

International Journal of Students Education



Page 271-278

ISSN 2988-1765

Vol 2 No 2 2024

Copyright © Author International Journal of Students Education

This work is licensed under a Creative Commons Attribution 4.0 International License



IMPLEMENTATION OF HUMAN RIGHTS EDUCATION HUMANS IN THE WORLD OF ELEMENTARY SCHOOL EDUCATION

Rahma Eka Putri¹

¹Universitas Muhammadiyah Sumatera Utara

Email: bukalpak121@gmail.com

Abstract

Implementation human rights education in the world of education Elementary School is one of them important part in education in elementary school. Research purposes this is from desire writer in know how Implementation human rights education in the world of education Elementary school. Method used is qualitative descriptive with approach studies literature. Based on results research, researcher get if Implementation human rights education in the world of education Elementary School is method in introduce children to non-discrimination practices since early and also become method in introduce the concept of human rights since early in children. Research conclusions this is implementation human rights education in the world of education Elementary School becomes business in give human rights education since early.

Keywords : Education, human rights, elementary school

Introduction

According to Chamim (2006) rights basic man is instrument For guard honor and dignity man in accordance with nature noble human being. According to Hidalgo (2004) stated that education right basic man no only teach right basic humans and rights basic child, but also teaches citizenship and responsible action answer, democracy, love will independence, consciousness national and global, sensitivity to problem women and children, preservation environment, and development sustainable. Teacher's duties in advance education is future tasks can give impact positive for participant educate in face the problem. According to Rosyada (2003) education right basic man Already applied in learning especially in eye lesson PPKn. Through PPKn can give means good and necessary education in give birth to generations which can conserve democracy can balancing between rights and obligations. At the moment term right basic human rights (HAM) already understood by human society is creature social ones don't can life alone. Man always interact (Inah, 2013). Man is creature social, they Like see and be seen and seek know about other people (Maries, 2000). He always need help between fellow creature life with aim to be able to ongoing life a day the day. Every type system own their respective advantages (Lewis, 2013). In interaction system human, human since age early must Already introduced with exists roles important in life among them is the role of Law and Human Rights Human to make it happen balance atara right right the with life. In the era of globalization need generation young need possible reference make they as good citizens (Ulfah et al., 2021). That matter of course very important very for provisions self from each individual to learn since early with objective become generation possible successor proud and fragrant Name Good a country. Man is creature social, involved almost in a way constant in behavior social service objective social highest, like form strong bond one each other (Tamir & Hughes, 2018). The process of introducing Human Rights Man need done since early no exception since elementary school. Should that a number of discussion with children school happen disagreements (Wartenberg , 2012). So, deep introduction to Human Rights man since early is important remembering in elementary school students own knowledge that becomes base for furthermore. Before leave his position in 2018, UN High Commissioner for Human Rights Man, Zeid Ra'ad al Hussein, created series statement critical about weakening

mandate right basic humans (Seiderman, 2019). A number of example about existing cases conjecture accumulated human rights violations in tirto.id by Murniaseh (2021) including :

1. Events Trisakti which killed 4 students
2. Events Clover that killed 6 people
3. Events Semanggi II on September 24, 1999
4. Tanjung Priok riots on September 12 1984 which killed 24 people
5. Events Talangsari on February 7 1989

Regulation Legislation on the Right to Obtaining Education (Especially Basic Education) Based on Law no. 20 of 2003 concerning The National Education System in article 17 paragraphs (1) and (2) states, among other things : (1) Basic education is level basic education level education intermediate (2) Basic education shaped school elementary (SD) and madrasah ibtidaiyah (MI) or other equivalent forms as well as school intermediate primary school (SMP) and madrasah tsanawiyah (MTs), or other equivalent forms. Based on paragraph above can concluded that education base is education carried out before enter education intermediate and carried out at the level school elementary (6 years) and school intermediate first (3 years). Viewed from Regulation the highest level of legislation in Indonesia is Invite 1945 Constitution (before or after amended) then in the opening (Preamble) paragraph to four written : "Then than that For form or the Indonesian State Government which protects it all Indonesian nation and all spilled Indonesian blood and for advance well-being general, enlightening life nation, and follow carry out world order based on independence, peace eternal and justice social. Based on data and facts about many case there is conjecture human rights violations, then already appropriately that implementation human rights education in the world of education Elementary School is one of them important part in education in elementary school. Implementation Human Rights education Man in the world of education Elementary schools can become beginning possible changes push dream dream upholding human rights. Gaffar (2006) said if there are two things that happen decider in face transition politics, that is about monopoly business and justice social. Life citizens need to be promoted about global discourse so that citizens can own knowledge about global world (Ali & Hidayah, 2021). Human Rights Education Man in the world of education Elementary schools can made institution in pole embodiment good citizen. Draft domain specific already understood children can postulated (Goetzmann, 2017). In Elementary School Elementary School is organized effort in introduce child in orientation values a whole that upholds tall honor and dignity man. Awareness about not quite enough answer citizenship needs to be given to citizens (Hidayah et al ., 6 CE). With see from many about existing cases conjecture human rights violations, necessary socialization more wide about concept of human rights. Required strengthening in confirmed mark noble people (Hidayah et al., 2021). Already should be, emphasis human rights education provides vehicle ensuring human rights knowledge among citizens holistic.

Teachers can bring up motivation to participant educate for follow in learning. Good teacher is a teacher who can say hello messages or future moral values will imitated by participants educate. If the teacher gives example or good role model, participant educate will imitate style from the teacher. Conversely, if the teacher does not give good example to participant educate in learning, then participant educate will following too. It's here the role of the teacher towards enforcement right basic man participant educate in learning. Rights man in the world of education often happen violations and wrongdoing use, as of now Lots happens the teacher does violence to participant educate and also fight between participant educate. Whereas we know that right basic man already world recognized that right basic man is rights inherent in individuals since he born. But also, many people do wrong use and misinterpret right basic that, so lots very supposed events violate rules, however with pretext right basic man they can do or do arbitrary activities. A number of opinion about problems that arise related with right basic man in the environment school nor outside school happen Because the teacher's role is lacking maximum, here happen error view, that enforcement right basic no only the teacher's job, however all elements that are around participant educate that alone. Teacher one elements that help the participants educate no only in matter knowledge and skills but also planting mark. Inner teacher implementation education is one of them is as facilitator for participant educate, so participant educate can apply right basic they with free however also directed, which later the teacher will also direct participant educate the so that participant educate can develop ability , express, write, and can solve problem with maximum. Formulation problem this study is "How Implementation human rights education in the world of education Elementary school ?". Research purposes this is know implementation human rights education in the world of education Elementary school. Theoretical benefits study is become reference in study next thing is similar. Benefits in total parktis is add outlook Implementation human rights education in the world of education Elementary school.

Research Methodology

Method used by researchers in this article is qualitative studies literature. Qualitative is research that produces words (Moleong, 2007). Researcher learn related references with implementation human rights education in the world of education Elementary School is one of them important part in education in elementary school. Reference researcher get it from both online and offline sources in books, articles, journals, letters news and so on relate with implementation human rights education in the world of education elementary school.

Result & Discussion

Researcher get a number of results study about implementation human rights education in the world of education Primary School viz if implementation human rights education in the world of education Elementary School is method in introduce children to non- discrimination practices since early and also become method in introduce the concept of human rights since early in children. The elementary school is: something institution education that is made place for learning in hone knowledge. Ability, processing Power think and so on. For that student student at school base must taught about the importance of law and human rights Human order them grow become obedient human will law, implement and protect right right existing human rights to make it happen dream dream a country. Research result showing if Human Rights Man naturally applies the same for everyone especially for student female students at elementary school. Teachers in elementary schools must capable explain what that the importance of law and human rights Humans (Nurgiansah, 2020). In the modern era like moment this, of course follow crime and violence as well as misappropriation will law already occurs and spreads every where. Therefore that when in the environment this elementary school a teacher must can create moral students with ensure every action his actions and behavior. Environment for form disposition and character student female students to have positive behavior is with study in the environment school nor environment his family myself, because the environment is very influential for a student as support in their respective thought processes and growth processes. Because of that good parents and teachers must can work the same in give positive influence specifically. Based on the data obtained researcher that is interviews and observations, researchers get results that get Human rights education is right for all over Indonesian citizens, no exception participant educated in elementary school. Human rights education is important taught since early, because instill human rights in participants educate no easy, and necessary long time. With planting values human rights education expected later participant educate get learning for facing the future as human beings in society, nation and state. In the 2013 curriculum, implementation Human rights education occurs in the environment family, community, and school. Scope related material with human rights in the 2013 curriculum are :

1. Freedom speak and argue Participant educate invited for finish task in a way group, then the teacher invites participant educate for convey opinion and respond opinion other groups with good without there is a heated debate resulted quarrel delivered group . It's here the role of the teacher as mediator. Not only given ways speak and argue, the teacher also shows how ways take decision and accept results decision.
2. Freedom religious the teacher conveyed that religions in Indonesia there are. The teacher introduces to participant educate and invite participant educate for understand their religion follow without force for follow another religion and the teacher asked to participant educate what happened if no there is tolerance between hugger people religious ? Here participant educate free and directed opinion. Apart from that, the teacher provides chance to participant educate for carry out appropriate worship with their respective religions
3. Freedom choose favorite game Participant educate in class IV there are 30, here happen difference game If they want to playing at school during recess, here the teacher provides cases for solved participant related education with difference favorite play

Eventually they know, that when they want to play, what? good they discuss moreover formerly. When do activity interviews and observations to fourth grade teachers, researchers found that data the role of the teacher as teach can increase results study, besides the teacher also guides and facilitates activity participant education that reflects human rights as well direct participant educate. When the teacher implements activity learning, here it is the role of the teacher is very visible, where participant students who follow learning, them experience change behavior. Change behavior that influenced from how the teacher shows good things. Change behavior the covers change knowledge (cognitive), where participant re -educated no know become know. Change attitude (affective), participants re-educated behave not enough well, be more good. Change skills (psychomotor), participants educate more skilled in solve problem with good. Changes the need long time. Teachers must be nature dynamic and fast in follow development era in the form of technology information and to give information to participant educate, teachers must have ability pedagogical, good personality, professional and social. So that with ability that,

the teacher can provide and demonstrate human rights to participant educate. Ability the expected help participant educate in understand himself, his environment surroundings, even in the world at large or global. The role of the teacher is also as facilitator, so participant educate can obtain information, learning how solve problem, interesting conclusion, even participant educate can express their knowledge get in learning. With that's it, participants educate can become outsider human normal. Teachers should too can communicate, meaning at the moment in class, the teacher must can convey and communicate with good and right, so participant educate accept information with true or not half-assed that in the end give rise to error view. When learning solve problem, teachers must too help direct opinion participant educate as possible deviated from current topics discussed . Lately this is human rights problem in education, for example just in learning, there is frequent terms used that is:

1. Teacher teaches, participants educate study ;
2. The teacher knows everything, participants educate no know anything ;
3. Teacher thinks, participants educate thought ;
4. Teacher speaks, participants educate listen ;
5. The teacher organizes the participants educate arranged ;
6. Teachers choose and impose participant 's choice educate obey him ;
7. Teacher acts, participants educate imagine how act in accordance with action the teacher ;
8. The teacher chooses what will taught, participants educate adapt self ;
9. The teacher messes up authority knowledge knowledge with authority his professionalism, contradicts him with freedom of the participants educate ;
10. The teacher is subject of learning process, participants educate as the object (Murwani, 2006).

That's why participant educate feel himself No given chance in convey his opinion, as it were all teacher - centered and not can disturbed sue. So start enactment 2013 curriculum departs from related problems with participants ' human rights educate. Applicability the 2013 curriculum makes center everything are with the participants educate, not the teacher. teachers play a role as facilitator meaning the teacher has friendly and pleasant personality, capable facilitate participant educate and grow motivation, yes create condition positive, flexible and devoid of groups leave understanding on material the main thing will be discussed. Teachers don't only just teach human rights, teachers must too skilled teach responsible responsible, democratic, love to each other and the environment, and conservation environment. This matter will make participant educate have and can apply human rights values and impact positive for participant educate. With enforce 2013 curriculum, which integrates a number of eye lesson become one part, with lift the problems faced participant originating students from environment they myself too, hopefully participant educate get human rights values and can apply in a way independent nor in a way group in a way experience. In class IV, problems that lifted in 2013 curriculum, with material related with statehood. Frequent problems appear is disasters late nature this struck around participant education and low education for children. So the teacher applies it human rights concept for class IV is right on life, rights on guarantee social, rights obtain education, and rights resident original. Values from the concept of human rights is environment good and healthy nature, honor and dignity humanity, and equality and justice. After the teacher knows draft right that , the teacher gives understanding to participant educate , after that's what the teacher gives problem to participant educate for solved together group and each group give opinion with different answers and the teacher directs and guides participant educate yourself not to happen misunderstanding. Based on results study that implementation human rights education in the world of education Elementary School is method in introduce children to non- discrimination practices since early. There is lots case about rights women and children international (Bunting, 2005). So, with implementation human rights education is expected child will own understanding about non- discrimination practices. Human rights education becomes method in introduce the concept of human rights since early in children . Build ethics in generations young important carried out (Ulfah et al., 5 CE). So with human rights education since earlier than expected will formed mentality that has respect for rights basic human

Implementation human rights education in the world of education Elementary School becomes business in give human rights education since early. Awareness will dominance of punishment strategies important for ensure access liberation and full love (Handtke et al., 2016) (Dewantara et al., 2021). In human rights education in the world of education Primary Schools can also confirm access knowledge student about human rights. Inequality class, age and so on are generated of the contemporary global world has create imbalance structural (Rowe, 2020) this is where, Position human rights education in the world of education Elementary school helps maintenance life free society from human rights violations. Adoption core rights agreements basic man internationally by ASEAN member countries presenting an ambiguous, revealing picture significant variation between countries (Rathgeber, 2014) (Nurgiansah, 2021). Human rights education in elementary schools is effort in give knowledge across

generations young about values sublime basic man. Nazmi (1992: 50) explains that Indonesia is a rule of law country which is within the rule of law always There is recognition and protection to right basic man . As a rule of law That It means that all man will get the same treatment his position in legal , social , economic and cultural This includes rights a child , here all has been set inside The 1945 Constitution of the Republic of Indonesia in Article 28B paragraph 2 which reads " Every child entitled on continuity live , grow and develop as well as entitled on protection from violence and discrimination ". Can seen clear that in the Republic of Indonesia it is guaranteed exists protection right basic man based on provision legal and not will somebody or group to be base power. Based on Constitution Number 39 of 1999, right basic man is set rights inherent in nature and existence man as obligatory creatures of God Almighty respected, upheld by the state, law, government and everyone for protection honor and dignity man. Therefore that is, Human Rights Human (HAM) is right basics you have somebody since born and associated with honor and dignity creation of God Almighty, which is not can violated by anyone. Abdullah (2001:10) states that right basic man along with its contents is rights basis carried by rights basic man since he born as grace from the creator God Almighty, and that right basic man no can limited or reduced. Budiarto (2008: 120) explains that right basic man is rights inherent in reality and existence humans, and so on natural and natural the existence of God Almighty. Rights is rights acquired and carried over at the time we born or at the time we is at in life social. Therefore it should respected, maintained and protected by the state, law, government and all. Values equality, freedom, and justice contained in right basic man can facilitate creation forming society public madani (Madja, 2008: 1). Rights man is right the basis that people bring to in life public since they born.

According to Constitution Number 39 of 1999 concerning Human Rights Humans, rights basic man is set rights inherent in nature and existence man as creatures of God Almighty, and the state, law and government for protection honor and dignity human and must upheld tall. Rights man linked and united with goals and aspirations together ie prosperity and civility. Human rights are structure life man that yourself, then from that needed method the right perspective and commitment for approach problematic development with attachment to human rights dimensions, in particular for moderate nation fight up democracy in the middle climate transition. We must notice impulse - impulse continued exclusive threaten for weaken realization full from vision Universal Declaration of Human Rights Man about protection right basic man for all, (Ibhawoh, 2014). Human rights education in elementary schools is education available minimize human rights violations, namely by give meaning base regarding student human rights. According to Chamim (2006) rights basic man is instrument for guard honor and dignity man in accordance with nature noble human being. According to Hidalgo (2004) stated that education right basic man no only teach right basic people and rights basic child, but also teaches citizenship and responsible action answer, democracy, love will independence, consciousness national and global, sensitivity to problem women and children, preservation environment, and development sustainable. Teacher's duties in advance education is future tasks can give impact positive for participant educate in face the problem. According to Rosyada (2003) education right basic man already applied in learning especially in eye lesson PPKn. Through PPKn can give means good and necessary education in give birth to generations who can conserve democracy can balancing between rights and obligations. At the moment term right basic human rights (HAM) already understood by the Indonesian people. The word human rights is a popular term that is often used people use when the person experience less events related fun with his rights. Everyone has one rights and obligations since they born. People acquire rights after they do or carry out obligation. However many people misuse, meaning that person not yet carry out obligation But precisely demand right. So from that here writer want to convey draft from right to participant educate since early so that no happen error draft about right. According to (Notonegoro , 2010) rights is power for accept or do something that should be accepted or done only by party certain and not can carried out by the party another, which is in principle can sued in a way forced by interested parties. From understanding the contain that right is something that is accepted by humans and what is not can disturbed sue as well as no can transferred function to other people. So that right the truly become important thing for man. There is Lots types existing rights implemented in Indonesia. One of them is right basic human rights (HAM). Many related cases with plunder rights, esp In the world of education, teachers use his power when in the class so that Lots participant students who feel himself no again have, so they come with bring burden, sometimes even teachers plunder right they with the violence that occurred later this. These rights are also accepted by participants educate, that is right basic man.

In law number 39 of 1999 concerning right basic man Article 1 is mentioned that : “ Human Rights Human (HAM) is set rights inherent in nature and existence man as creatures of God Almighty and are his obligatory grace respected, upheld high, and protected by the state, law, government and everyone for honor as well as protection honor and dignity man . " From understanding that, human rights are something that is attached to someone since they birth given by God Almighty, and obligatory upheld tall for guard dignity the man. With ratified amendment

fourth in Jakarta on August 10, 2002, after amendment to the 1945 Constitution, Chapter XIII was changed his name becomes "Education and Culture ", with Articles 31 and 32 concerning Education consisting of two articles. Revision regulation education culture also exists in chapter XIII which is about education, also contains two articles including article 31 concerning education and article 32 concerning culture. In terms of this although only changed title chapter and contains two of the same articles Good before or after amendment, will but fourth amendment this give arrangement base about right as well as obligation get education is a must fulfilled by the country for inhabitant his country. Following the contents of Article 31 have been revised (after amended) as following : 1) All citizens have the right on education. 2) All compulsory citizenship follow education basic and mandatory state pay the cost. 3) Government organize and organize system education national priority faith, devotion, and a noble personality in frame life regulated state spirituality in a way law. 4) The country prioritizes budget education of at least 20% of budget state income and expenditure and budget income and expenditure area for fulfil need maintenance system education national. 5) Government advance knowledge knowledge and technology with support religious values and unity nation for progress civilization and prosperity people man. Based on article 31 above after amended in a way literally can said lots very change from the chapter. This matter felt more bring benefit with he gave chance to Indonesian citizens for obtain education basic, that is education school elementary (SD) and school intermediate first (SMP) is given for free. Enforcement education base for free obtained from Budget funds Income State Expenditures and Budget Income Regional Shopping, namely by 20%. Based on matter this is very expected exists cooperation between government central and government area for organize fulfillment education for Indonesian citizens. Enforcement of Human Rights in the Enforcement Education Environment right basic man in environment education realized in form right on education. Because everyone has right this, fulfillment rights this own broad implications. Realize rights this need equality education in the sense of opportunity education as broad as possible for everyone.

In terms of this, Tomasevski (2001) argues that issue equality related with obligation government for organize education in accordance with 4A scheme, namely : available , accessible, acceptable and adaptable. Availability means that all children attending school own access to appropriate school. Provision school the concerning problem source available power, teacher availability, and maintenance quality education. Poverty no can made reason for child no can go through education. In terms of this the government should too provide education for those who need it. Therefore that, for reach equality that, necessary held free education. Another aspect of affordability is when and where education offered. It means that child too far for go to school and other activities such as walking is not will obstruct for go to school. Affordability is also related with issue discrimination. Education does not can hindered by discrimination based on race, ethnicity, religion, or minority. Reception education no only related with quality education, but also media and content. Quality education influenced by the curriculum used and the quality of teachers. Media and content education related with how student can accept and understand education. Society can more easy accept education appropriate quality with his understanding. On the other hand, education must protected from difference opinions and obstacles caused by situations politics. Therefore the, sector education need ensure freedom expression , the so -called pulpit. Education is a must too done with way that can be customized with situation certain. Adaptation the shaped, for example, adaptable with diversity culture society and customs daily. Education must also be provided adapt with need. In the sense of the word that education also has relevance with condition public. It means education provided capable produce graduate of the best you can take part in public. Realization of the Fulfillment of the Right to Education in Indonesia Faradila (2013: 71) said, according to Constitution Number 20 of 2003 concerning The National Education System, in principle, also adheres to principle fulfillment right child on must learning and education free basis. Obligation government central and regional for fulfil right on education base is as following : (a) Commitment for give services and facilities as well as ensure quality education for all citizens without exists discrimination (b) Share everyone aged citizens between 7 to 15 years, mandatory ensure availability of funds for organize education (c) Important for ensure that must learn on a level education free basis (d) For ensure quality education, unit education must provide power educators and personnel education required (e) Mandated for do coaching and development power education in the unit education provided by the government and government area (f) Commitment for support leadership and development educators in the unit formal education is provided public (g) Budget education must provided based on Article 31 Paragraph 4 of the 1945 Constitution of the Republic of Indonesia (h) Commitment for set policy national and standard national education for ensure quality education national (i) Must coordinate implementation education, development power education , and procurement means education district / city for education elementary and intermediate (j) Government district / city manage unit education based education elementary and intermediate, as well superiority area. The above obligations means that the state is responsible answer for ensure that children age school continue education mandatory and educational free basis. This is also appropriate with Articles 13 and 14

ICESCR. Apart from that, commitment this demand government central and regional for responsible answer on effort they form country life. This matter in accordance with Opening the Constitution of the Republic of Indonesia takes into account Constitution Number 20 about National Education System 2003. Efforts to uphold high human rights become task for parents and teachers. When participants educate being at school, then The teacher's job is very important needed for grow human rights values. The teacher teaches human rights education and inclusion in eye subjects lesson so that participant educate understand and can apply. Human rights can just apply it in education citizenship at each school. Human rights education is influenced by internal teachers delivery material and also can loaded in textbooks.

Conclusion

Conclusion of the article this is Implementation human rights education in the world of education Elementary School is one of them important part in education in elementary school. Implementation human rights education in the world of education Elementary School is method in introduce children to non- discrimination practices since early and also become method in introduce the concept of human rights since early in children. Implementation human rights education in the world of education Elementary School becomes business in give human rights education since early. Writer say thank you to lecturer guardian on his guidance so that writer can finish writing article collaboration this scientific and based on analysis and discussion on can concluded that implementation of human rights for participants educated in elementary school, teachers already give his rights to participant educate, see when researcher observing inside class, researcher find that the fourth grade teacher gave freedom speak and argue, way take decision, freedom religion, and freedom choose favorite game. The role of teachers in uphold participants ' human rights educate can seen when researcher do observation deep to class teachers and participants his education. Class teachers do many things the for strive rights participant educate. Through 2013 curriculum, with integrate a number of eye lessons and lifting topics around participant educate, the teacher makes efforts right on life , rights on guarantee social, rights obtain education, and rights resident original. Values from the concept of human rights is environment good and healthy nature, honor and dignity humanity, and equality and justice. Advice from this study is for follow develop and provide human rights to participant Educate, don't be a teacher force participant educate for do something, though related with learning. Teachers must flexible and fun so that participant educate enjoy every his learning with notice applicable rules.

References

- Ali, YF, & Hidayah, Y. (2021). Service-learning as a Strategy to Promote Global Citizenship in Indonesia. Society, 9(1). Bunting, A. (2005). Stages of Development: Marriage of Girls and Teens as an International Human Rights Issue. Social & Legal Studies, 14(1), 17–38. <https://doi.org/10.1177/0964663905049524>
- Arikunto , S. 2010. Procedure Study Something Approach Practice . Jakarta: Rineka Cipta
- Chamim , Asyuri ibn. et al . 2006. Citizenship Education . Yogyakarta: Diktilitbang .
- Cholisin , 2011. "The role of PPKN teachers in Realizing Character Education ” Paper presented in Public Lecture at Ahmad Dahlan University.
- Constitution Number 39 of 1999 concerning Human Rights Human Agus Nugraha . 2006. “ Directorate General Human rights protection in 2005 ” in Human Rights Bulletin . Jakarta: Director General of Human Rights.
- Dewantara , JA, Nurgiansah , TH, & Rachman, F. (2021). Overcome Violation of Human Rights Man with the Human Rights Friendly School Model (SR-HAM). Educational : Journal Educational Science , 3(2), 261–269.
- Gaffar, A. (2006). Indonesian Politics ; Transition Going to Democracy . Student Library .
- Goetzmann, A. (2017). Elementary School Children's Political Knowledge. American Behavioral Scientist, 61(2), 238–253. <https://doi.org/10.1177/0002764216689124>
- Handtke , V., Bretschneider, W., Elger, B., & Wangmo, T. (2016). The collision of care and punishment: Aging prisoners' view on compassionate release. Punishment & Society, 19(1), 5–22. <https://doi.org/10.1177/1462474516644679>
- Hidayah, Y., Suyitno, & Ali, YF (2021). A Study on Interactive–Based Learning Media to Strengthen the Profile of Pancasila Students in Elementary School. JED (Journal of Democratic Ethics), 6(2).
- Hidayah, Y., Trihastuti , M., & Widodo, B. (6 CE). Online Learning Model in Improving Civil Responsibility as a Solution during Covid-19 Pandemic in Indonesia. Tadris: Journal Teaching and Science Tarbiyah , 1.
- Inah, EN (2013). THE ROLE OF COMMUNICATION IN EDUCATION. Al- Ta'dib Journal , 6(1).
- Kesten, Alper. 2014. "Teaching Human Rights in Turkey: Commentaries on a Single Lesson from Multiple Perspectives". Journal of Social Science Education, Volume 13, Number 2, Summer 2014.

- Krappmann , Lothar. 2006. "The Rights of the Child as a Challenge to Human Rights Education". *Journal of Social Science Education*, vol. 5 Number 1 1618-5293.
- Lewis, M. (2013). Human Interaction With Multiple Remote Robots. *Reviews of Human Factors and Ergonomics*, 9(1), 131–174. <https://doi.org/10.1177/1557234X13506688>
- Malian, Sobirin and Suparman Marzuki. 2003 *Citizenship and Human Rights Education Man* . Yogyakarta: UII Press.
- Mihr, Anja. 2006. "Minority Participation Challenge for Human Rights". *Journal of Social Science Education*, vol. 5 Number 1 1618-5293.
- Maries, M. A. (2000). Pull Us Together or Push Us Apart? Social and Cultural Implications of the Internet. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 44(2), 354. <https://doi.org/10.1177/154193120004400216>
- Moleong , L. J. (2007). *Methodology Study Qualitative* . Teen PT Rosdakarya .
- Murniaseh , E. (2021). Cases of Human Rights Violations in Indonesia & Examples in history. *Itrto.Id* .
- Muwarni , ED 2006. The role of teachers in Build Awareness Critical Student . *Penabur Jakarta Education Journal* .
- Nurgiansah , TH (2020). *Philosophy of Education*. In Banyumas : CV Pena Persada .
- Nurgiansah , TH (2021). *Pancasila Education*. In Solok: CV Media Scholar Partners .
- Rosyada , Dede. 2003. *Citizenship Education , Democracy , Human Rights Man , Independent Society* . Jakarta: ICEE UIN Jakarta.
- Shulman JD, Beach MM, Rivera-Hidalgo F. 2004. The prevalence of oral mucosal lesions in US adults: data from the Third National Health and Nutrition Examination Survey, 1988-1994. *J Am Dent Assoc* 2004; 135(9):1279-86. (Abstract).
- Sutopo. 2006. *Methodology Study Qualitative (Theoretical Basis and Application in Study Edition 2)*. Surakarta: Sebelas Maret University.