

*Religion and Society:
A Dialogue US and Indonesia*

*Agama dan Masyarakat:
Sebuah Dialog Amerika - Indonesia*

DVD and Teaching Guide



Introduction

This study guide and DVD are results of a two year- two way exchange between scholars and community leaders in Indonesia and the United States.

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. State Department sponsors *Religion and Society: A Dialogue (RSD)*. The exchange provided participating professionals with an opportunity to increase their knowledge of the counterpart country; to establish a dialogue about the scholarship and practice of religion (particularly Islam) in both countries; and to examine the compatibility of religious practice with democratic social and political values. Over the course of two years, 26 Indonesian participants and 10 U.S. participants visited each other's countries. Discussion forums, and open dialogues, occurred in both nations reaching an audience of over 3,000 in Indonesia and 2,000 in the United States.

RSD is administered by Legacy International, a Virginia based NGO. Legacy International specializes in strengthening civil society by conducting exchanges and trainings, which center around skill building and education. The four main areas of work include civic participation, conflict prevention and reconciliation, leadership development, and community development. Legacy's partner in Indonesia is the *Center for Civic Education Indonesia (CCEI)*, the Indonesian branch of the non-profit *Center for Civic Education*, based in Calabasas, California. *The Center for Civic Education* has been creating student centered, innovative civic education programs throughout Indonesia and has coordinated the exchange of many community leaders programs.

Pendahuluan

Panduan studi dan DVD ini adalah hasil pertukaran para pakar dan tokoh masyarakat antara Indonesia dan Amerika Serikat selama dua tahun.

Biro Pendidikan dan Budaya (ECA) Departemen Luar Negeri AS mensponsori *Agama dan Masyarakat: Sebuah Dialog (RSD)*. Program pertukaran ini memberikan kesempatan kepada para pesertanya untuk meningkatkan pengetahuan mereka mengenai negara mitra dialog; membuka dialog mengenai kepakaran mereka dan praktik agama (terutama Islam) di kedua negara; dan mencermati apakah praktik agama bisa berjalan bersama dengan nilai-nilai sosial, demokrasi dan politik. Selama dua tahun, 26 peserta dari Indonesia dan 10 peserta dari AS saling berkunjung antara kedua negara. Forum diskusi dan dialog terbuka terjadi antara kedua negara melibatkan lebih dari 3000 audiens di Indonesia dan 2000 audiens di Amerika Serikat.

RSD diselenggarakan oleh Legacy International, sebuah LSM di Virginia. Legacy International bekerja khusus memperkuat masyarakat madani dengan melakukan pertukaran dan pelatihan, terutama pada pengembangan kemampuan dan pendidikan. Empat bidang kerja lainnya termasuk partisipasi masyarakat, pencegahan konflik dan rekonsiliasi, pengembangan kepemimpinan, dan pembangunan masyarakat. Mitra Legacy di Indonesia adalah *Center for Civic Education Indonesia (CCEI)*, kantor cabang di Indonesia dari organisasi nirlaba *Center for Civic Education* yang berkedudukan di Calabasas, California. *Center for Civic Education* telah membuat program-program pendidikan masyarakat inovatif yang terfokus pada siswa di seluruh Indonesia dan telah mengkoordinasikan program pertukaran dengan banyak program pertukaran tokoh masyarakat.

How to use this guide:

This guide is designed to take advantage of the educational information in the three-part DVD. The guide offers lesson plans engaging students to seek additional information about the topic being discussed. Written resources and websites have been listed and can provide helpful supplementary reading. Teachers show the DVD in its 20 minutes segments and invite classroom discussion and questions. The lesson plans are flexible, allowing teachers to adapt the instruction to their particular needs. This three part series was filmed when a delegation of five US scholars travelled to Indonesia in March 2009. Religious pluralism in Indonesia and the US was a primary discussion point in many settings. The US delegation also addressed many questions pertaining to protection of minority rights in US, the role of religion in US society, and interfaith work.

Through viewing the DVD, studying the resources materials provided and engaging in classroom discussion students will:

- Become informed about the basic elements of the Indonesian and the U.S. Constitution as it relates to the protection of minority rights and religious pluralism.
- Gain information about religious pluralism, protection of rights and interfaith work in US
- Discuss the probable constitutional issues and debates associated with religious freedom and the ideal versus the reality in Indonesia
- Become more informed citizens and able to discuss human rights issues with peers at a more sophisticated level.
- Discover how informed discussion by citizens in an environment open to diverse opinions can enhance democracy and establish common ground amongst people. Fear, misunderstanding and potential conflict are diminished

Bagaimana menggunakan panduan ini:

Panduan ini dirancang untuk mendapatkan informasi pendidikan dalam tiga seri DVD. Panduan ini memberikan dorongan kepada para siswa untuk mencari informasi tambahan mengenai topik yang sedang dibahas. Bahan-bahan tertulis dan situs internet yang tercantum di sana bisa membantu mendapatkan bahan bacaan tambahan. Para guru menayangkan DVD dalam segmen 20 menit dan mengajak siswa berdiskusi dan bertanya. Pola pelajaran ini bersifat fleksibel, memungkinkan para guru menyesuaikan cara pengajaran mereka dengan kebutuhan tertentu mereka. Tiga seri tayangan DVD ini diambil saat lima anggota delegasi pakar AS berkunjung ke Indonesia pada Maret 2009. Pluralisme agama di Indonesia dan AS menjadi bahan pokok diskusi mereka dalam berbagai kesempatan. Delegasi AS juga menjawab banyak pertanyaan mengenai perlindungan hak-hak minoritas di AS, peranan agama dalam masyarakat AS dan masalah hubungan antar agama.

Dengan menyaksikan DVD ini, mempelajari berbagai sumber dan berdiskusi di dalam kelas para siswa akan:

- Memahami unsur dasar Konstitusi Indonesia dan AS terkait masalah perlindungan hak-hak minoritas dan pluralisme agama.
- Mendapatkan informasi mengenai pluralisme agama, perlindungan hak dan masalah hubungan antar agama di AS
- Membahas isu-isu konstitusi yang mungkin ada dan perdebatan seputar isu-isu kebebasan beragama dan harapan dan kenyataan di Indonesia.
- Menjadi warga negara yang memahami dan mampu membahas isu-isu hak asasi manusia dengan sesamanya pada tingkat yang lebih tinggi.
- Mengetahui bahwa diskusi terbuka di masyarakat dengan berbagai opini yang berbeda bisa mengembangkan demokrasi dan membangun landasan yang sama di kalangan masyarakat. Kekhawatiran, kesalahpahaman dan konflik potensial akan hilang.

Time

3-4 classroom periods (with students reading materials outside of the classroom)

Teaching Strategies and Activities

3-4 classroom periods (with students reading materials outside of the classroom)

Classroom Period 1

DVD Part 1:

Indonesians and Americans: Seeking Understanding of One Another - total time discussion and viewing film – 50 minutes

1. Teachers ask class – what are some of the questions you often want to ask Americans? What types of questions do you think Americans have about Indonesia? Teacher lists questions on board for all to see.
2. Watch Part 1
3. Ask class to share with each other what they found interesting, ask them to list information that was new to them, and then ask them how they would have answered some of the questions posed by the Americans to Indonesians?

Waktu

3-4 kali pertemuan di dalam kelas (di mana siswa membaca bahan bacaan di luar kelas)

Strategi dan Kegiatan Pengajaran

3-4 kali pertemuan di dalam kelas (di mana siswa membaca bahan bacaan di luar kelas)

Pertemuan Kelas Periode 1

DVD Bagian 1:

Indonesia dan Amerika: Mencari saling pemahaman - total waktu diskusi dan menyaksikan tayangan - 50 menit

1. Guru bertanya di dalam kelas - pertanyaan apa saja yang sering ingin anda tanyakan kepada orang Amerika? Jenis pertanyaan apa saja yang mungkin ditanyakan orang Amerika mengenai Indonesia? Guru menyusun semua pertanyaan ini di papan tulis agar semua siswa bisa melihatnya.
2. Saksikan tayangan DVD bagian pertama.
3. Minta pada siswa untuk saling berdiskusi apa yang menarik dari tayangan tadi, minta pada mereka untuk menuliskan informasi apa saja yang baru bagi mereka, dan tanyakan pada mereka bagaimana mereka menjawab sebagian pertanyaan yang diajukan oleh orang Amerika kepada orang Indonesia?

Classroom Period 2

DVD Part 2:

Interfaith Dialogue/Freedom of Religion - the preparation and discussion of this topic will extend beyond one classroom period. Reading supplemental materials will encourage a more sophisticated discussion.

1. Write THE HUMAN RIGHT OF FREEDOM OF RELIGION on the chalkboard. Ask students to consider what this term means; ask them to explain its purpose. Give them five minutes to jot down their thoughts. Invite students to share their notes. If you are a teacher of Islamic Studies refer to and discuss Quran and Hadith examples of tolerance, no compulsion in Islam ...
2. Watch DVD Part 2 – divide students into groups of 6 students and ask them to share with each other what they found interesting, ask them to list information that was new to them, and ask them to list additional questions that the video raised. Give them 15 minutes. Invite everyone back together ask for people to share briefly in 1 minute what their group discussed. Teacher should note on the board any discussion items that can be addressed through more research and discussion. Introduce the homework assignment: reading resources and preparing for classroom discussion. Teacher may decide to divide the class into small working groups now or on the day of the discussion (see topics below) Give deadlines and review your expectations for example – students will be graded on classroom participation and their willingness to entertain different points of view.

Pertemuan Kelas Periode 2

DVD bagian 2: Dialog antar agama/Kebebasan Beragama - persiapan dan diskusi topik ini akan berkembang lebih dari satu kali pertemuan di kelas. Membaca bahan-bahan tambahan akan mendorong diskusi yang lebih canggih.

1. Tuliskan kalimat THE HUMAN RIGHT OF FREEDOM OF RELIGION di papan tulis. Tanyakan pada siswa apa kira-kira arti istilah tersebut; minta pada mereka untuk menjelaskan tujuannya. Berikan mereka waktu lima menit untuk menuliskan pendapat mereka. Minta pada siswa untuk saling berbagi catatan mereka. Jika anda guru studi Islam, kaitkan dan singgung contoh-contoh di dalam Al Quran dan Hadis mengenai toleransi, tidak ada paksaan dalam Islam.
2. Saksikan tayangan DVD Bagian 2 - bagi para siswa ke dalam kelompok masing-masing 6 siswa dan minta pada mereka untuk saling berdiskusi mengenai apa yang menarik, minta pada mereka untuk menyusun informasi yang baru bagi mereka, dan minta pada mereka mencatat pertanyaan-pertanyaan tambahan yang muncul dari video tersebut. Berikan mereka waktu 15 menit. Tanyakan pada setiap siswa apa yang dibahas di dalam kelompok mereka dengan memberikan waktu 1 menit. Guru harus mencatat di papan tulis setiap isu dalam diskusi yang bisa dijawab dengan riset dan diskusi lebih lanjut. Berikan mereka pekerjaan rumah: membaca berbagai sumber dan mempersiapkan diskusi di dalam kelas. Guru bisa membagi kelas ke dalam kelompok-kelompok kecil saat itu juga atau pada hari diskusi (lihat topik di bawah). Berikan batas waktu dan tinjau kembali harapan anda, misalnya siswa akan diberi nilai dalam hal partisipasi di dalam kelas dan kesediaan mereka untuk menerima perbedaan pendapat.

Classroom Period 3 - Discussion

Students should come prepared after having read resource materials. Teacher should outline ground rules for discussion on the chalkboard. Examples can include

- A) Everyone's voice is important in the group so you must show each other respect by not interrupting, laughing or reacting to a person's ideas or questions
- B) each person must be aware if they are dominating the discussion and make room for all to participate.
- C) If you disagree with a person's point, ask questions to help clarify the person's position.

Teacher divides the classroom into groups of 6-8 students. He/she places 5-7 discussion topics on a board and assigns a topic to each group. The group will spend 20 minutes discussing their topic. Then bring everyone together as a large group and ask them to share interesting or controversial points from their small group discussions.

Topics:

- a) Constitutional language: Because of the clause's vague language, there is an interpretive element. Discuss issues and challenges arising out of the interpretation from a legal perspective and on the societal level. Offer possible solutions if discussion time allows.
- b) What bodies of government are responsible for the enactment of the legislation – do they do their job why, why not? How does the government decide what impedes religious freedom and when religion should be restricted?

continued, page 5

Pertemuan Kelas Periode 3 - Diskusi

Siswa harus siap setelah membaca sumber-sumber bacaan. Guru harus menjabarkan aturan main diskusi di papan tulis. Contoh-contoh bisa dimasukkan. Misalnya

- (A) Setiap pendapat orang penting dalam kelompoknya sehingga anda harus saling menghargai dengan tidak menginterupsi, mentertawakan atau bereaksi terhadap ide atau pertanyaan seseorang.
- (B) setiap orang harus sadar bahwa mereka tidak bisa mendominasi diskusi dan memberikan kesempatan kepada yang lain untuk berpartisipasi.
- (C) Jika anda tidak sependapat dengan pendapat seseorang, ajukan pertanyaan untuk membantu menjelaskan sikap orang tersebut.

Guru membagi kelas ke dalam kelompok dengan masing-masing 6-8 orang. Guru kemudian menuliskan 5-7 topik diskusi di papan tulis dan membagikan satu topik pada setiap kelompok. Tiap kelompok akan mendapat waktu 20 menit untuk membahas topik mereka, kemudian menyatukan seluruh kelompok dalam kelompok besar untuk saling membahas isu-isu yang menarik dan kontroversial dari diskusi kelompok kecil.

Topik:

- a) Bahasa konstitusional: karena bahasa yang tidak mudah dipahami dalam pasal-pasal konstitusional, muncul suatu penafsiran. Bahas isu dan tantangan yang muncul dari penafsiran konstitusi ini dari segi hukum dan sosial. Ajukan solusi yang mungkin jika waktu diskusi mencukupi.
- b) Lembaga-lembaga pemerintah apa saja yang bertanggungjawab dalam mengakkan hukum - apakah mereka melaksanakan tugasnya, mengapa dan mengapa tidak? Bagaimana pemerintah memutuskan apa saja yang menghambat kebebasan beragama dan kapan agama harus dibatasi?

dilanjutkan ke halaman 5

Classroom Period 3 - Discussion, continued

- c) What role do we as educated people play in upholding and advancing the human right of religious freedom? What measures can be taken to advance more religious harmony and government accountability?
- d) Why is religious freedom important to begin with? What are the benefits to society?
- e) What are the forces acting today to restrict religious freedom – why do they exist?
- Ideas for further discussion outside of the classroom?

Divide students into small groups and ask them to select a topic to discuss. This topic could be something they feel was not fully addressed in the classroom or one that had a controversial element to it. Ask each student to write a 2 page reflection piece after the discussion noting new perspectives they have gained from the discussion process.

Pertemuan Kelas Periode 3 - Diskusi, continued

- c) Apa peran kita sebagai kaum intelektual dalam menjunjung dan memperjuangkan hak asasi kebebasan beragama? Langkah-langkah apa saja yang bisa dilakukan untuk memajukan keharmonisan agama dan tanggungjawab pemerintah?
- d) Mengapa kebebasan beragama itu penting? Apa keuntungannya bagi masyarakat?
- e) Kekuatan apa yang menghambat kebebasan beragama, mengapa kekuatan itu ada?

Apakah ada ide untuk membahas lebih lanjut masalah ini di luar kelas?

Bagilah siswa ke dalam kelompok-kelompok kecil dan minta pada mereka untuk memilih topik diskusi. Topik ini mungkin bisa sesuatu yang mereka rasakan belum dibahas secara tuntas di dalam kelas atau topik yang mempunyai unsur kontroversial. Minta pada setiap siswa untuk menulis catatan refleksi mereka sebanyak 2 halaman setelah diskusi dengan mengangkat perspektif-perspektif baru yang telah mereka dapatkan dari proses diskusi.

Supplemental Reading - DVD Part 2: Interfaith Dialogue/Freedom of Religion

Resources on Indonesia

- a) Paper delivered by Trisno Sutanto of MADIA entitled “Strengthening Pluralism” at Paramadina University Jakarta March 2009 – http://www.legacyintl.org/strengthening_pluralism.pdf
UNDERSCORE between strengthening and pluralism
- b) Paper delivered by Pradana Boy RTF of University Muhammadiyah Malang entitled “Universities as Tolerance Planting Fields” - http://legacyintl.org/universities_pluralism.pdf Underscore between universities and pluralism
- c) Wajah Keberagaman Kita Tahun 2008 - Laporan Khusus – Ketika Kekerasan Masih Jadi Panglima - http://www.crcs.ugm.ac.id/download/laporan_kehidupan_beragama_Indonesia_2008.pdf
- d) The Wahid Institute 2008 Annual Report – “Religious Pluralism in Indonesia” – Bahasa Indonesian version http://legacyintl.org/wahid_institute_indonesian.ppt , English version http://legacyintl.org/wahid_institute_english.pdf - Watch under-scores

Resource: Tips on hosting an Interfaith Dialogue Event

Download the Workbook “Encountering Other Faiths”

<http://www.interfaithcenterpa.org/documents/workbook.pdf>

Resources: US Constitution Separation of Church and State concept and reality

The materials below were adapted from a training guide prepared for the Public Broadcasting System by educational consultant Michele Israel.

- Church and State Separation: The Challenge and Debate

Introduction

The United States Constitution’s First Amendment prohibits the government from favoring a specific religion or passing legislation to establish an official, national religion. This clause is known as the separation of church and state. Because of the clause’s vague language, there is an interpretive element that has resulted in myriad legal battles. Some of the most recent center on issues such as abortion, school prayer, reciting the Pledge of Allegiance, same-sex marriage, and the right to die. These issues challenge the Supreme Court to make sometimes controversial decisions as it deciphers the clause in order to protect individuals’ right to freedom of religion.

Copy of the First Amendment
United States Constitution
Bill of Rights: Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Explanation: The First Amendment of the United States Constitution protects the right to freedom of religion and freedom of expression from government interference. Freedom of expression consists of the rights to freedom of speech, press, assembly and to petition the government for a redress of grievances, and the implied rights of association and belief. The Supreme Court interprets the extent of the protection afforded to these rights. The First Amendment has been interpreted by the Court as applying to the entire federal government (Executive, Judicial and Legislative branches) even though it is only expressly applicable to Congress. Furthermore, the Court has interpreted the due process clause of the Fourteenth Amendment as protecting the rights in the First Amendment from interference by state governments.

continued

Two clauses in the First Amendment guarantee freedom of religion. The establishment clause prohibits the government from passing legislation to establish an official religion or preferring one religion over another. It enforces the “separation of church and state. Some governmental activity related to religion has been declared constitutional by the Supreme Court. For example, providing bus transportation for parochial Catholic school students and the enforcement of “blue laws” is not prohibited. “Blue Laws” are laws related to hours of business operation on Sundays. Each State can determine if it wants to legislate when businesses and shops can open and close on Sundays. The free exercise clause prohibits the government, in most instances, from interfering with a person’s practice of their religion.

(Excerpted from: Cornell Law School: Legal Information Institute)

continued

First Amendment

History of Religious Liberty in America

http://www.fac.org/rel_liberty/history/overview.aspx

What do the words of the First Amendment mean?

<http://www.freedomforum.org/templates/document.asp?documentID=13588>

First Amendment Center

<http://www.fac.org/>

NOW with Bill Moyers: God and Government

<http://www.pbs.org/now/politics/churchandstate.html>

Religious Freedom Amendment

<http://religiousfreedom.house.gov/factsheet.htm>

Church and State Separation Issues

Hot Religious Topics

<http://www.religioustolerance.org/conflict.htm>

NOW with Bill Moyers: Faith Based Initiatives

<http://www.pbs.org/now/politics/churchandstate2.html>

Not first church and state dispute

http://www.usatoday.com/news/nation/2003-08-27-church-qna_x.htm

Religion in The Public Schools: A Joint Statement of Current Law

<http://archive.aclu.org/issues/religion/relig7.html>

First Amendment

Supreme Court Cases

Recently in the Courts

<http://members.tripod.com/~candst/rcntcass.htm>

Religious Freedom/Separation of Church and State

Quiz: What Do You Know About the Separation of State and Church?

<http://www.ffrf.org/quiz.html>

NOW with Bill Moyers: Freedom of Religion Quiz

<http://www.pbs.org/now/quiz/quiz2.html>

Classroom Period 4

DVD Part 3:

Women and their Role in Society - teachers can show this segment and invite discussion. Some questions that could be posed to stimulate thinking could include:

- a) Can anyone summarize the core issues the various women discussed in the video? Answers should include – representation in government, economic stability, protecting women against domestic violence and exploitation, and equal pay for equal work. While not discussed at length in this video, these are problems encountered by women around the world.
- b) Why is it important for women to have proper representation in government? Give Examples.
- c) What role can men play in helping reduce domestic violence against women?
- d) What ideas do you have to reduce the problems faced by Indonesian women working abroad?
- e) Why is being an informed person important? As people who have access to higher education what responsibility do we have to those not as well educated?

Pertemuan kelas periode 4

DVD Bagian 3:

Perempuan dan peranan mereka di masyarakat - guru bisa menayangkan segmen ini dan mengundang diskusi. Beberapa pertanyaan yang bisa memancing perdebatan antara lain:

- a) Apakah ada yang bisa merangkum isu utama yang dibahas para perempuan dalam tayangan video itu? Jawabannya bisa mencakup - perwakilan dalam pemerintahan, stabilitas ekonomi, perlindungan atas perempuan terhadap kekerasan dan eksploitasi dalam rumah tangga, dan gaji yang setara untuk pekerjaan yang sama. Meskipun tidak dibahas secara panjang lebar dalam video, ini adalah masalah yang dihadapi perempuan di seluruh dunia.
- b) Mengapa penting bagi perempuan untuk bisa terwakili secara memadai dalam pemerintahan? Berikan contoh.
- c) Peran apa yang bisa dimainkan laki-laki dalam mengurangi kekerasan terhadap perempuan dalam rumah tangga?
- d) Ide-ide apa yang anda miliki untuk mengurangi masalah yang dihadapi perempuan Indonesia yang bekerja di luar negeri?
- e) Mengapa penting menjadi orang yang banyak mengetahui? Sebagai orang yang mempunyai akses terhadap pendidikan tinggi tanggungjawab apa yang kita miliki terhadap mereka yang kurang berpendidikan?

Supplemental Reading

DVD Part 3: Women and their Role in Society

Resources for domestic violence or immigrant workers in Indonesia:

www.komnasperempuan.or.id

www.perempuanberdaya.com

www.lbh-apik.or.id

www.jurnalperempuan.com

Resources on women in Indonesian election process

<http://www.awid.org/eng/Issues-and-Analysis/Issues-and-Analysis/Indonesia-s-Parliamentary-Election-2009-Are-Women-Invited>

<http://www.adnkronos.com/AKI/English/Politics/?id=3.0.3263393681>

Resources on gender roles and attitudes in USA

<http://www.washingtonpost.com/wp-srv/national/longterm/gender/gender22a.htm>

Resources in the gender pay gap

http://en.wikipedia.org/wiki/Equal_pay_for_women

Notes:

This program is directed by Legacy International, Virginia USA and Center for Civic Education Indonesian[C1], Jakarta The Bureau of Educational and Cultural Affairs of the United States Department of State under the authority of the Fulbright-Hays Act of 1961, as amended, assist these activities financially

Kegiatan ini diselenggarakan oleh Legacy International, Virginia USA dan Center for Civic Education Indonesia dan[C2] didanai oleh Biro Urusan Pendidikan dan Kebudayaan Department [C3] Luar Negeri Amerika Serikat di bawah wewenang Akta Fulbright-Hays tahun 1961 yang disesuaikan.

