

Approach Holistic in Learning Citizenship for Increase Understanding Human Rights in Elementary Schools

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Abstract

Civic education play role important in building an understanding of human rights (HAM) among elementary school students. In a global context, attention to human rights issues is increasing, so it is important to instill these values from an early age. This study aims to determine the extent to which citizenship education helps students understand the concepts of human rights. It is hoped that the results of this study will be useful for making readers aware of the importance of human rights education for students. This study uses a systematic literature review method obtained from various sources such as books and articles related to the material to be discussed. The literature study in this study was carried out by the author through the process of reading, concluding, then processing and developing the data obtained as material for the research conducted. The results of the study indicate that although there has been progress in students' understanding of human rights, there are still many aspects that need to be improved. It can be seen that many students still have a limited understanding of human rights and how to apply them in everyday life. Therefore, further efforts are needed to improve the quality of teaching and learning about human rights in elementary schools.

Keyword: Approach Holistic, Learning Citizenship, Human Rights Man

1. INTRODUCTION

Education is one of the main pillars in creating development sustainable society. In addition to providing knowledge and skills needed for individual success, education also plays a vital role in building peaceful, just and human rights-respecting societies. Education can serve as an effective tool to address inequality, discrimination and violence, and to foster a deeper understanding of human rights and social justice. In recent years, global attention to human rights issues has increased. Suryadi (2002:1) stated that education is considered the main catalyst in human resource development, with the assumption that the higher a person's level of education, the greater their awareness of health, political participation, and family planning programs. According to Jejen Musfah in Grounding Holistic Education. Holistic education is education that provides an understanding of global issues such as human rights, social justice, multiculturalism, religion, and global warming, so as to enable the formation of students who have a global perspective and are able to solve problems of peace and humanity. At a minimum, students are aware of issues the. Chandra Muzaffar uses the term " Holistic Human Rights " in another language to describe the concept of modern human rights. According to Muzaffar, the importance of a holistic approach to human rights that includes economic, social and cultural rights, individual and collective rights, and rights within the nation state (national) and human rights. in system international , besides from rights civil and political . Rights Human rights (HAM) are fundamental rights that every person has since birth. These rights are universal, inalienable, and must be respected regardless of race, ethnicity, religion, gender, age, or social status. Respect for human rights is the main foundation for realizing a just, peaceful, and dignified society.

However, history shows that human rights violations still often occur in various parts of the world. Prolonged conflict, discrimination, oppression, and violence continue to be a threat to the realization of human rights universally. Human rights are rights that humans have as God's creatures. Human rights are a very important pillar in supporting the establishment of a democratic country. Understanding human rights for the Indonesian people is very important to be instilled in all Indonesian people. Human rights as a gift from God that is inherent in humans, are universal, natural, and eternal, which are related to human dignity (R. Arifin & Lestari, 2019). (Ham, 2019) examines that, in the current era, the doctrine of human rights has

been universally accepted as a moral, political, and legal framework and as a guideline in building a more peaceful world free from fear and oppression and unfair treatment. Therefore, in the concept of a state of law, the guarantee of human rights protection is considered an absolute characteristic that must exist in every country that can be called *rechtsstaat*, civic education as one of the powerful weapons for understanding Human Rights. Human rights education is very important to be given from an early age, when children are still in the stage of forming character and understanding of their environment (Quennerstedt, 2022; Struthers, 2019; Weishut, 2021). By instilling an understanding of human rights from an early age, the younger generation can grow into individuals who respect human dignity and support peace and justice (Ayalew, 2023).

In Indonesia, human rights education has been included in the national education curriculum, including in the subject of Citizenship Education (PKn) at the elementary school level. PKn aims to form good, intelligent, skilled, and characterful citizens in accordance with the values of Pancasila and the 1945 Constitution. Through civics learning, students are expected to understand their rights and obligations as citizens, respect diversity, and implement anti-discriminatory behavior. The integration of human rights education in civics is very relevant and important because this subject discusses the concepts of citizenship, democracy, and national values that are closely related to respect for human rights. However, the implementation of human rights education in civics learning in elementary schools still faces various challenges. Some of the main challenges include limited knowledge and competence of teachers in integrating human rights education, lack of specific resources and teaching materials, and ineffective learning methods. Ineffective learning methods are a challenge in implementing human rights education. Many teachers still use conventional methods that do not involve students actively. In fact, human rights education should take place in a participatory, transformative manner, and use a contextual approach to make it more meaningful for students.

In addition, the lack of support from the school environment is also an obstacle in implementing human rights education. Support from all elements of the school, including the principal, teachers, staff, and parents, is needed to create an environment that supports the implementation of human rights values in everyday life at school. According to Handayani & Kusumarini (2022) in their journal entitled "Socialization of Human Rights Education in Elementary Schools," education is one way to instill an understanding of the importance of maintaining, protecting, and respecting human rights. By understanding the importance of human rights from an early age, children can grow up with characters that respect and value these rights. This education aims to provide children with knowledge about the importance of human rights, which is expected to encourage them to avoid human rights violations. Study It is very important to know how civic education impacts students' understanding of human rights, as well as improving their understanding of these things. By knowing how well students understand these concepts, we can determine areas that need improvement and create better learning methods. We can also help students understand the principles of human rights. The purpose of this study was to determine the extent to which civic education helps students understand the concepts of human rights. With this study, we can find out how well students understand the material and where they Possible need improvement .

2. RESEARCH METHODOLOGY

This study uses the Systematic Literature Review (SLR) method. Literature review is a search and research of literature by reading and reviewing various journals, books, and various other published manuscripts related to the research topic to produce a writing related to a particular topic or issue (Marzali, 2016). What the researcher did in using this SLR method, namely; identifying, reviewing, evaluating, and interpreting all available research. The author obtains data from various relevant sources such as books, articles, journals, and descriptions of previous findings that can be used as examples for the researcher's study in compiling a discussion of the problems to be studied so that they can be used as a strong foundation. Then after the data is obtained, an in-depth analysis is carried out to determine the relationship between the data and the problems to be studied.

3. RESULT AND DISCUSSION

From the results of keyword searches, reference collection, and review design of each published reference, the following conclusions were obtained in Table 1.

Table 1. Review documents

Writer	Title	Research methods	Findings
Jayadi Supratman, Ardilansari, et al	The Impact of Pancasila Education on Students' Understanding of Democracy and Human Rights	Systematic Literature Review	The journal entitled The Impact of Pancasila Education on Students' Understanding of Democracy and Human Rights discusses Pancasila Education which has a significant impact on students' understanding of democracy and human rights. Through a holistic approach, Pancasila education also strengthens students' awareness of human rights and the importance of protecting these rights in everyday life. The purpose of this study was to determine the impact of Pancasila education on students' understanding of democracy and human rights such as; Increasing students' understanding of democracy and human rights. By knowing the extent to which students understand these concepts, we can identify areas that need improvement and design more effective strategies in teaching and introducing the values of democracy and human rights to students. This study uses the SLR research type to collect various literature or journals. The results of this study are that Pancasila Education plays the most important role in the formation of national character because Pancasila is the foundation of the Indonesian state.

			Pancasila Education can be called a process that provides opportunities for students as a democratic life practice activity with the aim that they know and understand how the political process of a country. In the context of human rights, Pancasila values such as social justice, democracy, and just and civilized humanity are important foundations.
Mother Earth, Sinta Galih, Yayuk's Guidance	Implementation of Human Rights Education in the World of Elementary School Education	Qualitative Literature Study	The implementation of human rights education in elementary school education is an important part of elementary school education. The purpose of this study is from the author's desire to find out how the implementation of human rights education in elementary school education. The method used is qualitative descriptive with a literature study approach. Based on the results of the study, the researcher found that the implementation of human rights education in elementary school education is a way to introduce children to non-discrimination practices from an early age and also a way to introduce the concept of human rights to children from an early age. The conclusion of this study is that the implementation of human rights education in elementary school education is an effort to provide human rights

			education from an early age.
Nafisa Divaliya, Dewi Dinie Anggraeni, et all	The Role of Civic Education in Human Rights Violations Implications of the Loss of Pancasila Values	Qualitative	The journal entitled The Role of Civic Education in Violations of Human Rights Implications of the Loss of Pancasila Values discusses Character as a basic value that forms a person's personality in accordance with the values of Pancasila is one of the goals of Civic Education in every learning. It is necessary to apply good character and morals to each individual in order to run a prosperous national life. Civic Education is also important for students to be able to understand Human Rights (HAM), or individual rights that must be protected and obligations that need to be carried out. Therefore, it is important for educators to know and provide ways to implement Civic Education in everyday life for their students. Also an understanding of the values of Pancasila which aims for students to have a foundation of values that must be instilled in each individual. The suggestions that can be given are in the form of improving the Civic Education curriculum by emphasizing more on understanding the concept of Human Rights (HAM) and the application of Pancasila values. in learning, it is also necessary for

			educators to deliver material with interactive and relevant methods.
Wibiwirutami Trias, Sunaryati Titin, et all	Development of Citizenship Education Learning in Elementary Schools	Literature Review	The findings in this journal are Civics development in elementary schools is a process that improves the quality of learning and creates an inspiring environment for students to instill civic values. The purpose of this study was to examine the development of Civics in elementary schools. The research method is a literature review. The results of this study indicate that the development of Civics learning in elementary schools is a process to improve the quality of learning and create a conducive environment for students to promote civic values. With good Civics Education, students are expected to understand their rights and obligations as citizens, respect differences, behave democratically, and participate in building a better society.

Source : Document Review By Author

Civic education plays an important role in building a just and sustainable society, especially in the context of human rights (HAM). Education not only provides knowledge and skills, but also shapes character and social awareness. In a global context, attention to human rights issues is increasing, so it is important to include human rights education in the education curriculum, especially at the elementary school level. By instilling an understanding of human rights from an early age, it is hoped that the younger generation can grow into individuals who respect human dignity and contribute to a better society. In Indonesia, human rights education has been integrated into the subject of Citizenship Education (PKn). PKn aims to form good and intelligent citizens in accordance with the values of Pancasila. Through PKn learning, students are expected to understand their rights and obligations as citizens and appreciate diversity. However, although human rights education is part of the curriculum, its implementation still faces various challenges. One of the main challenges is the limited knowledge of teachers in teaching human rights material effectively. The learning method used is also an important factor in the success of human rights education. Many teachers still use conventional methods that do not actively involve students.

Human rights education should take place in a participatory and contextual manner to be more meaningful for students. In addition, support from all elements of the school, including the principal and

parents, is also very important to create a learning environment that supports the implementation of human rights values. Without adequate support, efforts to integrate human rights education into the curriculum will be difficult to achieve. This study uses the Systematic Literature Review (SLR) method to evaluate the impact of civic education on students' understanding of human rights. The SLR method allows researchers to identify and analyze various sources of literature that are relevant to the research topic. In this way, researchers can get a clearer picture of how well students understand human rights concepts and areas that need improvement in the teaching of civic education. The results of this study indicate that although there has been progress in students' understanding of human rights, there are still many aspects that need to be improved. The table presented in the study provides a summary of the review documents relevant to this topic. From the analysis, it is clear that many students still have limited understanding of human rights and how to apply them in everyday life. Therefore, further efforts are needed to improve the quality of teaching and learning about human rights in schools base.

4. CONCLUSION

Civic education integrated with human rights education is very important to form a young generation that is aware of human rights. Although there are challenges in its implementation, with the right learning approach and support from all related parties, human rights education can be an effective tool in creating a more just and human rights-respecting society in the future. Efforts to improve students' understanding of human rights must continue to be made so that they can grow into individuals who respect human dignity and contribute to a peaceful and just society.

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