

Urgency of Human Rights Education for Millennial Generation

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Abstract

Freedom demands in the name of human rights are often understood as unlimited freedom. Whereas, human rights are should be placed proportionally in line with the obligation to respect the rights of others. Respect for the rights of others is an attitude that must be displayed by those who understand about human rights, both through the process of education and daily experience. The problem formulation in this research is how much urgency of human rights understanding through human rights education for millennial generation? The purpose of this study is to determine the urgency of human rights understanding through human rights education for millennial generation. The research was conducted with quantitative descriptive approach. The sample of research was 55 college-students of Study Program of Pendidikan Pancasila dan Kewarganegaraan/PPKn (Pancasila and Civics Education), class of year 2009-2014 who have taken the course of Human Rights and Democracy Education. The data collection was done through multiple choice test to measure the variable of human rights understanding. Data analysis method was descriptive statistical analysis. The results showed that human rights understanding through Human Rights Education falls into the category of urgent. This aspect has a great tendency of urgency with the following description: interpreting the concept of human rights from various perspectives (85.7%), giving examples of human rights violations (82%), classifying human rights concepts (72.5%), summarizing human rights history (81.25%), concluding the connection of human rights and democracy (80%), comparing the concept of Western human rights and Islamic human rights (73%), and explaining the basic human rights concept (74.7%).

Keywords: human rights, education, millennial generation

Introduction

Enforcement efforts of Human rights represent a series of processes to outline values, ideas, ideals, and then become the objectives of human rights. Human rights objectives contain moral values, which are justice, assurance, and expediency. This implies that efforts to respect, fulfillment, protection, prosecution and promotion of human rights must be carried out by the government in Indonesia, whether at the stage of Nation, Provincial, District, or City Level. As a form of the effort, a number of legislation regulations on human rights have been formulated, start from the 1945 Constitution of the Republic of Indonesia until the regulations under it. However to

date, it must be recognized that human rights enforcement efforts have not been optimal because it still faces various obstacles. Based on the data of (Badriah, 2016), on the results of the evaluation of the implementation of the Rencana Aksi Nasional Hak Asasi Manusia Indonesia/RANHAM (Indonesia National Action Plan on Human Rights) 2011-2014 has so far demonstrated a number of findings, such as less optimal coordination among implementing agencies; public awareness lack of human rights understanding; the lack of effective monitoring mechanism, evaluation, and report of RANHAM implementation 2011-2014.

In order to realize human rights enforcement efforts, the government needs to improve and continue RANHAM 2011-2014 into an inclusive National Action Plan, namely RANHAM 2015-2019. RANHAM 2015-2019 focus especially in the field of education and enhancement of citizen's awareness on human rights. It can be done through dissemination (socialization/dissemination) of human rights values contained in the fourth strategy of RANHAM 2015-2019 (Peraturan Presiden Republik Indonesia Nomor 75 Tahun 2015 tentang Rencana Aksi Hak Asasi Manusia Tahun 2015-2019). However, nowadays people do not have the awareness to understand human rights properly and correctly.

The success of human rights education in universities or in society can be seen from the realized of human rights education purpose. The purpose of human rights education is make people able to understand and apply human rights values in society life (Peraturan Presiden Republik Indonesia Nomor 75 Tahun 2015 tentang Rencana Aksi Hak Asasi Manusia Tahun 2015-2019). During the year 2015, Indonesia National Commission on Human Rights has seen many positive developments of human rights education resulting in a human rights understanding in the community. One to note is the application of human rights values through the promotion of provinces and districts or municipalities worthy of human rights, human rights comprehension by communities that resulted in movements to urge the settlement of past human rights violations, to the initiative of establishing a Truth and Reconciliation Commission in Aceh (Tim Penyusun Laporan Tahunan Komnas HAM 2015, 2016: 18). Although Indonesia's reputation in the field of human rights has been recognized as a fairly good one, it does not mean that Indonesia is without intolerance, injustice, discrimination and gaps that lead to human rights violations. Indonesia National Commission on Human Rights continues to monitor and examine the serious issues that still create concerns during 2015. However, in fact there are still critical points of human rights in wave of intolerance, whether directed to minorities groups, as well as groups that are considered disagreeable (Tim Penyusun Laporan Tahunan Komnas HAM 2015, 2016: 19).

One of the citizens' basic rights is the right of opinion and freedom over the administration, fulfillment, and enforcement of opinion rights itself. That right is very important parts in the course of human rights enforcement, considering the efforts lead to human rights freedom, in which continue to develop from time to time.

However in reality, the freedom of human rights today is often understood as an unlimited freedom which has an impact on the unlimited freedom of democracy which has resulted in the quality of democracy itself. Based on the explanations described above, there are several problems that can be identified, which are:

- Less optimal of human rights enforcement efforts in Indonesia
- Lack of public awareness of human rights understanding
- The problem of intolerance waves is still a critical point of human rights violations
- There is an obstacle for citizens to do their right in expressing opinions in public
- Misunderstanding of human rights that is often understood as unlimited freedom.

The purpose of this research based on the formulation of the problems is to find out how much urgency in human rights understanding through human rights education for millennial generation.

Method

The method used in this research was the quantitative descriptive method because it was in accordance with the opinion of Arikunto (2010: 74), which is "descriptive research is to describe the situation as it is without making comparison or making correlation between variables".

The population was the whole subject of the research (Arikunto, 2014: 173). According to Sugiyono (2015: 117), the population is not just the amount that is on the object or subject being studied, but includes all the characteristics or properties possessed by the subject or object. The population in this research were college-students of Study Program of Pendidikan Pancasila dan Kewarganegaraan/PPKn (Pancasila and Civics Education, Faculty of Teacher Training and Education, Ahmad Dahlan University Class year of 2009-2014 who have taken the course of Human Rights and Democracy Education, there are as many as 123 people.

According to Arikunto (2002: 131), the sample is part or representative of the population being studied. Sampling technique in this research was probability sampling, that was giving equal opportunity to every member of population to become sample. Sampling was done randomly (simple random sampling). According to Sugiyono (2015: 120) simple random sampling is the collection of sample members from the population done randomly without regard to the strata in the population. Determination of the number of samples in this study was by Slovin formula. The sample in this study was 55,157 people thus it was reduced to 55 people, by taking samples randomly without regard to strata. Research variable is an attribute or nature or value of people, objects, or activities that have certain variations set by researchers to be studied and then drawn conclusions (Sugiyono, 2015: 61). Based on the above explanation, the variable in this research was single variable, which was the human

rights understanding through Human Rights Education. Data collection technique was by multiple choice test sheet and documentation. This research used one data gathering instrument: multiple choice test sheet.

Result and Discussion

The data analysis is based on data obtained from the multiple choice test about human rights understanding through human rights education. The multiple choice test sheet has a total of 17 questions with a score of 1-0. The score is 1 if the answer is correct and 0 if the answer is wrong. This is because in the test, the answers are in the form of dichotomy, which is wrong and true.

The test in this research is used to find data on the understanding of human rights that the alternative answers have been provided. The maximum score is 1 if correctly answer the urgency of human rights understanding through human rights education for millennial generation, it is viewed from the aspect of: interpreting the concept of human rights from various point of view, giving examples on human rights violations, classifying the concept of human rights, summarizing the history of human rights, concluding the connection of human rights and democracy, comparing Western human rights and Islamic human rights concepts, and explaining basic human rights concepts. While the minimum score is 0 if the answer is wrong in the urgency of human rights understanding through human rights education for millennial generation.

Based on the result of the research, the human rights understanding through the human rights education for millennial generation showed high category, with frequency as many as 55 college-students (78.45%). While seen from each indicator are:

- Interpreting the concept of human rights from various points of view (85.7%) of 3 questions
- Giving examples of human rights violation forms (82%) of 3 questions
- Classifying the concept of human rights (72.5%) of 2 questions
- Summarizing the history of human rights (81.25%) of 4 questions
- Concluding the connection of human rights and democracy (80%) of 1 question
- Comparing the concept of Western human rights and Islamic human rights (73%) of 1 question
- Comparing the concept of Western human rights and Islamic human rights (74.7%) of 3 questions

The purpose of this research is to find out how much urgency of human rights understanding through human rights education for millennial generation. From the research data that has been collected and analyzed, the researcher then conducted a discussion about the research results by descriptive statistical analysis.

Human rights understanding in this research is defined as process of constructing the meaning of learning messages, all in oral, written or grative conveyed through teaching, by the activities of interpreting the concept of human rights from various points of view, giving examples on human rights violation forms, classifying the concept human rights, summarizing the history of human rights, concluding the connection of human rights and democracy, comparing Western human rights and Islamic human rights concepts, and explaining the basic concepts of human rights. This research collected human rights information using multiple choice test with 22 questions to measure the validity of the data. From the 22 questions given to 30 samples from the population, then get 17 valid questions and 5 invalid questions. Next is measured the reliability, the result is rtest instrument of understanding human rights is 0.819 and rtable is 0.361, then rtest greater than the rtest. In conclusion, human rights instrument is significant and reliable.

The results of this research support the opinion of Gage & Berliner (Thobroni, 2016: 55) on behavioristic learning theory that "behavioral change as a result of experience". From the opinion of Gage & Berliner (Tho-broni, 2016: 55), learning is the result of interaction between stimulus and response. A person is considered to have learned something if he/she can show changes in his/her behavior/attitude. According to this theory, the important thing in learning is the input in the form of stimulus and output in the form of responses. Stimulus is anything that is given by education to the learners, while the response is the reaction of learners to the stimulus provided by the educator (Thobroni, 2016: 56).

Thus, if college-students are given a stimulus in the form of human rights materials, it will produce an input in the form of knowledge and understanding cognitively related to human rights. Knowledge and understanding will then be responded by college-students through attitude changes that lead to the human rights learning achievement in the form of respect for the opinions of others as output.

Conclusion and Recommendation

Based on the results of research and discussion, the urgency of human rights understanding through human rights education for the millennial generation can be concluded that the urgency of human rights understanding through human rights education for millennial generation showed high category, with frequency as many as 55 students (78, 45%). Based on the conclusion and research results that have been done, there are some recommendations that are expected to be used as consideration of related parties. For college-students to always appreciate the opinions of others in human rights education activities as a form of respect for the others opinions, and also college-students can find the benefits of human rights education provided. Lecturers of Human Rights and Democracy Education Course can refer to the results of this research to be source of data in providing educational activities to the college-students thus to improve the attitude of respecting opinions among college-students.

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