



Analysis Dehumanization's Paulo Freire Theory for Christian Education at Destructive Era

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Abstract. Paulo Freire is one of the Brazil's icons that have a role about marginal education. According to him dehumanize not only them who has been taken their humanity but also the taken its one of pure disorder to be a true human. Even though dehumanize is the concrete history fact, not only receiving faith but the unfairness regulation that makes humanization, then followed by dehumanize of marginal. For it the marginal cannot turn back to occupied, but to healing both humanity. Main focus of writer research is disability that has been ignoring by society. The people who hasn't get their right as the citizen or the color of church then by Dehumanization theory disability can give effort to freedom not only receiving (bank style education) everything that given based on negative stigma of society but still develop themselves at this destructive era. The writer purpose is to develop humanization theory Paulo Freire for disability that useful for Christian education. The research will be *library research* by qualitative analysis from Paulo Freire books and also disability. From Freire dehumanization, disability can be a critical person not continuously suppressed by sovereign.

Keywords: *dehumanization, Paulo Freire, disability, Christian Education.*

1. Introduction

One of the common issues that happen in Disruptive era is human doesn't care about humanity anymore, why? We can see that others right abandon, money is everything and makes money can buy people. Vacancy only for "perfect" physically person and the rest of them cannot develop themselves based on their own potential, bullying abandon human and other not consider themselves as the bully victim. The writer focus is disability issue. Today the government already consider about the government employee (PNS) change for disability. If we compare with the current year disabilities are only a beggar of others mercy, why? Because the special need schools (SLB) for example only develop the skill education of disabilities not related with cognitive.

In this destructive era as human being we are needs to prepare to stay exist or not extinct related with the competitive that makes human suffer. The question is how the disabilities can develop the ability of themselves if they have a few change or never.

If we are seen the destructive era condition tries to think for a while. Who wants to be disabilities? If this question gives to everyone, no one wants to be disabilities, indeed. Writer ever has a visit to disabilities foundation YAKKUM (Yayasan Kristen Untuk Kesehatan Umum) Yogyakarta and Panti Asih cognitive/mentally disability. Writer learns a lot from disability person. Even at this condition they are doesn't want become pitiful person. They are trying by themselves, they try to learn. While we are arrived at YAKKUM we are asked to consider ourselves as the disability person. What we are feeling? What we are worried about? How we can live? When writer muse about these questions then writer realized everyone has a posttensions to be disability. Because of traffic light, nature disaster that cause handicap or stroke.

At social context writer sees that disability person doesn't treat as they are supposed to be. For example at public school there are regulation related physically also treat evenly? Writer has a nephew that has been rejected by the school because of the eyes disorder cause of he moves to government's special needs school (SLB). At the SLB only teach skill, then how about the adventive ability if they has on it? Writer saw disability cannot access better education refer to few access for disability. Society construction also put negative stigma to disability. They called "Handicap" to them and make them known as the handicap. Their existence as blind, deaf, dumb becomes stuck to them because of the society stigma.

Nancy L. Eiesland said that "the arguing about disability language, disability person reject social identity stigma that force to them an identity them. Even though different individual can refer themselves with many word, this

period that can be acceptable by disability is “disability” itself. This usage highlight the faith that disability only one of many characters not identical or as wide as the person itself.¹ This is show that society need to comprehend of disability is the human characteristic and something that cannot leave.

Even at church there is a negative perspective. If we are have a question about disability the answer will be disability is as the punishment; one of the faith temptation for the parent that given to child (legacy sin); disability is the God’s work; or disability is the curse of all mentioned before.² These things are still hold on by church also there is non-facilities that support disabilities. The late aunt of writer as blind and always go to church together, but during last supper ceremony the priest will come to home. Seems strange why every Sunday go to church but during last supper ceremony must be held in home? Is the last supper ceremony only valid to the physically perfect but for disability cannot be joining? Seem like still have some limitation at church as the community. If the church as the community means whoever they are has a right to join the last supper ceremony. The church itself did like that then how about social life? Then the church needs to reshuffle traditional thought and negative perspective for disability.

Refers to what the society has done to disability, none and disability society need to be critical and make up their mind related with incorrect taught about disability. The disabilities are not a weak person because also has strangeness as the non-disability. Do not make the disability drown by the society stigma and consider them as nothing. Disability must be act critical and can move on from society negative stigma.

Non disability society must reset their negative mind set related with disability, not only for non-disability but also for disability, why? Because also as the action ton makes the disability realized that they are able and has a potential, means the mindset of the student need to be change especially for disability currently fill in the empty glass without seek the disability potential. Paulu Freire issuing about liberation Theology is the education sample that ignore the student’s potential is incorrect because put the student as the object. Opposely education should see the disability as the growth potential and unique personality.

According Freire, the main goal of education is wide open the student to realized their occupied and react to social transform. The activity to realize the student comprehends that occupied as the consistency. Consistency is the consciousness understanding that happen on student. Furthermore Daniel Schipani explains the consistency of the Freire comprehends are:

“ . . . denotes an integrated process of liberative learning and teaching as well as personal and societal transformation. Conscientization thus names the process of emerging critical consciousness whereby people become aware of the historical forces that shape their lives as well as their potential for freedom and creativity; the term also connotes the actual movement toward liberation and human emergence in persons, communities, and societies.”³

Consistencies propose to “reveal” what Freire called as the “silence culture” ”.⁴ Silence at his context not a protest of injustice. Not a strategy to prevent the government intervention from outside but the silence happen because of dumb not silence or become silence. That’s why Fraire said able to realized this live include realized that silence for it language is a must. Able the language means have a critical consciousness to reveal the reality. Needs critical act from the disability to relish them from society stigma, that disability doesn’t have potential to relish them from social stigma.

In this paper writer explain about Freire theory critical act and also disability analyze. Writer issued the correlation among the themes. Then writer see the influence of second theme with the Christian education.

¹ Nancy Eisland, *The Disabled God – Toward a Liberatory Theology Of Disability*, (Nashville: Abingdon Press, 1994), p. 27

² A. Arumai, “The Church and the Otherwise-abled: A Historical Overview”, dalam *Embracing The Inclusive Community: A Disability Perspective*, Ed. A. Wati Longchar, (Bongalore: BTESSC/SAHRI, NCCI & SCEPTRE), P.17 mengutip Harriet Mowat, *Practical Theology and Qualitative Research*, (London: SCM Pres, 2006), p.23-25

³Daniel Schipani, “Liberation Theology and Religious Education” dalam *Theologies of Religious Education* (ed. Randolph Crumph Miller; Birmingham: Religious Education, 1996). p 307-308.

⁴ Aloys Maryoto. *Pendidikan Sebagai Proses Penyadaran Menurut Paulo Freire dalam Fenomena*. (Edisi 2/Th.V/1994). p. 18.

2. An analyze marginal (Disability)

“Disability” from English means handicap. This word refers to the handicap person and the called “Disability” but the disability it self adopt from PWD (Persons with Disabilities or People with Disabilities) then translate in Bahasa as “disabilities.” The meaning of this word has appointing that this person has disability in certain thing and as it seen no to be force to do what they cannot do.⁵

The addressing has a big impact someone act to the receiver, for example “handicap” absolutely has a bad impress to the disability. The impact that causes for non-disability to the disability will be different. Overprotective comes from family until discrimination that happen to disability because of uneven right.

Disability approaches and perspective. :⁶

Moral approach, understand that disability as the “handicap” or “broken” because of sin or moral mistaken, faith failed, crime or faith temptation. Commonly people correlate between sin and suffer.

Medical approach, usually used by the nurse, medical representative and medical job. Medical approach consider disability is a medical problem “handicap or body system disorder that basically abnormal or pathologies” then needs correction to work as it supposed to be. In other word the disabilities must adjust themself with normal word.

Social approach, explain that disability as “The social construction: many problems happen because of the failure environments to accommodate disability to effort their equally, evenly, unfairness, bully, skeptical and rejection as the minority. The impairment as the arguing not has to ignore the disability. At this case the disability cannot fully have a role and participated in society. The social approach has a facilities and infrastructures that disability needs to be participated in society.

Solidarity approach united the disability with normal person, breakthrough the differences between “we-they” and “normal-abnormal” the concrete form of solidarity is the hospitality or friendship, without autonomy condition and independence at the social model. Well matched with the mental disability and cognitive or serious physically disability that cannot be independence.

Refers that the society thought about disability there are two regulation that given by government. First Indonesian government as the member of the nation with UN assigned the *Convention on the Rights of Persons with Disabilities*, on 30 March 2007. By assigning this will change the government and society thought about disability, give the knowledge to society that disability has a right to be protected and have the even right with normal person by the main concept of human right, among that: pride, evenness and free to determined, based on their condition makes government have to take an proactive action to avoid the trouble of attitude, environment, physically environment and communication that prevent the disability to fully participated in society.⁷

This Law rules by government make the society stigma about disability change. This Law show that disability has the even right with the normal person, but the fact is oppositely with the law for example that special need school (SLB) that build by government for disability but there is none socialization for disability by government, then makes the disability family consider seems like isolated and not send their children to school, why? Because the society stigma is consider disability as the disease. Family thought it’s useless to send them to school. The disability has the even right with others only their physically are limited and this differences should not cause prevention to earn even right with other such as education.

⁵ Tabita K. Christiani, “Berteologi Disabilitas di Gereja-gereja Indonesia”, dalam *Teologi Disabilitas Buletin LPPS Sinode: Sarana Komunikasi dan Informasi pembinaan dan Pengedaran Warga Gereja Sinode GKJ & GKI Jateng* SW, no.37, Desember 2014, h. 2-3

⁶ Tabita K. Christiani, “Berteologi Disabilitas di Gereja-gereja Indonesia”, h.3-5

⁷ Majelis Umum Perserikatan Bangsa-Bangsa., *Konvensi Hak Penyandang Cacat dan Protokol Opsional Terhadap Konvensi*, 13 Desember 2006.

What the church can do today? ⁸

To all church member

- Reading bible from disability perspective
- Receive and evolve disability at church event
- Makes all member aware (children-adult) to be care, love and respect as the unity of God
- Reminder the member to care about disability at the work job, based on bible and law
- Assist parent with disability children to receive, loved and raise their children without being ashamed.
- Reminder the church member to involve to change the society perspective about disability
- Other religion effort the disability's right

The reality of church' perspectives about disability are still close pensive as the writer was explaining earlier these things also happen at my own church. Writer consider the reason why the church member still have a negative perspective for disability because Bible said God created human and said "very well" (cf. Gen.1:31) so common people still consider disability is not good. Need further comprehension for bible text that still contra with disability.

Then why in reality imperfection always connected with physically disorder, is everybody has their own weakness and strangeness? The imperfection itself related with their attitude and morality not somebody's physically.

For disability:

- Medical approach, social and solidarity for disability
- Have a detail data of disability member of church
- Prepare the facility and access nearby church for disability
- Catechization for disability need certain access or facility
- Involve disability in community, testify and service

The negative construction of disability in society makes discriminative. At church about theology comprehend for common people, education, facility usage, uncertain law from government. At the law it include the protection for disability but the fact are different.

3. An Analysis of Paulo Freire Critical

3.1 Dehumanism

Humanism issue brings our consideration for admitting dehumanisation. Dehumanisation not only robs the humanism but pure disorder to be the tru human being. Dehumanisation is the concreat fact not only fully faith, but is the result of one unfair construction cause of dehumanisation, then start the dehumanisation for marginal. That's why the marginal cannot return to occupied but heal both of humanism.⁹

⁸ Tabita K. Christiani, "Berteologi Disabilitas di Gereja-gereja Indonesia, h. 9-10

⁹ Paulo Freire, *Pendidikan Kaum Tertindas*, (Jakarta: Pustaka LP3ES Indonesia, 2008), h. 11-12

Marginal education, as the education of humanis and freedom consist of two steps. First, the marginal' open wide of the occupied world, by praxis world to make a change. Second, where occupied reality has change, education not only for marginal but become education to all of human in timeless freedom process.¹⁰

“Bank style” education concept, where the student activities are only limited to receiveing, take notes and keeing. They are has a change to goods collect or keeper, so lack of creation or revision of the student.¹¹ The teacher’s roles are “entrance” students. To set the spontaneous process “fill” the student by keep the information that might be they are consider as the real knowledge. Because human “accept’ world passively, then education will make them more passive, make them well match with the world.

Since the bank style education is oppositly from incorrect understanding about human as the object, then they will not able to develop what Fromm said in *The Heart of Man* as *biofili*, but oppositly develop *nekrofil*. Bank style education that serve for occupied’s advantages also necrofilis. Based on mechenistis, static, naturalistis and grouping consiousness, he makes studens as the object that should be receiver. He always tried to control mind and act, and directing human to adjustable themselves to the worl and prefont their creative ability.¹²

Face-problem education method not always makes the teacher-student dicotomy always well “absorb”, either when he prepare the teaching material and while with student. The teacher’s role face-problem, together with the student is creating, a condition where is knowledge at the spell level (*doxa*) cahanges by the true education at the education level (*logos*).¹³

In education face-problem, human develom their ability to comprehend critically the way they are exist, from and to where also find themself, they will see the word not as the static reality but the static process in changes. How come disability can develop themself in this destructive era id the opportunity only a few. In this destructive era many changes happen then people need to learn forward to develop themself.

In wordweare find two dimension, reflection and action, in one basic interaction then if one of it been sacrifice even only a few then instanly will get lost. There are none the true word that practic at the same time. For it saying the true word is change the world.¹⁴

If saying the word itself human can change the world by named it, the dialogue define them as the tool where someone earns the meaning as human being? Dialogue is essencial needs because dialogue the pople meeting named the world on behalf other.¹⁵

Dialogue also can not be happen without hope, hope is the rood of human imperfection and continously with other seek the dialogis education, there is teacher-student from face-problem model, the education content not force or present-pieces of information that carft into student-but the “re-serve” to student about thing that they wanted more, arrangely, systematic and develop.

Human activity in act and reflection: praxis; the change of word. As praxis need theory to enlighten. Human activity is theory and prtice; that is act and reflection.¹⁶

Freire juga menjelaskan Teori– teori tindakan yang antidialogis dan dialogis. Namun penulis hanya memakai teori yang diaolgis dari pemikiran Freire. Karena menurut penulis hal ini akan berkaitan untuk menghubungkan antara sikap Kritis Freire dengan penyandang disabilitas.¹⁷Freire also explain dialogic and anti-

¹⁰ Paulo Freire, *Pendidikan Kaum Tertindas*,h. 27-28

¹¹ Paulo Freire, *Pendidikan Kaum Tertindas*,h.52

¹² Paulo Freire, *Pendidikan Kaum Tertindas*,h.60-61

¹³ Paulo Freire, *Pendidikan Kaum Tertindas*,h..65-66

¹⁴ Paulo Freire, *Pendidikan Kaum Tertindas*,h. 75

¹⁵ Paulo Freire, *Pendidikan Kaum Tertindas*,h.77

¹⁶ Paulo Freire, *Pendidikan Kaum Tertindas*,h. 75

¹⁷ Paulo Freire, *Pendidikan Kaum Tertindas*,h. 189-214

dialogic act theory, but writer only use the dialogic of Freire because this disability issue will connected with Freire critical.¹⁸

3.2. Teamwork

In dialogic theory all related person together in teamwork to change the world. Teamwork is the dialogic act types that happen among them (with various level and responsibility) only happen with communication. Dialogue as the essential communication must be basic of every teamwork.

3.3. Unity and Freedom

In dialogic theory the leader must give himself as the endless effort to the minor community and the unity of weaknesses to aim the freedom.

3.4. Organization

Organization not only related with unity but also the normal develop of unity itself. That's why the leader effort in united also the effort to reorganize society that demand truth testify that freedom is our responsibility. Essential item of testify similar along the history include consistency of word and act, will that push the testify to face the life as the risk, radicalization (not sectarianism) that guidance the testify or receiver to act more; courage to love (not to accommodate unfair word at all, but to change the word by the loosen free) also faith of society, because for them he testify has made-even testify for society due dialectic relationship with the elit also impact the last part (the response of testify based on their habit)

3.5. Cintes culture

Cintes culture is one of act to face the culture itself as the guide of the structures that built themself, to achieve the critical consciousness about the truth .That is important to be "owner of our creation" that creation "part of human personality" and "human cannot sell themself or other" means must be step forward from the mortal solving. Makes the true change of reality by humanity the reality means will humanity human.

This Freire thought if connected with Indonesian context, do the curriculum that tried to active student learning. Writer see waht has been in curriculum in Indonesia will return to "bank style" keeping of knowledge. What student learns there is none correlation with student live. Educational in church also has as similar way, only focus on church doctrine.

4. Correlation disability with Paulo Freire thought

Based on Freire thought about marginal education the there are several center of freedom education concepts, there are: 1) humanization, 2) problem-posing education, 3) consistency and 4) Dialogue. Central issue of human is humanization. Humanization is one of effortful thing, history shows humanization from dehumanization is the real alternative. Humanization is the pure human due of it humanization needs to be effort. Humanization ignore by robbing right and obligation, bully which is the disorder of pure human to make the true human, but that humanization also admit and support by the aim of marginal to earn free and justice.¹⁹

What is humanization in social disability is as the second class if compare with others. How the school can build the pluralism among other if the children not teach together with disability student at Public School. In Freire explanation between teacher and student must be same as the subject also need the critical from disability of discrimination reality that happen on them by develop the critical consciousness from transform unfair social structure. Disability must be convincing that they determine their own life, has a right for justice and against discrimination. Our educations supposed to support them not serve power advantage and dominant society.

If want to make realization free in education then supposed to be the main condition transformative teacher must be a revolutionary teacher or leader that able to make co-intentional education, teacher and student (people and

¹⁸ Paulo Freire, Pendidikan Kaum Tertindas, h. 189-214

¹⁹ Paulo Freire, Pendidikan Kaum Tertindas, hlm.11

leader) together watch the reality because both not only subject in task to reveal reality but critically known that have to recreate education. When they already have this knowledge about this reality and activity then automatically they will realized themselves as the constant creator. By this way the marginal will achieve their hope, not the temporary joined but sincere involve.²⁰

How can be freedom happen if teacher rejected and suggest disability student to learn at the special needs school (SLB). Tabita Christiani said the SLB mostly only appointing the simple skill as the live basic in order to have more skill not develop them.²¹ Then if there is disability with cognitive ability it will be useless. Seems like the educational system at this country not yet totally because still have a limitation for disability to learn at the public school.

Freire focus on marginal and disability include it, disability cannot enjoy even education because disability education is different with normal person, and with assumed disability is handicap that cannot compete with normal. Is it the public school job to give even education either disability or not. Why the public school not develop the disability ability but marginal them. Everyone does have the even education but the fact the segregation is always happening in education. If someone rich and perfect they are has a right to earn good education. Then how about disability children? Is this discrimination?

Need critical thought for disability. Disability society changes their mind that disability is God faith. Social reality critical makes disability can humanity others. Freire said about humanity. Change perspective is our job related with disability issue. These aren't easy need regulation that tent to disability.

To give limitation of humanistic education Freire give definition conclude the humanist education, they are: 1. Clear and straight education that free, the act that utilizing marginal society to transformative and critic paradigm in order of human right. 2. Education always as the guidance in every step of lives in a culture and condition. From this definition Freire focus in condition and culture of society. 3. Emancipatory education not only running the role as the process to distract the education, or only process to gather the data and information at banking, but also make student as "subject" and live actively feel the problem and involve in live means know about analysis and critic about society construction made or being made by environment.²²

By the correlation of Fraire of disability and writer sees there is a connection between these themes. Disability is issuing about humanism. How to setfree human from marginalization?. Besides bank education system that still given to disability. Disabilities only learn about skill. Then how to humanization other, develop themself in destructive era due the education that has been earn cannot develop the disability in SLB only receive what given by teacher. They don't have a change to develop themself so they are not able to have creation of the student. As we can see many of disability become a beggar because government not develop curriculum based on each type of disability. For it need the Christian education.

5. The correlation of Paulo Freire Critical Thought and Disability by Christian Education

Discrimination that still happen in society then need critical act from disability and non-disability. By Fraire critical then can show the faith of human, everyone has a right to think and speak. If those thing happen then human will grow imaginative and creative to speak their mind, everyone has a potential of themself to develop themself and other. Fraire critical has an impact of Christian education to help disability in given their mind and this is our responsibility.

Correlation in this is to give meaning as the consciousness:

1. Education is the approach and thought that start from assumed that education is the pree occupied process. Education rejected hegemony that ignore others community. Fraire education is conscious critical process, class, gender and others.

²⁰ Paulo Freire, *Pedagogy of the Oppressed*, (New York : Continuum, 2000), h.68

²¹ Tabita K. Christiani, "Berteologi Disabilitas di Gereja-gereja Indonesia", h. 8

²² Moh. Yamin, *Menggugat Pendidikan Indonesia: Belajar dari Paulo Freire dan Kihajar Dewantara*, (Jogjakarta: Ar-ruz Media, 2009), hlm.145.

2. Education is freedom of close pensive from pessimism to optimism and reveal unfair social.

3. Education builds democratic life. Free to speak and think is the human right that given change to be an imaginative and creative do not covered by advantage of certain community. Freire said “we have to respect sistacsis and cematic of student language.”²³ Because “concretization” is education oriented, and will deliver their future as an active and creative student. If this model can be built in cultural and social reality, teacher and student will easily make a way to deliver democratic way, its humanist. Even if finally human can figure out their consciousness as the potential creature human will have their freedom. The freedom to relish from foolish as the human being.

Based on Fraire thought then church consider electivity that can be done in class between student and teacher. Church become a place where society thought about disability renews and makes disability feel comfort at church. Then church should renovation the building to disability friendly. Church presence without distinguish disability and non-disability; every servant should be prepare with the knowledge and ability of disability types. This is important refers every disability has different needs, by have a special training to them disability can consider that church care about them.

Freire thought can be the precious contribution to consider. The church will be fail if the Christian foundation not involve in real participated of Indonesian Christian in this world. To describe what was happen also might be happen then writer use the thought of Eka Darmaputera:

Paralyzed related with all of our presence among society. If the presence unbearable and our voice cannot be heard or our presence can be feel but ignore by other, or our voice can be heard but others consider doesn't need to hear it. Our presence will be underestimated and bully. We will abandon like a stray dog²⁴

Conclusion

This Paulo Freire critical act has contribution for disability. Freire explain a lot about humanism in disability context. Social environment still have discrimination for disability especially at disruptive era with significant changes. If the disability cannot develop them then will be always discriminated but society and automatically don't have an even opportunity like others. Based on this Fraire thought the church need to takes some action for disability. The main issue that makes differences in social life is the society thought it, due what social environment said it the truth. The effect is discriminative by social environment makes disability drown and doesn't want to develop themself based on negative society stigma.

Response of this issue the Christian education is needed to makes society realized what we will do to disability. Society also needs to be renewing about society stigma that can cause discriminative.

Consciousness of this cam makes society can be more generous to treat disability as others. Fraire thought become the contribution for disability to develop them in the future. This thing can be happen by Christian Education.

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²⁴ *Mengevaluasi Kehadiran Gereja di Tengah-tengah Tuntutan Reformasi*” dalam *Gereja dan Reformasi: Pembaruan Gereja Menuju Indonesia Baru* (ed. Victor Silaen; Jakarta: Yakoma PGI, 1999), h. 6

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