Human rights awareness education to prevent bullying behavior at school

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ABSTRACT

The prevalence of bullying, a serious issue in primary and secondary schools, underscores the need for effective prevention strategies. This study aims to develop a human rights education model to address this concern. The primary objective is to design a comprehensive human rights education model tailored for school environments. This model aims to prevent bullying behavior by fostering a culture of respect and empathy among students. A literature review methodology was employed to analyze existing problems related to bullying and identify potential solutions. Theoretical frameworks and empirical research findings were utilized to develop the proposed human rights education model. The results of this research suggest the development of prevention strategies and the creation of a pocketbook containing human rights education materials accessible to students. Additionally, it suggests the use of engaging learning media to facilitate a better understanding of human rights concepts, which are often abstract and challenging to grasp through traditional teaching methods. The human rights education model presented in this study is adaptable for both primary and secondary education. It emphasizes the importance of early intervention to prevent bullying from becoming entrenched in school cultures. By targeting students' moral and cognitive development, this model aims to break the cycle of victimhood and aggression associated with bullying. This study contributes to the field of education by proposing a practical and holistic approach to addressing bullying in schools. The proposed human rights education model provides educators with a framework to promote a safe and inclusive learning environment.

1. Introduction

Human rights (HR) are fundamental rights essential for complete human development. They refer to the basic rights and freedoms that all humans are entitled to, regardless of nationality, ethnicity, religion, or other factors. These rights include the right to life, liberty, and security, as well as freedom of expression, thought, and religion. The statement suggests that without these fundamental rights, individuals cannot fully realize their potential or lead fulfilling lives. It emphasizes the importance of human rights in promoting dignity, equality, and justice for all [1]. These rights have been inherent to humanity since its inception, bestowed upon individuals as divine grace [2]. It could be contended that human rights are bestowed upon humans by a higher power. However, the extent to which these rights are actualized depends on their usefulness to society. As a result, while some people benefit from these rights, others may be put at risk by them [3]. Human rights are intrinsic to human dignity and must be safeguarded by both individuals and governments. Individuals are responsible for

respecting the rights of others, ensuring that all members of society can live with freedom and dignity [4]. Governments, as the highest authorities in their respective countries, bear the primary responsibility for protecting and upholding human rights. They must enact and enforce laws that guarantee these rights for all citizens, regardless of their background or beliefs [5]. This commitment to human rights is enshrined in various international agreements, such as the Universal Declaration of Human Rights (UDHR) [6], the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights [7]. These documents serve as a framework for governments to fulfill their obligations and for individuals to understand their rights. By adhering to these agreements, governments can ensure that human rights are respected, protected, and upheld in their countries. Moreover, the protection of human rights is not solely the responsibility of governments; it is a shared duty among all members of society. Individuals play a crucial role in promoting human rights through activism, advocacy, and awareness-raising efforts. By working together, both governments and individuals can create a society where human rights are not just a legal requirement but a lived reality for all [8].

Hence, it is imperative for all nations, including Indonesia, to enshrine human rights protection in their foundational legal frameworks. Specifically, in Indonesia, the legal framework for human rights is outlined in Chapter XA, encompassing Articles 28A to 28J, along with state responsibilities detailed in Article 28I of the 1945 Constitution (UUD 1945). Furthermore, there is a need to promote awareness and understanding of human rights among the public to reduce instances of human rights violations. Educating the public, particularly through schools, is a key strategy, as schools serve as environments for acquiring knowledge, fostering deeper understanding, and nurturing ethical behavior [9]. Education on human rights, particularly within educational institutions, plays a crucial role in enhancing individuals' understanding of human rights and in preventing them from engaging in wrongful behaviors, particularly in contexts such as school bullying where individuals may simultaneously be perpetrators and victims. To effectively address such challenges, it is essential to implement a comprehensive human rights education model that includes elements such as the Human Rights Education curriculum, strategies for preventing human rights violations in schools, and educational materials on human rights. These measures aim to instill an awareness of human rights in individuals from a young age, thus fostering a culture of respect for human rights.

Research and investigations regarding this topic are urgently being conducted among students in schools for several reasons. These include (1) the disturbingly high incidence of human rights violations, particularly bullying in schools—both verbal and non-verbal—which inflicts mental and psychological suffering and has even led to the loss of life [10]; (2) the fundamental aim of education is to foster the humanization of individuals. Consequently, schools and their communities—including teachers, students, and the school environment as a whole—should play a central role in achieving this objective, rather than becoming arenas for practices that undermine human dignity or violate the right to life [11], [12]; (3) schools provide an ideal environment for the intellectual and cognitive development of students [13], because all members of the school community are implicitly committed to following each other's rules. For instance, when someone enrolls in a school and becomes a student, they must adhere to the rules set by the principal and the teachers' council, while the teachers' council is bound by the rights and responsibilities outlined in the laws governing teachers and lecturers; (4) students represent the young citizens and future leaders of the nation, who will steer Indonesia in the future across various professions. Therefore, to ensure that Indonesia remains a nation that upholds and safeguards human rights, it is essential to instill an understanding of basic human rights and obligations from an early age, beginning within families and schools [14].

Several researchers have conducted extensive research on bullying. On average, this research focuses on the factors that contribute to bullying in schools. For example, Borualogo conducted research in 2019 in West Java province, identifying several common locations for bullying among children, including the family, schools, and the community. The types of bullying most frequently experienced by children include verbal, physical, and social bullying [15]. Similarly, Damanik conducted research in 2019 to map the incidence and behaviors of bullying among high school students in Indonesia. The study involved 138 first-year high school students who were asked to recall and describe their experiences with bullying. The results of the descriptive analysis indicated that bullying occurred in 75.8% of the schools represented by the participants. Previous research has primarily focused on providing recommendations to stakeholders to prevent and address bullying in schools.

Bullying is a prevalent violation of human rights in school settings and has become deeply rooted in the culture [16]. This issue cannot be overlooked, as tolerance towards bullying not only jeopardizes the future of young generations but also impacts both the perpetrators and the victims. Therefore, it is imperative that relevant stakeholders implement various preventive and enforcement measures. Bullying is characterized by repetitive negative actions directed from an individual or a dominant group toward a weaker individual or group, and it can manifest in various forms and settings [17]. While high-achieving students are typically less involved in bullying due to their better emotional regulation and ability to handle social challenges [18], there are instances where these students may become both perpetrators and victims of bullying if their intelligence is not aligned with the moral values instilled in them. Moreover, research conducted in the Philippines suggests that public school students receive adequate support regarding bullying, with teachers being viewed as reliable figures in addressing such incidents. Conversely, students attending private schools tend to turn to their peers for support in similar situations. Despite this, the survey uncovered that a majority of students have encountered verbal bullying at least once within their homes [19]. Bullying can take on physical forms like hitting, kicking, and slapping, resulting in bodily harm. Verbal abuse, comprising insults, ridicule, and public embarrassment, often targets the victim's perceived vulnerabilities. Additionally, psychological bullying, such as unjustified isolation, can occur, with these various forms of bullying leading to physical pain, anxiety, mood fluctuations, depression, stress, and in severe cases, suicidal ideation among victims [20]. Research conducted in the United States has also recognized a distinct form of bullying known as ethnic-cultural bullying, specifically targeting individuals categorized as "immigrants," thereby exhibiting racist tendencies [21]. The victims of such bullying may encompass a wide range of characteristics, spanning from perceived vulnerabilities to outstanding talents or potential, rendering anyone susceptible to bullying based on the perpetrator's discontent [22]. Bullying is a prevalent occurrence within educational settings, including elementary schools. Consequently, there is a current governmental emphasis on character education within school curricula, integrating it into various programs such as campus teaching initiatives tailored to schools [23].

2. Method

The literature review begins with the identification of relevant sources related to human rights, education, and the prevention of human rights violations, particularly in school settings. This includes academic journals, books, government reports, and international agreements. The identification of relevant sources related to human rights, education, and the prevention of human rights violations involves a comprehensive search across various mediums. Academic journals are a primary source, as they often contain in-depth studies, analyses, and theoretical frameworks related to human rights and education. These journals provide a platform for scholars and researchers to publish their findings and contribute to the body of knowledge in these fields. Books are another valuable source, offering a wide range of perspectives, historical contexts, and theoretical frameworks related to human rights and education. Books authored by experts in the field, as well as textbooks that provide foundational knowledge, are commonly consulted. Government reports are crucial sources of information, as they often contain data, statistics, and policy recommendations related to human rights and education. These reports can provide insights into the implementation of human rights policies, the prevalence of human rights violations, and the effectiveness of education programs in promoting human rights. International agreements, such as treaties and conventions, are also important sources of information. These agreements outline the rights and responsibilities of states regarding human rights and education, providing a framework for understanding international standards and norms.

The selection criteria for sources include relevance to the research topic, credibility of the author or source, and the date of publication. Only sources that meet these criteria are included in the review. Data is extracted from the selected sources, including key concepts, arguments, and findings related to human rights education, strategies for preventing human rights violations, and the role of schools in promoting human rights. The findings from the selected sources are synthesized to identify common themes, trends, and gaps in the literature. This synthesis helps to build a comprehensive understanding of the research topic and identify areas for further investigation. The literature is critically analyzed to evaluate the strengths and weaknesses of existing research, as well as the relevance of findings to the current study. This analysis helps to provide a balanced and nuanced perspective on the research topic. Ethical considerations are taken into account throughout the literature review process, including the proper citation of sources and the avoidance of plagiarism. All sources are accurately credited to their original authors. The literature review acknowledges the limitations of existing research, such as

potential bias in the selected sources or gaps in the literature. These limitations are discussed to provide a balanced view of the research topic. The findings of the literature review have implications for policy and practice in the field of human rights education and the prevention of human rights violations. By identifying key themes and trends in the literature, the review informs future research and interventions in this area. Fig. 1 is a visualization of the Literature Review Process in this research.
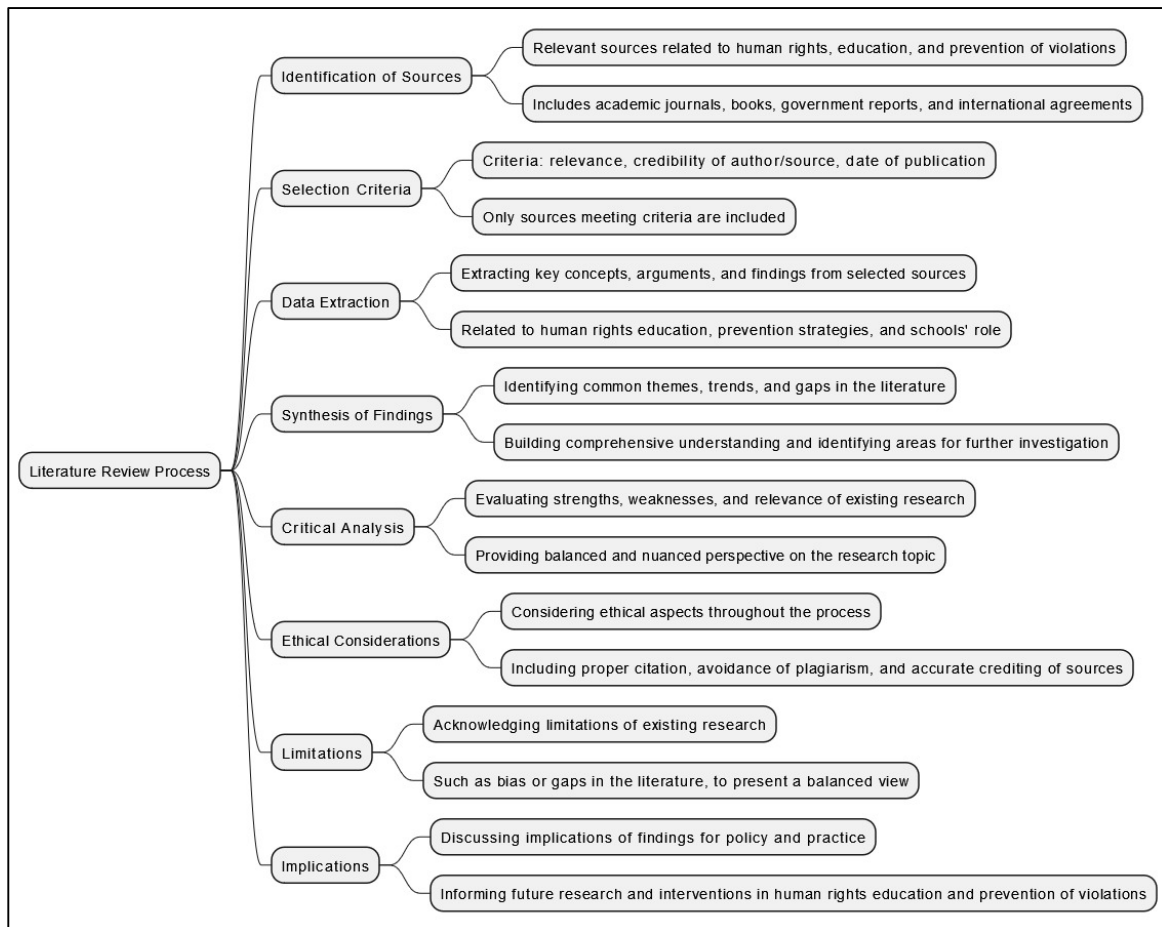

Fig. 1. Literature Review Process

3. Results and Discussion

The concept of human rights (HAM) has garnered global attention in recent years [24], prompting nations worldwide to formulate regulations and policies aimed at ensuring and fulfilling the human rights of their citizens. This endeavor is viewed as crucial for establishing a rule of law and fostering a democratic political system, a goal shared by Indonesia. In Indonesia, human rights regulations are specifically delineated in Law No. 39 of 1999 concerning Human Rights. As per Article 1, Part 1 of the law, Human Rights are intrinsic rights inherent to the nature and existence of humans as creations of God Almighty, bestowed as gifts that must be honored, upheld, and safeguarded by the state, legal system, government, and all individuals to preserve and defend human dignity. These rights are exclusively granted to human beings by God Almighty, highlighting the immense dignity of humans that necessitates protection, respect, and enforcement by the state and society's members alike. Human rights are meant to be respected without discrimination based on race or any other inherent differences in human backgrounds [25]. Upholding human rights entails an obligation to respect them for all individuals, making it a fundamental human duty to balance and accompany the implementation of human rights with corresponding obligations [26]. Human rights education is essential for preventing the misuse of individual liberties and safeguarding vulnerable populations from human rights violations. Such violations range from serious infractions, such as genocide and crimes against humanity, to less extreme yet still damaging actions like bullying and discrimination. Legal frameworks distinguish between two primary categories of human rights violations: (1) Serious Human Rights Violations: Including genocide, war crimes, and crimes against humanity, these

egregious acts are committed systematically and routinely, resulting in massive casualties and devastation; (2) Human Rights Violations such as murder, torture, and restrictions on freedom of expression, although deplorable, do not necessarily involve large-scale suffering. Unfortunately, human rights violations, including bullying, are prevalent across diverse societal spheres—schools, homes, workplaces, and digital spaces. Instances of bullying alone affect millions worldwide, jeopardizing the safety and well-being of countless individuals. Violations of human rights can lead to profound psychological and physiological damage, compromising the integrity of affected persons' lives. Victims of human rights violations often suffer from anxiety, depression, post-traumatic stress disorder, and suicidal ideation. Governments, nonprofit organizations, and civil society actors strive to mitigate human rights violations through legislation, awareness campaigns, and direct intervention [27].

By educating individuals about their rights and empowering them to stand up against oppression, these entities aim to cultivate safer, more equitable, and inclusive communities. As human beings, we share the duty to defend and preserve the rights of ourselves and others. Each of us bears the responsibility to challenge injustice, advocate for equality, and ensure that our own behaviors do not infringe upon the rights of others. Understanding the complexities of human rights violations and their far-ranging effects is vital for combatting these abuses and protecting the most vulnerable among us. Through education, collaboration, and collective effort, we can create a better future characterized by mutual respect, empathy, and solidarity. Human rights violations often occur in both school settings and broader communities, as demonstrated by instances of bullying, which can lead to severe consequences for students' mental and physical well-being [28]. Research confirms that bullying is a fundamental human rights violation, impacting approximately 130 million children globally. Various forms of bullying, such as physical assault, verbal abuse, or limitation of rights, transpire in school environments and beyond, as exemplified by events like the Garut district bullying case and the Baiturrahman Plus High School incident.

The examples presented above indicate that bullying cases not only result in physical injury and pain for victims but also induce mental stress, potentially leading to severe depression and even death. Bullying by students in schools can be viewed as embarrassing, indicating a failure on the part of schools to nurture students' character. Schools serve as platforms for both knowledge transfer and character development, with established rules for students and parents to follow upon enrollment [29]. However, the reality often deviates from this ideal. The root causes of bullying in schools seem to include a lack of understanding of human rights and obligations among perpetrators, insufficient parental attention at home, such as parental rejection or absence, limited religious knowledge, a dearth of positive role models for students, and a sense of empowerment over peers [30]. Research in America has shown that sibling bullying at home can positively impact children's behavior outside the home [31]. A study in China involving hundreds of parents suggested that emotional intelligence, both intrapersonal and interpersonal, significantly influences parental behavior toward children [32]. A stringent parenting style tends to stress children, leading to erratic behavior and a search for an emotional outlet at home, which is a predictor of bullying. Therefore, the family's role in preventing bullying is as crucial as that of teachers in schools [33]. Bullying, which violates human rights, often occurs in schools and seems to be a cultural norm. This should not be accepted, as tolerating or allowing bullying can harm the future of young people, impacting both the bullies and the victims. Hence, it is crucial for different parties to take preventive and proactive actions. Below is a proposed model for human rights education in schools, which includes creating strategies and providing resources and media to promote human rights and prevent violations, particularly bullying.

3.1. Strategy

One important approach is to work together with various stakeholders, including the Department of Education, national human rights commissions, government bodies, and non-governmental organizations focused on fundamental human rights. Another strategy involves visiting locations within the jurisdiction of the national human rights commission. During these visits, participants can receive education and guidance from civics teachers, engaging in discussions and observations regarding the development, enforcement, and protection of human rights in the area. Furthermore, participants can be given case studies to investigate, identify, and analyze instances of human rights violations in their surroundings. The findings from these case studies can then be deliberated upon in class, with collaborative solutions being sought. These strategies can help boost participants' self-assurance, bravery, and awareness of their environment.

3.2. Material

The materials provided to students cover various human rights outlined in the 1945 Constitution, specifically those detailed in articles 28A to 28J, as well as the state's obligations towards human rights as stated in article 28J. These encompass a wide array of human rights, including the right to life, family, child development, self-improvement, collective rights advocacy, fair legal treatment, work, participation in government, citizenship, religion, conscience, association, communication, protection from fear, freedom from torture, punishment, or inhumane treatment, a decent life, equality before the law, social security, property, freedom from discrimination, identity, customs, and culture. The state is obligated to ensure the protection, promotion, and enforcement of these rights through statutory regulations, and it is the responsibility of every individual to respect the human rights of others, adhering to the limitations imposed by law. In addition to the rights enshrined in the 1945 Constitution, students are also taught about the nature of human rights, as defined in Article 1 of Law No. 39 of 1999 on Human Rights. Furthermore, students learn about the various types of human rights, including civil and political rights, as outlined in Law No. 12 of 2005, which include:

- The right to life and restrictions on the death penalty (Articles 6)
- Freedom from torture and cruel treatment (Article 7)
- Protection from slavery and forced labor (Article 8)
- Personal freedom, security, and fair legal processes (Articles 9-11)
- The right to reside and freedom of movement in and out of the country (Articles 12-13)
- The presumption of innocence in legal proceedings (Articles 14-15)
- Legal personality (Article 16)
- Protection of personal and family life (Article 17)
- Freedom of religion and belief (Article 18)
- Freedom of opinion (Article 19)
- Protection against incitement to war and hatred (Article 20)
- Freedom of assembly and association (Articles 21-22)
- Right to family life (Article 23)
- Protection of children (Article 24)
- Participation in government, including the right to vote and be elected, and access to government information (Article 25)
- Protection against discrimination for minorities (Article 26).

Economic, social, and cultural rights are addressed in Law No. 11 of 2005, which includes:

- The right to work and fair wages (Articles 6-7)
- The right to form trade unions and strike (Article 8)
- Social security and insurance (Article 9)
- Protection of families, pregnant women, children, and adolescents from economic and social exploitation (Article 10)
- Freedom from hunger, access to adequate clothing, and shelter (Article 11)
- Access to physical and mental health services (Article 12)
- Free basic education and cultural development (Articles 13-15).

In the Human Rights Education pocketbook, it is also important to explain human obligations. In addition to having rights, humans also have obligations, including: (1) obeying laws (whether written or unwritten, national or international) regarding human rights; (2) defending the country in accordance with the law; (3) respecting the human rights, morals, ethics, and societal rules of others in society, the nation, and the state; and (4) abiding by the restrictions specified by the law. These

restrictions are in place to ensure the recognition and respect of human rights and freedoms, as well as to maintain morality, public order, and national interests. No government, party, group, or individual is permitted to diminish, harm, or eliminate human rights or fundamental freedoms. Additionally, there are government obligations and responsibilities related to human rights. The government is obligated and responsible for respecting, protecting, fulfilling, and promoting human rights: (1) Respect: This means the state does not take obstructive actions against citizens exercising their basic rights, provided these rights do not harm or endanger others or the general interest; (2) Protect: This means the state takes active measures to prevent human rights violations and intervenes decisively when such violations occur; (3) Fulfill: This means the state takes active steps and implements policies to fulfill basic human rights.

3.3. Media

Media is a tool that can enhance the learning process, particularly concerning human rights education in the classroom. One effective learning medium is posters. Teachers can create engaging posters about human rights topics and ask students to analyze them, encouraging curiosity and argumentation. Additionally, teachers can assign students to create posters about instances of human rights violations in their community and present them in class. Another valuable medium is educational videos on human rights, illustrating both the application and violation of these rights. This approach allows teachers to innovate by creating engaging videos that capture students' attention and facilitate comprehension of the material. Human rights concepts can be challenging to grasp through abstract lectures and discussions alone, underscoring the importance of visual aids in teaching these topics.

4. Conclusion

Human rights are inherent to humans' nature and existence. Despite this, public education remains crucial to ensure people understand and respect these rights, thus preventing violations. This is particularly important in schools, which play a key role in cultivating individuals' humanity. Therefore, establishing a model for human rights education in schools is vital. This model should begin with collaborative strategies among schools, educational services, the national human rights commission, and relevant non-governmental organizations. One effective approach is for the national human rights commission to invite schools within its jurisdiction to discuss the implementation of human rights in the area. Additionally, schools can partner with human rights organizations to conduct seminars and other educational activities. Implementing these strategies requires approval from school principals and demands creativity, innovation, and persistence from teachers, posing a significant challenge. It is also crucial to compile human rights materials into a handbook to guide students in understanding and implementing these rights. Furthermore, educational media, such as posters and videos, are essential to help students grasp the abstract concepts of human rights.

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