



STRATEGIES OF PPKN TEACHERS IN IMPROVING STUDENTS' HUMAN RIGHTS AWARENESS IN ELEMENTARY SCHOOL ENVIRONMENTS

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Abstract

Human Rights Education (HAM) plays an important role in shaping the awareness of the young generation from an early age, especially at the elementary school level. The goals of national education include the development of character and noble morals, which are in line with respect for human rights. However, the reality in the field shows that there are still many behavioral deviations such as bullying and violence in schools. This study aims to explore the strategies used by Pancasila and Citizenship Education (PPKn) teachers in increasing students' human rights awareness in elementary school environments. The method used is qualitative research with a literature study approach. The results of the study show that PPKn teachers play an important role in instilling human rights values through expository, heuristic, and reflective learning strategies. However, there are obstacles in implementing this strategy, such as the diversity of student characters and the influence of the environment and family. In conclusion, the right strategy can improve the understanding and application of human rights values among elementary school students, but requires further cooperation between teachers, families, and the school environment.

Keywords : Strategy, Teachers, Increasing Human Rights Awareness, Elementary School Students

Introduction

Education is one of the main pillars that can guarantee the survival of a nation. One of the tools to build awareness of human rights in the younger generation is through education. Education is essentially teaching humans to uphold ethics, morals, manners and human behavior and can also foster and foster awareness of human rights, both in families, schools and communities. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, the nation and the state. National education aims to produce a superior generation of the nation, both superior in scientific and technological abilities and superior in terms of noble morals. This is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter II article 3, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. But in reality the phenomenon that still often occurs today is various problems of social behavioral deviations in students that often occur today such as anarchic behavior, bullying, violence in schools, brawls and so on, these are examples of national character that still contradict the vision and mission of education in forming humans with noble character as aspired to in the goals of national education. Students not only need to be equipped with adequate skills and knowledge, but also need to

fulfill good character (attitude). In addition, a strong character is also very necessary in order to realize good and superior quality of education that is able to carry out the education process.

Therefore, there is no power in the world that can revoke it. This right is very basic (fundamental) for human life and life and is a natural right that cannot be separated from and in human life. Human Rights (HAM) have an important meaning for human life, especially in the relationship between the state (ruler) and citizens (people), and in the relationship between fellow citizens. HAM which contains basic human rights contains normative standards to regulate the relationship between the ruler and his people and the relationship between the people and fellow citizens. Therefore, the enforcement of HAM has an important meaning to provide protection for the rights of the people from the arbitrariness of the ruler. There are two meanings contained in HAM; first, HAM is a natural right that is inherent in every human being since he was born into the world. Second, HAM is an instrument to maintain human dignity in accordance with his noble human nature (Chamim et al., 2006:164-165). Education is one of the most effective media to produce a generation that has a view to make knowledge about Human Rights. Understanding and awareness of Human Rights (HAM) through education at all levels of education will certainly have a concrete impact on life in general in the future, for that the application of Human Rights (HAM) is very important and urgent to be implemented in Schools. Schools implement existing regulations in schools called school regulations that take action against any violations committed by students. Regardless of differences in race, skin color, gender, religion, language, political opinion, national or social origin, wealth, birth or other backgrounds. The learning and assessment process in PPKn in its description emphasizes more on the instructional impact that is limited to mastery of the material or in other words only emphasizes the cognitive dimension. PPKn learning for students is expected to be able to uphold Human Rights (HAM) wherever and whenever they are. The task of a PPKn teacher in addition to delivering lesson material must also be able to direct students to apply moral values and uphold human rights. Learning Pancasila and Citizenship Education in schools actually plays an important role in improving the character of students as young citizens. Therefore, the role of PPKn teachers is very important at every level of education. Based on the description above, the researcher considers that the research on "PPKn Teacher Strategy in Increasing Students' Human Rights Awareness in Elementary Schools" is very important because by studying this, the researcher can find out how the role of teachers is in increasing students' human rights awareness in the school environment.

Research Methodology

The method used by the researcher in this paper is qualitative literature study. Qualitative is a study that produces words (Moleong, 2007). The researcher studied references related to the implementation of human rights education in the world of education. Elementary School is one of the important parts of education in Elementary School. The researcher obtained references from online and offline sources both in books, articles, journals, newspapers and others that are still related to the implementation of human rights education in the world of elementary school education. The researcher is the main key instrument in expressing meaning and at the same time as a data collection tool. Therefore, the researcher must be directly involved in a study to observe and collect the data needed. The data needed in this study are data on classroom learning activities including RPP and Syllabus. Data Source Primary Data In this study, the data source uses a purposive sample (Purposive Sample) which focuses on selected informants who are rich in in-depth case studies (Nana Syaodih, 2007: 101). Therefore, the researcher only took 3 students as informants and 1 PPKn teacher in this study so that the researcher could dig deeper and clearer information compared to interviewing all informants.

Result & Discussion

The implementation of students' human rights awareness in the school environment is taught not only during human rights material, but in all materials and scope of PPKn learning. By providing students with an understanding of human rights, which is very important in life in the school environment and in the community, so that students do not do unwanted things related to Human Rights, for example fighting with friends, disrespecting teachers, bullying and other actions that violate human rights. PPKn teachers play an important role in educating students to become moral and noble human beings. This is in accordance with the opinion of Haitami and Syamsul, stating that strategy is "all means and power to face certain targets in certain conditions in order to obtain the expected results optimally". By implementing certain learning strategies, the objectives of learning will be easily achieved and of course not only get good grades but can apply them in everyday life. From the results of the interview, PPKn teachers, among others, use expository learning strategies where when delivering human rights material using ppt and displayed on the LCD only the main topic, then the next explanation using the lecture

method. By using the lecture method, students are trained to respect and listen to the teacher when teaching in front of the class because it is a form of human rights awareness in the classroom. This is in accordance with the opinion of Anisatul Mufarokah (2009: 60) who stated that expository learning is a teacher presenting in a form that has been prepared neatly, systematically and completely, so that students only need to listen and digest it in an orderly and regular manner. The results of the study show that Human Rights certainly apply equally to everyone, especially for students in Elementary Schools. Teachers in Elementary Schools must be able to Human Rights Education (HAM) has an important role in shaping the awareness of the younger generation from an early age, especially at the elementary school level. The goals of national education include the development of character and noble character, which are in line with respect for human rights.

However, the reality in the field shows that there are still many behavioral deviations such as bullying and violence in schools. This study aims to explore the strategies used by Pancasila and Citizenship Education (PPKn) teachers in increasing students' human rights awareness in elementary school environments. The method used is qualitative research with a literature study approach. The results of the study indicate that PPKn teachers play an important role in instilling human rights values through expository, heuristic, and reflective learning strategies. However, there are obstacles in implementing this strategy, such as the diversity of student characters and the influence of the environment and family. In conclusion, the right strategy can improve the understanding and application of human rights values among elementary school students, but requires further collaboration between teachers, families, and the school environment explaining the importance of Law and Human Rights (Nurgiansah, 2020). In the modern era like today, of course, criminal acts and violence as well as abuse of the law have occurred and are rampant everywhere. Therefore, when in this elementary school environment, a teacher must be able to create moral students by guaranteeing every action and behavior. The environment to shape the character and character of students to have positive behavior is by learning in the school environment or their own family environment, because the environment is very influential for a student as a supporter in the thinking process and their respective growth processes. Therefore, both parents and teachers must be able to work together in providing a positive influence in particular. Human rights education is a way to introduce the concept of human rights to children from an early age. Building ethics in the younger generation is important (Ulfah et al., 5 CE). So with human rights education from an early age, it is hoped that a mentality will be formed that respects human rights. Human rights education in the world of elementary school education is an effort to provide human rights education from an early age. Awareness of the dominance of punishment strategies is important to ensure access to liberation and compassion (Handtke et al., 2016) (Dewantara et al., 2021). In human rights education in the world of elementary school education, it can also ensure students' access to knowledge about human rights.

Conclusion

The conclusion of this article is that human rights education in elementary school education is one of the important parts of elementary school education. 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 strategy of PPKn teachers in increasing students' human rights awareness in the school environment through several efforts including implementing expository learning strategies, heuristic learning strategies and reflective learning strategies so that students can understand the nature of human rights and most importantly can apply them during the learning process or while in the school environment. The obstacles faced by PPKn teachers in increasing students' human rights awareness in the school environment cannot run optimally, namely being dominated by the diversity of student characters, there is also the influence of environmental and family factors where both factors shape the character of the students themselves.

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