

# Exploration Model-Based Education Democracy And Human Rights On Elementary School

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**Abstract.** This research has purposes that aim to: (1) Know and explain the educational model based on democracy and human rights on Elementary Schools in Yogyakarta, (2) Identify obstacles in the implementation of education-based democracy and human rights on Elementary Schools in Yogyakarta, (3) Find out the solutions to overcome obstacles toward the implementation of democracy and human rights-based education on Elementary Schools in Yogyakarta. This research used a qualitative method with descriptive approach. In order to gather data, researchers used direct observation technique, interview, and documentation. The steps of data analysis include data presentation, data reduction, and verification, while the data validity tests include internal validity, external validity, reliability and objectivity. The results of this research are: (1) the outline of model-based democracy and human rights education in Yogyakarta is done through three activities, namely intrakurikuler, extracurricular and school culture conducive creation. In SD Negeri Mendungan 2, the implementation of democracy and human rights education through activities integrated in subjects intrakurikuler Java Language, Religion, Social Studies, Science, PPKn, Indonesian, SBK, Dance, PE and activities ceremony. In SD Taman Muda Djetis, it is integrated into more complex subjects such as *Ketamansiswaan*, Java Language, Religion, Social Studies, Science, *PPKn*, *Indonesian*, SBK, Dance, PJOK, English and ceremony activities. Meanwhile, in extracurricular activities involves *pramuka*, painting, taekwondo, music, *karawitan*, English, TPA and TIK. The implementation of model-based education for democracy and human rights are also visible in efforts to create a school environment conductively through environmental ethics, manners and appropriate attitudes based on Pancasila's ideology (2) The model-based education on democracy and human rights in primary schools experienced some obstacles include a lack of understanding and readiness of teachers in learning based democracy and human rights, the facilities and infrastructure are inadequate, the different parenting among the students' parents and guardians, and also the negative effects of the using of science and technology. (3) The solutions used to overcome the obstacles include improving the professionalism quality of tutors / teachers by making internal meetings every 2 or 3 months and involve teachers in various trainings and seminars both local and national, make a regular meeting every 3 months between the parents/ guardians of students with teachers.

**Keywords:** Education, Democracy, Human Rights

## 1 Introduction

Indonesia is well-known as a plural nation which is characterized by the number of ethnicities, tribes, religions, cultures, and customs which exist in the nation. Moreover, Indonesian society is known as a multicultural, the country people have diverse cultural backgrounds. Diversity and multiculturalism indicate differences among people. Pluralism and multiculturalism could produce a power of extraordinary unity if it is managed properly. However improper manage could pluralism and multiculturalism can lead to national disintegration. A culture of democracy is needed in order to make the society has cultural awareness. Cultural democracy is a condition where people value diversity, recognition of individual rights and the existence of basic obligations which must be fulfilled. Democratic citizens have the following characteristics: (1) Ability to understand differences, (2) Desire and ability to communicate about differences, (3) Problem solving skills, (4) Legal awareness, and (5) Uphold human rights.

From these characteristics, it can be seen that democracy and human rights are two things that are closely related. Without democracy, human rights cannot be carried out properly. A democratic culture and awareness of human rights can be instilled in citizens from an early age, one of the ways that can be done is implying it through education. Schools are often confronted with situations and conditions where students do things that disrupt school rules such as delinquency, fighting, bullying, brawls, drugs, pornography, immorality, and free sex. Furthermore, sometimes teachers who suppose to be parents at schools actually create human rights violations such as acting discriminatively

against students, giving excessive punishment, even committing sexual crimes against students. This leads related to how the school deal with such problem and take decisive action to handle the human rights violation or an omission.

According to data collected by the Indonesian National Child Protection Data and Information Center (KPAI) from 2010 to 2014, there were 21,869,797 cases of violations of children's rights, spread in 34 provinces, and 179 districts and cities. As much as 42-58% of the violation of the rights of the child is a sexual crime against the child. The rest are cases of physical violence and neglect of children. In addition, in a study conducted by Plan International NGOs and the International Center for Research on Women (ICRW) released in the beginning of March 2015 showed surprising facts regarding to child abuse at school. There are 84% of children in Indonesia experiencing violence in school. The figure is higher than the trend in Asia, which is 70%.

Considering the high number of cases of human rights violations in schools, democracy and human rights based education efforts need to be carried out early. The character of democratic citizens will be able to support the implementation of human rights, but this character cannot be grown suddenly to someone as the social revolution but it needs process. Therefore, democratic education is one of the closest and most relevant alternatives to school life. The city of Yogyakarta, besides being known as a city of culture, it is also famous as a the city of students. It makes the city of Yogyakarta is interesting to study because in addition to bearing a special status, it also received the title of a student city that produce many academics and intellectual struggles in various fields of life. The city of Yogyakarta produced many young intellectuals who worked in all fields of state. This is certainly inseparable from basic education which is packaged in a structured and neat way in all things, so that the output produced becomes qualified. It does not only produce citizens who are cognitively intelligent but also have attitudinal and skills intelligence that support the implementation of democratic life and uphold human rights. The city of Yogyakarta was chosen as a student city that which is familiar with the nuances of education, this is of course as the impacts of the role of elementary schools as the lowest level of education which supply a big influence in implementing democracy-based and human rights education. Since it is so important to form democratic citizens and uphold human rights, Indonesia needs to instill these values early and continuously. Starting with this background of problem then how is the model of education based on democracy and human rights in elementary schools right to do, to create students who have intellectual intelligence and at the same time encourage good citizens. Therefore, it will facilitate schools, especially educators in implementing Democracy and Human Rights based education.

## **2 RESEARCH METHODS**

This type of research is descriptive research which the study is intended to explore and clarify the social reality by describing the number of variables related to the problem or unit under study (Sanapiah Faisal, 2007: 20). The approach used is qualitative. The qualitative approach is expected to be able to produce an in-depth description of words, writings, and / or behaviors that can be observed from an individual, group, community, and / or a particular organization in a particular setting that is examined from a whole, comprehensive, and holistic perspective (Bogdan and Taylor, in Basrowi & Suwandi, 2008: 23). Based on the type and method of the research, this study aims to find out and describe education based on democracy and human rights in Yogyakarta City Elementary School.

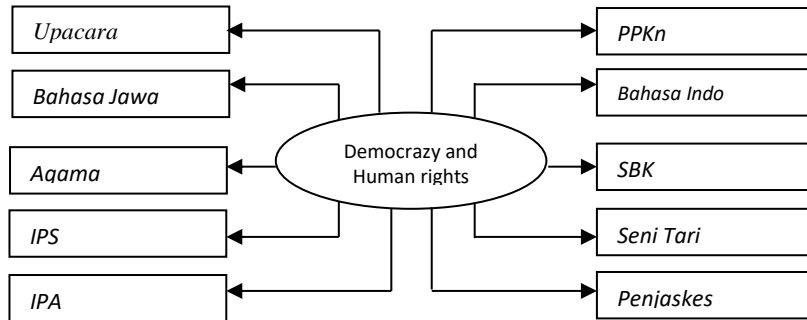
## **3 DISCUSSION**

### **3.1 The Model of Democracy-Based Education and Human Rights Applied in Elementary Schools in the City of Yogyakarta.**

The democratic and human rights education model is a teaching model that leads to a learning approach which is chosen to convey the values of democracy and human rights to students and the creation of a democratic school culture. This includes the scope and sequence of activities chosen by the teacher in the teaching and learning process, so that services and facilities can be provided to students in achieving each learning goal.

SD Negeri Mendungan 2 Yogyakarta has a vision to "Realize Schools that shine in achievement based on faith and taqwa, cultured, skilled and love to the environment". Based on the vision, it is clear that the value of this school aims to create a religious, humanist and democratic school climate. Democracy and human rights-based education in elementary schools is carried out through teaching and learning activities in the classroom (intra-curricular), school atmosphere (school culture) and also the development of interests and talents held by schools outside of

extracurricular hours. Learning the concepts of democracy and human rights through teaching and learning activities in the classroom (intra-curricular) is carried out by inserting democratic and human rights values into subjects or themes learned by students which can be seen in the following chart.



**Fig 1. Integrated Democracy and Human Rights Learning Model in Subjects at SD Negeri Mendungan 2 Yogyakarta**

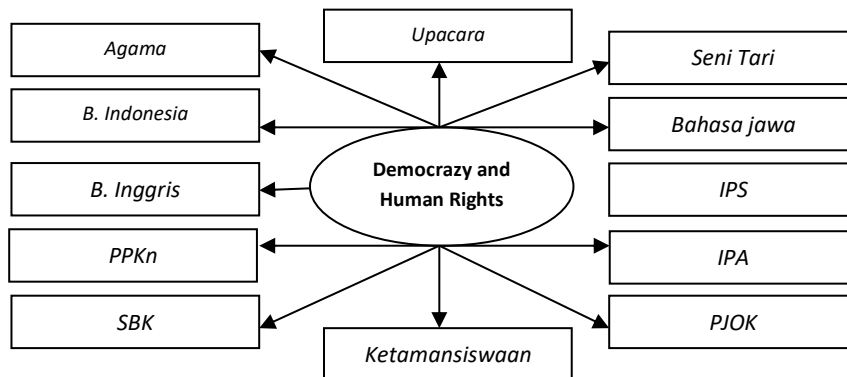
From the chart above, it appears that democracy-based learning and human rights are integrated in 10 subjects. Besides being in the form of intra-curricular, democracy and human rights-based learning is also carried out in extracurricular activities such as English, TPA, Scouting, and ICT, while democracy-based and human rights-based learning through school culture can be seen from the pressure on karmic values and governance created in the school environment includes:

**Table 1. Democratic School Culture and upholds human rights**

Attitude at School	Speech Arrangement	Attitude which Based on Pancasila
1. Say hello	1) Speak slowly enough	1. Appreciate friends
2. Respect the teachers	2) Not too hard and not too weak	2. Don't discriminate between friends
3. Respect the regulations	3) Speak eagerly	3. Tolerance towards friends who are conducting worship according to their religion
4. Speak politely and politely	4) Speak not only or direction	4. Active in school organizations
	5) Use a good and right Indonesian way	5. Be fair to friends
	6) Don't offend others	

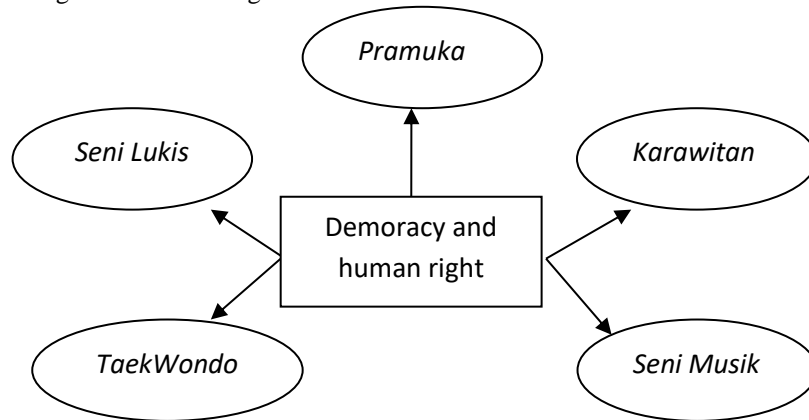
Education models based on democracy and human rights are plans that are chosen to convey the values of democracy and human rights to students and the implementation of a democratic school culture. This includes the scope and sequence of activities chosen by the teacher in the teaching and learning process, so that services and facilities can be provided to students in achieving each learning goal.

The model of democracy and human based learning in SD Taman Yogyakarta Jetis is basically the same as at SD Negeri Mendungan 2 Yogyakarta which is applied through intracurricular, extracurricular and developing a positive school culture, which distinguishes it from the applied curriculum. SD Taman Young Jetis Yogyakarta applies the KTSP curriculum and also includes the teachings of Ki Hadjar Dewantara in it. As for democracy and human rights-based learning integrated in intracurricular activities can be seen from the following chart:



**Fig 2. Integrated Democracy and Human Rights Learning Model in Subjects at SD Taman Jetis**

Moreover, the planting of democracy can be done through extracurricular activities such as kerawitan, I Seni Musik and Seni Lukis. It was supported by 18 characters developed in the elementary school of Jetis Youth Park. While democracy and human rights based learning in extracurricular activities can be seen from extracurricular activities:



**Fig 3. Model of Learning Democracy and Human Rights in Extracurricular Activities at SD Taman Jetis Elementary School**

Democracy and human rights-based learning through school culture can be seen from the pressure on 18 character and cultural values created in the school environment, including:

**Table 2. Democratic School Culture and upholding human rights**

Motto 7K	18 Character Value Based on National Culture
1. Cleanliness	1) Religious
2. Beauty	2) Honest
3. Comfort	3) Tolerance
4. Order	4) Discipline
5. Desire	5) Work hard
6. Health	6) Creative
7. Security	7) Self-esteem
	8) Democratic
	9) Curiosity
	10) National spirit
	11) Love the homeland
	12) Appreciate achievement
	13) Friendly / communicative
	14) Peaceful love
	15) Love to read
	16) Care for the environment
	17) Social scrutiny
	18) Responsibility

### 3.2 Constraints Faced in Implementing Democracy-Based and Human Rights Education in Yogyakarta

There are some problems or obstacles experienced by SD Negeri Mendungan 2 Yogyakarta in implementing democratic-based and human rights education such as lack of teacher readiness due to teaching staff in Public

Elementary Schools Containing 2 on average is an old product. Besides, the teaching techniques are still in simple form. Moreover, media and methods have not been used maximally. Therefore, sometimes teaching is still just a transfer of knowledge and not yet transferring value. Besides that, many teachers are mostly old teachers, so they may not be able to adjust to the development and needs of students now. There are teachers who are ready and able to instill democracy and human rights education through example, games in class etc., but there are also teachers who teach them are just teaching, even in making RPP the teacher forgets to include aspects of attitude in it.

So far the facilities and infrastructure are still adequate. This elementary school already has its own mosque. Through this, students can learn from each other about the tolerance of freedom and religious freedom. But of course there are still some disadvantages such as providing space for other religions to carry out worship, media and sources of learning or teaching materials that are still incomplete so sometimes students like to fight, this makes the value of cooperation, democracy becomes less applicable.

Parenting at home is not synchronized with teacher's parenting style in school. One of the things that makes learning difficult is that there is a difference between childcare in school and at home. In school children are taught to be able to socialize, respect differences and be able to work with their friends, but when at home parents usually spoil their children so that the child grows into a spoiled and selfish person, unable to respect others. Democracy education should include parenting parents at home that is out of sync with teacher's parenting style at school.

A good democratic education must include curriculum and learning democracy must present important and meaningful messages and contents, combine controversial issues, provide optimal learning services to students such as extracurricular activities, which aims to provide abilities that have not been included in intracurricular activities, the management of the school and the simulation of the democratic process. But in practice there are still many that have not been fulfilled these 6 aspects.

On the other hand, SD Taman Yogyakarta Jetis experienced several obstacles in education based on democracy and human rights. SD Taman Yogyakarta Jetis Yogyakarta experienced several obstacles in education based on democracy and human rights among them such as the lack of detention of school teachers and staff regarding the importance of democracy and human rights. So far, learning that instills the values of democracy and human rights is obviously only burdened by PPKn teachers. Even so, the materials are still limited. Not all teachers understand the importance of democratizing and upholding human rights, even teachers themselves can sometimes be less democratic. Actually there are teachers who already indirectly teach children to democracy and uphold human rights, but there are still many teachers who do not understand this. Sometimes the teacher still uses the teacher centered method. When learning is still teacher centered, the freedom of thought of students is automatically curbed.

The problems of facilities and infrastructure were also experienced in SD Taman Jetis Elementary School. Less democratic family is also an obstacle since family have a very important role in democratic education and human rights. Sometimes in school children have been taught to socialize with each other regardless of ethnicity, religion and race, but in the family there is still certain panatism, for example, there are parents who forbid their children to be friends with people from the east or non-Islam. Now this is an obstacle for schools to instill democratic values and human rights for students.

The influence of the progress of science and technology is an obstacle that is felt by almost all schools in general. The advancement of science and technology makes today's generation often forget about indigenous culture. Students sometimes prefer to play cellphones or games online rather than playing with their peers. This if left unchecked can trigger individualism and the inclusion of democratic values and human rights is hampered.

### **3.3 Efforts Made to Deal With Various Obstacles in Education Based on Democracy and Human Rights (HAM) In Yogyakarta**

Some of the problems faced by schools must be overcome by providing solutions. According to the results of the research, there are several efforts made to overcome the obstacles that arise as what conducted by SD Negeri Mendungan 2 Yogyakarta. In order to handle obstacles to teacher readiness, schools hold regular meetings of principals, teachers and all school staff. In the meeting, the obstacles are being discussed then finding a solution to solve it and also the achievement of each task that has been done. In addition, the school has implemented various development and training programs for teachers to improve skills such as, training, seminars, workshops etc. In order to deal with the problem of lack of facilities and infrastructure, the school always tries to budget a number of funds to slowly complete the facilities and infrastructure of the school, in addition to the school cooperating with other parties as sponsors. Moreover, in order to overcome the differences in education in schools and education in the family

environment, school provides regular meetings every 3 months. During the meeting, parents will receive reports from the school regarding their child's development. There is a contact book, in which the teacher will write messages or information related to the child's development in school. But usually there are parents who are a little indifferent, so regular meetings are held once every 3 months.

The difference between what is done by SD Taman Jetis Yogyakarta is a culture-based school where the concepts of multiculturalism, democracy and human rights are highly upheld, this is in accordance with the school's mission "Developing knowledge in the field of science and technology, language, sports, and cultural arts according to talent students' interests and potential". However, it is known that achieving this mission is not easy. In order to overcome barriers to lack of understanding of teachers and school staff on the importance of the concept of democracy and human rights, the school often holds internal meetings every 2 months. During the meeting discussed the obstacles faced by teachers and staff, and then sought a joint solution. The forum also presented criticisms and suggestions between teachers and staff. Criticism and advice are given not because there is a sense of dislike or want to overthrow each other but instead is used for mutual progress.

In order to overcome the constraints of facilities and infrastructure, the school tried to strive to fulfill it both personally and in collaboration with related instructions. In addition to the development of the class as a democracies laboratory, the school environment as a micro cosmos of democracy, and the wider community as a global classroom, which allows students to learn democracy in a democratic situation and train themselves to become democratic citizens. While in order to overcome the problem of the differences between parenting at home and school, there is a meeting between guardians of students and schools every 3 months. Through the meeting, it is expected that there will be harmony or similarity in vision and mission in carrying out learning. Parents also participate in developing democratic attitudes and appreciating differences. Related to the impact of the progress of science and technology, this school prohibits students from carrying cellphones while in school, or allowed to carry HP but entrusted to the class teacher.

#### **4 Conclusion**

Based on the results of research and discussion, it can be concluded that the model of education based on democracy and human rights in Yogyakarta is broadly carried out through 3 activities namely intracurricular, extracurricular and the creation of a conducive school culture. In SD Negeri 2 Medungan Yogyakarta, the implementation of democracy and human rights education through integrated intracurricular activities Bahasa Jawa, Agama, IPS, IPA, PPKn, Bahasa Indonesia, SBK, Seni Tari, Penjaskes and Ceremony Activities. SD Taman Muda Jetis integrated into more complex subjects namely Ketamansiswaan, Bahasa Jawa, Agama, IPS, IPA, PPKn, Bahasa Indonesia, SBK, Seni Tari, PJOK, and Ceremony Activities.

Democracy and human rights-based education models in elementary schools experience several obstacles including lack of understanding and readiness of teachers in democracy and human rights based learning, inadequate facilities and infrastructure, different parenting between parents and guardians, and the negative influence of science and technology.

The solutions used to overcome these obstacles include improving the quality of professionalism of teachers, by making internal meetings every 2 or 3 months and involving teachers in various training or seminars at both national and national levels, regular meetings every 3 months once between parents / guardians of students and teachers. This aims to facilitate the supervision of students both inside and outside the school environment, the provision of adequate facilities and infrastructure both from the school independently and in collaboration with outside parties. Related to technological advances in the form of cellphone usage, schools make regulations that limit the use of cellphones in school so students can learn well and interact with their friends.

The exploration of the model of education based on democracy and human rights in the city of Yogyakarta is very important, especially for the very multicultural people of Yogyakarta to create "Yogyakarta Berhati Nyaman" which can be translated into "Yogyakarta with a Comfortable Heart". Students can have competence as good citizens, namely the state that has civic knowledge, civic skills and civic disposition, such as tolerance, respect for differences, able to interact socially and promote good cooperation, uphold human rights, and love culture - indigenous culture that develops in Indonesia, so that students are expected to be able to become a democratic generation. In addition, through a democracy and human rights based education model, students are not only cognitively intelligent, but also emotionally and spiritually.

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