational principles above have a significant contribution in overcoming the practice of dehumanization and intolerance in a democratic country. The three aims are to shape each individual to be able to think and reflect critically, to be able to put forward noble human values, such as respect for others, to be able to show sympathy and social empathy, and to show solidarity or compassion with the lives of others who are suffering. Thus, the harmony in living together can be realized.