

# Implementation of Cooperative Learning Model to Improve Understanding of Human Rights in Civic Education for Elementary School Students

Dita Mutiara Azzahra<sup>1</sup>

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## Corresponding Author

Dita Mutiara Azzahra, Education Teacher School Base, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: [mutiaradita94@gmail.com](mailto:mutiaradita94@gmail.com)

## Abstract

The application of cooperative learning models in civic education has significant potential to improve students' understanding of Human Rights. This study aims to analyze the effectiveness and improve the understanding of Human Rights in Civic Education in elementary school students by implementing cooperative learning models. The method used in this study is the Systematic method. Literature Review (SLR), where the author collects, identifies, reviews, evaluates, and interprets all available data with the appropriate topic. The results of the study indicate that the cooperative learning model is very effective in improving the understanding of Human Rights in Civic Education in elementary school students. Because with this cooperative learning model invites students to be active and has a positive impact not only on the understanding of human rights but also on the development of student character.

**Keyword:** Cooperative Learning Model, Human Rights, Citizenship Education in Elementary Schools.

## 1. INTRODUCTION

According to Azra (2000), Civic Education is an education that has a broader scope than democracy education and Human Rights education. Meanwhile, Zamroni (2001) argues that Civic Education is a democracy education that aims to prepare citizens to think critically and act democratically, through activities to instill awareness in the new generation that democracy is a form of community life that best guarantees the rights of citizens. Another definition is defined by Merphin Panjaitan (2006), that Civic Education is a democratic education that aims to educate the young generation to become democratic and participatory citizens through diagonal education. Meanwhile, Mulyana (2005) defines Civic Education as an effort to form good character and citizenship competencies, so that individuals can play an active role in democratic life. So, Civic Education (civic education) is an educational program that includes discussions on national issues, citizenship in relation to the state, democracy, human rights and civil society. Society which in its implementation applies the principles of democratic and humanist education. In the era of globalization, education plays an important role in preparing quality human resources. Education should be managed well. This can be achieved if students can complete their education on time with good learning outcomes. A person's learning outcomes are determined by various factors that influence them. One of the factors outside the student is a professional teacher who is able to manage learning with the right model and method, which makes it easy for students to learn the subject matter, thus producing better learning.

The term learning model according to Joyce & Weil (1980) is used to indicate a complete conceptual figure of teaching and learning activities that are scientifically acceptable and operationally feasible. Specifically, the term model is interpreted as a conceptual framework used as a guideline in carrying out an activity. Toeti Soekamto and Udin Saripudin Winataputra (1997) define a learning model as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives and serves as a guideline for learning designers and teachers in planning and implementing teaching and learning activities. Thus, teaching and learning activities are truly purposeful activities that are systematically arranged. From these opinions, the learning model can be defined as a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals. According to Slavin (2007), cooperative learning encourages students to interact

actively and positively in groups. This allows the exchange of ideas and examination of their own ideas in a non-threatening atmosphere, in accordance with the philosophy of constructivism. Thus, education should be able to condition and provide encouragement to optimize and awaken students' potential, foster activity and creativity, so that it will guarantee the dynamics in the learning process. Cooperative learning is a learning activity that uses a group learning pattern for students to establish cooperation and interdependence in the structure of tasks, goals, and rewards (Muslimin Ibrahim, 2000:3). Cooperative learning is different from other learning strategies. The difference can be seen from the learning process which emphasizes more on the process of cooperation in groups. The goal to be achieved is not only academic ability in the sense of mastering the subject matter, but also the element of cooperation to master the material. The existence of this cooperation is the characteristic of cooperative learning. learning .

The cooperative learning model was developed to achieve at least three important learning objectives, namely academic learning outcomes, acceptance of diversity and development of social skills. Human rights are basic human rights, which exist and are a gift from God Almighty, human rights are natural rights therefore human rights cannot be revoked by other human beings as fellow living beings. Human rights are believed to have universal values. Universal values mean that they do not recognize the boundaries of space and time. The values of human rights are freedom, equality, autonomy and security. More than that, the core value of human rights is human dignity. Human Rights according to Article 1 of Law No. 39 of 1999 concerning Human Rights and Article 1 of Law No. 26 of 2000 concerning Human Rights Courts: Human Rights are a set of rights inherent in the nature and existence of God's creatures and are His gifts that must be respected, upheld and protected by the state, law, government, and every person for the honor and protection of human dignity. Cooperative learning has a strong connection with human rights (HAM) because it emphasizes active student participation, which is one of the fundamental principles of human rights. This learning model encourages communication and collaboration between students and teachers, thus creating an inclusive and democratic atmosphere. In addition, cooperative learning plays a role in helping students hone their critical and analytical thinking skills, which in turn increases their awareness of rights and social responsibilities. Thus, cooperative learning not only contributes to academic achievement but also strengthens human rights values in the educational context. Civic education at the elementary level is very important to equip students with an understanding of human rights. However, many students still do not understand this concept. Therefore, this study implements a cooperative learning model to improve this understanding.

## 2. RESEARCH METHODOLOGY

Overall, this study uses the Systematic method Literature Review (SLR). The SLR method aims to identify, review, evaluate, and interpret all existing research in the topic area of interest, with specific relevant research questions. This study applies a method using secondary data, namely data that already exists and is collected and published by other parties, such as reports, books, scientific articles, or databases. In literature searches, researchers conduct searches, collect, and analyze information from various sources such as libraries, digital archives, scientific journals, and other publications.

## 3. RESULT AND DISCUSSION

Based on the results of keyword searches, reference collection, and compiling reviews of each published reference, the conclusions presented in Table 1 below were obtained.

**Table 1. Review Documents**

Writer	Title	Research methods	Findings
Muksin Makbul (2019).	Implementation of Cooperative Learning Model Efforts to Improve Cases of Human Rights Violations in the	Classroom Action Research (CAR) Method.	The journal entitled Application of Cooperative Learning Model Efforts to Improve Cases of Human Rights Violations in the Perspective of Pancasila discusses research that aims to

	Pancasila Perspective.		<p>use a cooperative learning model to improve students' understanding of the material on cases of human rights violations in the perspective of Pancasila.</p> <p>The research method used is Classroom Action which was carried out in the 2019/2020 academic year where this study used three cycles using a sample of 25 students. The research data were obtained through tests, observations and interviews. Student understanding can be seen in cycle I, the student's score reached an average score of 60.88. In cycle II the student's score reached an average score of 75.96. And in cycle III the student's score reached an average score of 82.60. Based on these results, it can be concluded that the application of the cooperative learning model to the material on cases of human rights violations from the perspective of Pancasila is effective in improving student understanding.</p>
Raham Dul , Umar Syahwani , and Usman Andi (2015).	Jigsaw Type Cooperative Learning Model for Learning Acquisition of Human Rights Concept.	Qualitative Descriptive.	<p>The findings in this journal indicate that this study aims to determine the application of the jigsaw type cooperative learning model in civics learning for the acquisition of human rights concept learning. This study is a qualitative descriptive study. The subjects of this study are students and teachers. Data collection techniques in this study used observation, interviews and documentation studies. Data analysis in this study used qualitative data analysis procedures, namely data reduction, data presentation and conclusion/verification. The results of this study indicate an increase in student learning outcomes and have been implemented well, so this study</p>

			recommends that teachers can use this jigsaw type cooperative learning model according to the learning material so that the learning process is more meaningful for both teachers and students.
Surajiyo (2023).	The Role of Civic Education as a Pillar of Human Rights Education.	This research uses a type of literature review method that is related to the problems that have been researched.	<p>In this journal discusses about Human Rights in essence are rights owned by humans since birth which are gifts from God Almighty. These rights are inherent in humans by nature and are not given by others, therefore these rights are natural human rights and are moral in nature, so the nature of humans is the basic source of understanding and explanation of human rights.</p> <p>In principle, with the 1945 Constitution, Indonesia has implemented what is stated by the UDHR which is the moral obligation of the Indonesian nation and state as a member of the UN. As a democratic country, Indonesia must uphold human rights. This is because human rights are the core of the principles of democracy.</p> <p>So, human rights must be trained in schools to every student. By using this method, everyone can know well what their rights and obligations are. Civic education can be a vehicle to achieve this goal, because it is one of the</p> <p>learning that talks about human rights and is studied from Elementary School to College.</p>
The Nature of Syamsul (2019)	the Role Type Cooperative Learning Model Playing to Increase Students' Interest in Learning Civics Subjects for Grade V of SD Inpres Karunrung Makassar,	The method used in this research is the Descriptive Qualitative Approach.	The findings in this journal are the application of the Role-Playing type cooperative learning model. Playing can increase students' interest in learning Civics subjects in grade V of SD Inpres Karunrung, Rappocini District, Makassar

	Makassar City.		<p>City. In the teaching activities of teachers and learning activities of students increased. In cycle 1, meeting 1, the teaching activities of teachers were in the less category, meeting 2 increased, namely in the sufficient category, and in cycle II, meeting I received the sufficient category and in meeting II increased by obtaining the Good category. Likewise, student learning activities in cycle 1, meetings 1 and 2 were in the less category, in cycle 1 it had not increased because students had not maximized their role in playing a given role. increased in cycle 2, meeting I was in the sufficient category and increased in meeting 2 in the good category because students had understood and played their roles optimally. The conclusion of this study is that with the teaching activities of teachers and learning activities of students in Civics learning by implementing the cooperative learning model type Role Playing can increase the interest in learning civics for students in grade V of SD Inpres Karunrung, Rappocini District, Makassar City. Role Play Disadvantages Playing means that students can be disappointed if their role is not in accordance with their wishes.</p>
Sholeh, Abdul Rozaq (2020)	The Role of Teachers in Upholding Human Rights Values in Students	This study uses a qualitative descriptive method.	<p>The findings in this journal are to determine the implementation and role of teachers in enforcing human rights (HAM) on elementary school students in Tamansari. The method used in this study is a qualitative descriptive method, namely data reduction, data presentation, and drawing conclusions which are carried out in elementary school class IV where Researchers collect data through observation,</p>

			<p>interviews and documents. The results of the study are that the role of teachers is very important in addition to the role of the parents of the students themselves. Teachers have implemented the implementation of human rights values in students in learning well, teachers have provided students with good education, attention to students, facilitate learning, and care. And the role of teachers in enforcing human rights in students is to participate in learning, because learning can include human rights values, especially in civic education learning which is expected that students can apply Pancasila values in life. Teachers must also have a dynamic nature and quickly follow the development of the times so that students become good human beings. and smart citizenship .</p>
Nafisa Divaliya , Dewi Dinie A, and Ardiansyah Muhammad Irfan (2024).	The Role of Civic Education in Human Rights Violations Implications of the Loss of Pancasila Values.	Qualitative.	<p>Civic Education is a process in education that aims to shape and build the character of the nation's children in order to create the next generation of the nation that is useful for the country and the wider community, building a moral character in order to realize a prosperous country that fulfills its rights and obligations. This article explores the essential role of Civic Education in preventing violations of Human Rights (HAM) and the negative impacts that arise on the sustainability of Pancasila values. The purpose of this article is to determine the important role of Civic Education as a character builder of the nation's children. This study uses a qualitative method, a qualitative method is a research method used to</p>



			understand, explain, and describe a phenomenon in a deeper context. This method links descriptive data collection with analyzing existing journals using the journal literature study method. The results obtained are that Civic Education has a very important role in forming a character that has morals and instills Pancasila values so that cases of violations of Human Rights (HAM) can be reduced, and it is hoped that it can provide a view of Civic Education which can be the vanguard to prevent violations of Human Rights (HAM) and can strengthen the principles of Pancasila values in forming the character of the nation's generation.
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*Source: Document Review By Author*

Human Rights in Elementary School education is a way to introduce children to non-discrimination practices from an early age. There are several cases of international women's and children's rights. It is hoped that with the implementation of Human Rights education, children will have an understanding of how children appreciate equality without discriminating, both parties, on the basis of religion, race, ethnicity, tribe, skin color, social status. Human Rights Education is a way to introduce the concept of Human Rights from an early age to children. Building ethics in the younger generation is very important. With early Human Rights education, it is expected to have a character that is normative and ethical in accordance with human rights. Studying Human Rights education in the world of Elementary School education is an effort to provide Human Rights education from an early age. The application of cooperative learning models in civic education, especially to improve understanding of human rights (HAM) in elementary school students, is very relevant and effective. This model emphasizes cooperation between students by dividing them into small groups consisting of various levels of ability. In this way, students can help each other and share knowledge, so that their understanding of the concept of HAM becomes deeper and more comprehensive. Cooperative learning also creates an active and enjoyable learning atmosphere, which is in accordance with the characteristics of children in elementary school age. In this learning model, each member of the group is responsible for learning a certain part of the material and then teaching it to the other members of the group. For example, in learning about human rights, students can be divided into small groups and each group learns a different aspect of human rights, such as the right to education, the right to freedom of speech, and the right to legal protection.

After that, they will share the information they have learned, so that all students get a complete understanding of human rights. In addition, the implementation of cooperative learning models can also improve students' social skills. In the process of discussion and collaboration, students learn to respect the opinions of others, communicate effectively, and overcome differences of opinion. This is very important in the context of civic education, where developing attitudes of tolerance and empathy towards others is part of understanding human rights. Thus, students not only understand the theory of human rights but are also able to apply it in everyday life. This study shows that the implementation of cooperative learning models can significantly improve student learning outcomes. In several case studies, student learning activities increased from cycle to cycle after the implementation of this method. For example, student learning outcomes in human rights material showed a clear increase after using cooperative learning models compared to conventional methods. This shows that this model not only improves academic understanding but also

student motivation and involvement in the learning process. Therefore, it is important for teachers to design cooperative learning activities that are in accordance with the characteristics of elementary school students. Teachers need to ensure that each student feels involved and has an active role in their group. By providing proper guidance and creating a positive learning environment, the implementation of cooperative learning models can be an effective tool to improve understanding of human rights among elementary school students and form a generation that is more concerned about the rights of others.

#### 4. CONCLUSION

The application of cooperative learning models in civic education to improve understanding of human rights (HAM) among elementary school students has proven effective. Through interaction and collaboration, students can discuss, exchange ideas, and support each other in understanding human rights concepts. The application of cooperative learning models in civic education has a positive impact not only on understanding human rights but also on developing students' character. By understanding human rights and having good social skills, students will be better prepared to become caring and active individuals in society. Therefore, it is important for educators to continue to develop and apply this learning model to suit the needs of students in the modern era.

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