



UTILIZATION OF HUMAN RIGHTS EDUCATION THROUGH CITIZENSHIP EDUCATION LEARNING IN ELEMENTARY SCHOOLS UTILIZING HUMAN RIGHTS EDUCATION THROUGH CITIZENSHIP EDUCATION LEARNING IN PRIMARY SCHOOLS

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Abstract

Human rights education human (HAM) has role important in Citizenship Education (PKn) learning in schools basic, which aims for to form character and awareness student about rights base every individual. Integration human rights material in curriculum Civics can introduce students on grades democracy, justice, and award to right basic humans. However, the implementation human rights education in schools base face various challenges, especially related with teacher training and limitations source power. This research use approach qualitative with method studies literature. Researchers to study various relevant references, including journal scientific, books and articles that discuss about integration human rights education in learning civics at school basis. Research results show that integration of human rights in curriculum civics give impact positive to formation character students, especially in increase attitude each other respect, tolerance, and care to the rights of others. Human rights education through learning civics at school base own potential big for to form awareness and character student as responsible citizen answer. However, to increase its effectiveness, is required more effort big in teacher training and provision source sufficient power. This is will help ensure that human rights education can applied optimally in learning civics and giving significant impact on character student.

Keywords : Human Rights Education Human, Civic Education, Elementary School, Curriculum, Learning Civics

Introduction

Education rights basic human rights (HAM) in Indonesia have be one of component important in build awareness a democratic, just and humane nation. One of receptacle effective for to plant understanding this is through education citizenship (PKn). In the context of this, learning civics at school base own role strategic for introduce values the basis of human rights since age early, so that generation young can grow become an individual who values the rights of others as well contribute to the creation of a more society fair. According to Haryanto (2015), education citizenship own objective For to form intelligent , responsible citizen answer, and understand rights and obligations in life in society. Therefore that, education citizenship no only focus on understanding about state structure and system politics, but also on the establishment a character that values right basic human beings. This is very relevant. with effort for integrate human rights values in education base, which is step beginning in foster a sense of caring to the rights of others. Human rights education, as expressed by Isnaeni (2017), can defined as effort For grow understanding and appreciation to rights listed individuals in various instrument international, such as Universal Declaration of Human Rights Human (UDHR). This education play a role important in to form awareness student will rights the basis on which they have , and the rights of others that need to be respected respected and protected. Integration of human rights education in learning civics at school base expected can grow attitude each other respect and tolerance between individual, who in turn can reduce potential future human rights

violations. However, even though the citizenship education curriculum in Indonesia has accommodate human rights aspects, their implementation in the field often face various challenges.

Research conducted by Wijayanto (2020) shows that many teachers are still difficulty in convey related materials with human rights in general effective to students, especially at the level school basic. Limitation factors time, lack of training for teachers, as well as ignorance about the right approach become obstacles that need to be overcome overcome so that understanding about human rights can accepted with both by students. Importance this human rights education the more emphasized by the National Human Rights Commission Human Rights (National Human Rights Commission), which revealed that implementation human rights values in system Indonesian education must done since early, especially in school basic, as part from effort prevention more human rights violations big in the future (Komnas HAM, 2016). This is show that education right basic humans, in particular through eye lesson civics, has vital role in formation character students and reinforcement culture democracy in Indonesia. With background behind above, research this aiming for to study how education right basic man can utilized through citizenship education learning in schools basic, and how understanding the can influence behavior and attitude student in life everyday. Focus main from study this is for explore effective ways for integrate human rights material in curriculum civics, so that can give impact positive to awareness and understanding student about importance right basic man in life social and state. Review library this aiming for give runway theoretical about draft education right basic human rights (HAM) and its role in Citizenship Education (PKn) learning in schools basic. In the context of this, human rights education does not only focus on teaching about rights base humans, but also on formation character students who can value dignity every individual in life nation and state.

Human Rights Education Human (HAM)

Education rights basic man can understood as an educational process that aims for grow awareness and understanding society, especially generation young, against fundamental rights that every person has individual. Rights this covers right life, rights freedom think and express, rights on education, and rights others listed in Universal Declaration of Human Rights Human Rights (UDHR) ratified by the United Nations Nations in 1948 (National Human Rights Commission , 2016). In the Indonesian context, human rights education has become integral part in development national character and morals. According to Soetomo (2018), human rights education aims for build awareness collective about protection to dignity man as well as reduce injustice that often occurs in life social. Soetomo add that education This important for introduce values base humanity that will to form behavior positive on individuals, as well as reduce potential violence and human rights violations in society. Human rights education at the level education base expected can give strong foundation for student for become individuals who value and protect the rights of others.

Citizenship Education (PKn) in Elementary Schools

Citizenship Education (PKn) is one of the eye lessons given at school base with objective for to form awareness student about rights and obligations as citizen. Subject This aims for students can understand system applicable laws and government, as well realize role important they in life nation and state. In context education citizenship, human rights education becomes very relevant because related with values democracy, justice and freedom are expected can embedded in oneself student. According to Haryanto (2015), PKn in schools base must teach student no only about rights and obligations them, but also about importance right basic man in life in society. This is in line with Dwi's view (2021), which emphasizes importance education citizenship based on values right basic man for create generation young people who understand and respect freedom as well as dignity human. Dwi also stated that education civics that focuses on human rights will push student for more care to condition social, paying attention differences, and uphold tall principles humanity.

Integration of Human Rights Education in Learning Civics

Integration of human rights education in learning civics can done with insert related materials with human rights in various topics taught, such as democracy, rights and obligations, and role active in society. According to Isnaeni (2017), integration human rights education in civics no only through theory, but also with involving student in activities that can be done strengthen understanding they to right basic human beings. For example, students taught for empathize with Friend classmates who come from from background behind different, or they given chance For discuss about problem social related with violation right basic man. Wijayanto (2020) revealed that integration human rights education in curriculum civics can done with an applicable way , such as through studies case, debate, or game role that describes a situation where rights basic man violated. Approach this allow student for more understand the concept of human rights in context life real, and Motivate they for act in accordance with

the values that have been taught. Wijayanto also noted that although lots schools that have try integrate material this, obstacle the biggest one faced is limitations source power, good in matter time and also training for teachers.

Challenges in Implementing Human Rights Education in Elementary Schools

Implementation human rights education in schools basic, although very important, is not without challenge. According to results research conducted by Setiawan (2019), one of the challenge main is lack of teacher understanding and skills in teach material related to human rights with an interesting and easy way understood by students. Many teachers feel no ready with extensive and complex material related to human rights, so that implementation learning this tend limited to understanding theoretical without existence application in life daily. Apart from that, Setiawan also mentioned that dense curriculum and limitations time teach often causes human rights material does not get adequate attention. For that, Setiawan suggested existence improvement training for teachers and preparation more curriculum flexible so that human rights education can delivered with more effective and contextual. Another study by Anwar (2021) shows that although human rights education has entered in curriculum civics, its implementation in the field often not optimal because lack of understanding deep about objectives and methods appropriate teaching for age base.

Research Methodology

This study use approach qualitative with method studies literature. Literature study done for analyze and review various source relevant references about utilization education right basic human rights (HAM) in Citizenship Education (PKn) learning in schools basic. Data used in this study originate from journals scientific, books text, report research, as well as document official related to discussing topic human rights and civics education in Indonesia. Analysis literature focused on theories base about right basic human, implementation human rights education in curriculum civics, as well as challenges faced in its implementation at the level school basic. With utilizing secondary data from various sources that have been verified, this research aiming for to obtain deep understanding about integration human rights education in learning civics as well as the impact to formation character and awareness student.

Result & Discussion

Based on a number of research that has been done about utilization education right basic man through learning education citizenship in schools base :

Table 1. Document Review

No	Author (Year)	Title	Results
1	Harry (2015)	Civic Education : Shaping the Character of Intelligent and Responsible Citizens	This study show that education citizenship based on human rights values can to form character caring students to rights and obligations as citizen.
2	Isnaeni (2017)	Human Rights Man in Citizenship Education Learning in Elementary Schools	Research result this show that integration human rights education in learning civics can increase understanding student about right basic human and push they for value the rights of others.
3	The Last Supper (2019)	Challenge in Implementation of Human Rights Education Humans in Elementary School	This study identify challenge main in implementation human rights education in schools basic, such as limitations teacher training and limited time in dense curriculum .
4	The Greatest Showman (2020)	Implementation of Human Rights Education Man in Civic Education Curriculum in Elementary Schools	This study find that although human rights education has taught in curriculum, its implementation in the field limited because lack of skills practical teacher in teach material the in a way effective
5	Anwar (2021)	Human Rights Education Man in Curriculum Civics : Challenges and Solutions in Practice Learning in Elementary School	Research result this recommend the need a more approach application and training intensive for teachers so that human rights material can be delivered in a way effective and appropriate with age student school base

Integration of human rights in Citizenship Education Curriculum (PKn)

Human Rights Education Human Rights (HAM) in schools base can integrated in Citizenship Education (PKn) learning with introduce concepts relevant and easy human rights basics understood by students. According to Haryanto (2015), learning civics at school base must covers material that is not only about system government and state structure, but also about values basic human rights that apply at the level international and national. concept base like right life, freedom opinion, right on education, and rights other must introduced since early for to form awareness student will importance rights owned every individual. Isnaeni (2017) explains that one of method For integrate human rights education in curriculum civics is with to hook material about rights base man with other topics available in learning civics. For example, in learning about democracy, teachers can discuss how right every citizens for to argue or choose is one of right basic human beings who must protected in system democracy. in addition, learning about obligation citizens can associated with right every individual for get protection proper law and education. Importance integration of human rights in curriculum civics is also emphasized by Wijayanto (2020), who stated that with teach right basic man in context citizenship, students no only Study about theories about government, but also learning for understand and appreciate the rights of others. This is equip they with knowledge that will to form character and attitude they in life daily as good citizen .

Impact of Learning Human Rights Based Civics

Learning civics based on human rights education can give impact positive in formation character students , especially in attitude they to the rights of others. Research conducted by Setiawan (2019) shows that exposed students with material about right basic man through learning civics tend more value differences and more care to other people's feelings. They show a more positive attitude tolerant and mutual respect, and more sensitive to injustice social. Dwi (2021) also highlighted that students who understand right basic man will more tend For avoid behavior discriminatory and violent . Learning that teaches human rights values give student better understanding in about importance honor right every individual , good that right on life, liberty, or protection from abuse power. This is reflected in attitude those who are more be careful and more care in interact with Friend peers, and enhance mutual respect understanding between they. Anwar (2021) emphasized that education human rights based not only focus on understanding theoretical, but also trying For to form behavior that reflects values In his observations, students who received education that emphasizes the importance of right basic man tend more active in activity social and more responsible answer to role they in society. This is show that learning Human rights - based civics can contribute in a way direct in formation attitude positive student to life social they.

Challenges in Implementation of Human Rights Education

Although human rights education has accommodated in curriculum civics, effective implementation in the field often faced with various challenges. Setiawan (2019) revealed that one of challenge the biggest is lack of training and resources adequate power for teachers in teach human rights material in general effective. Many teachers feel difficulty in to hook theory about human rights with condition social that is around students. In addition, the limitations time in learning civics also becomes limiting factors teaching human rights material in general deep. According to Haryanto (2015), although curriculum civics already integrate material about right basic man, many teachers don't own skills or sufficient understanding about method teach topic this in a way comprehensive. This is cause Human rights material is often presented in a way common and less contextual, without dig more in about implementation practical right basic man in life daily student. Dwi (2021) stated that existence difference understanding between teachers and students regarding human rights also becomes challenge in its implementation . In some area , understanding about right basic man still limited, and not all student own the same knowledge about draft the basis of human rights. Therefore that 's important for teachers to develop method learning that is not only depend on book text , but also includes discussion class, study cases, and other activities that can help student more understand implementation of human rights in life social they. In addition, according to Wijayanto (2020), limitations in use source Power education also influences effectiveness human rights teaching. Many schools in the area remote that is not own adequate access to material learning or training for teachers regarding method teach human rights with a more approach applicable. In case this , is needed cooperation between government , institution education, and society for overcome challenge and ensure that that human rights education can accepted with good by all student.

Conclusion

Human Rights Education Human Rights (HAM) through Citizenship Education (PKn) learning in schools base play a very important role in to form character and awareness student about importance award to rights base every

individual. Integration of concepts basic human rights such as right life, rights on freedom opinion, and rights for get education in curriculum civics can help student understand fundamental values in life nation and state. Through learning this, students no only to obtain knowledge theoretical, but also learning for value the rights of others and develop attitude each other honor in interaction social they. Impact positive results generated from learning civics based on human rights can seen in change attitude more students care to the rights of others, more tolerant, and appreciative differences. This learning can push student for become responsible individual responsible and caring to justice social. However, even though important, implementation education human rights in schools base still face various challenges. Some challenge main found among others the lack of training and resources Power for teachers, limitations time in curriculum, as well as difference understanding between teachers and students about implementation of human rights in context more social wide.

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