



Human rights education in Indonesian higher education institutions: Opinions of students and teachers

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ABSTRACT

As problems of intolerance and disrespect of human rights escalate in this modern world, raising public awareness on human rights is considered an inevitable task for all. Intervention of promoting human rights in education field is believed to be playing an important role to address the problems. This study wants to collect information from its research subjects on the extent to which topics of human rights are being learned and taught in higher education institutions, and on the degree of effectiveness of different methods used to learn and teach human rights in higher education institutions, as to develop human rights knowledge and understanding of students. This study uses the technique of homogenous purposive sampling to determine the research subject. The research subjects are (1) students who take the course subject of Human Rights or Citizenship and (2) lecturers who teach either the course subject of Human Rights or Citizenship, in any higher education institutions in Indonesia. The questionnaire is developed using Google Form, and is distributed online. As the result of the survey for 445 students and 72 teachers of Indonesian higher educational institutions, most of them are familiar with the concept of human rights. The most significant sources of information on human rights are university lecturers, mass media, official documents, and publications. The most important level of education to receive knowledge and build understanding on human rights are secondary education, higher education, elementary education, and vocational education. General human rights, right to freedom of religion and belief, and right to education are fully developed. More of other rights, such as rights of lesbian, gay, bisexual, transgender, and queer (LGBTQ), rights of migrants, rights of internally displaced persons, and rights of the poor, are expected to be more developed than they are now. The most effective methods are field visit/excursions, watching films, problem solving, and case studies. The least effective methods are arts (drawing and singing), writing essays and stories, and games.

Keywords: human rights education, higher education institution, student, teacher, Indonesia

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INTRODUCTION

Human rights are the rights inherent in all people, regardless of race, gender, nationality, ethnicity, language, religion or any other status. Human rights and freedoms reflect the ideals of humanism, justice, freedom, equality, tolerance. The realization of human rights plays a crucial role for the development of modern society, the protection of the present and future of humanity (van der Rijt, 2017).

Human rights education is defined as the process of teaching, training and providing information to build a universal culture of human rights. This process is associated not only with knowledge of the essence of human rights and human protection mechanisms, but also with the acquisition and consolidation of skills for the practical realization of human rights in everyday life, the development of values, beliefs and behaviors that support human rights, as well as actions to protect and promote human rights (Bajaj, 2015).

Human rights education has been an important and ongoing international activity since at least the World Conference on Human Rights, held in Vienna, Austria, in June 1993. The Conference adopted an important document entitled the Vienna Declaration and Programme of Action, which became the basis for other important international instruments aimed at recognizing and promoting human rights education throughout the (World Conference on Human Rights, 1993).

In 2005, the United Nations formally established the World Programme for Human Rights Education (WPHRE). As the framework for the promotion of human rights education is implemented through various international and national initiatives, students and teachers at different levels of education in many countries are involved in human rights education processes.

The first phase of the programme focuses on the implementation of human rights education in primary and secondary schools (2005-2010). The second phase focuses on the implementation of human rights education in higher education institutions (2010-2014). At this stage, attention is paid to building the capacity of both university professors and students to have strong knowledge, attitudes and skills in the field of human rights. The third stage (2015-2019) is devoted to strengthening the implementation of the previous stages. At this stage, actions focus on multiplying the impact of human rights education by further developing existing ones as well as developing new programmes (United Nations, 2017). An action plan has just been developed for the fourth phase of the programme (2020-2024), which is currently awaiting the contribution of the international community (United Nations, 2019).

Another movement to emphasise the importance of human rights education comes in 2011 when United Nations' General Assembly adopted what is called the United Nations Declaration on Human Rights Education and Training (UNDHRET). The declaration introduces the right to human rights education, and therefore has put a strong emphasis on the significance of implementation of human rights education. Within the declaration, a framework upon which human rights education should be implemented is laid out. The framework consists of three main components of human rights education, namely: a) education about human rights; b) education through human rights; c) and education for human rights. In the first component, human rights education should include providing students with knowledge and understanding on human rights norms. In the second component, human rights education should be a process where both students and teachers show respect to each other. In the third component, human rights education should be empowering students to enjoy their rights as well as respect other people's rights (Struthers, 2015).

Principles for human rights education activities in higher educational institutions include a) make use of participatory pedagogies that include knowledge, critical analysis and skills for action furthering human rights; b) foster teaching and learning environments free from want and fear that encourage participation, enjoyment of human rights and the full development of human personality; and c) be relevant to the daily life of the learners, engaging them in a dialogue about ways and means of transforming human rights from the expression of abstract norms to the reality of their social, economic, cultural, and political conditions (United Nations, 2010; Tibbitts, 2018).

Furthermore, education activities comprise three equally important elements, namely: 1) knowledge and skills; 2) values, attitudes and behaviour; and 3) capacity for action. The first element includes learning about human rights and acquiring the skills to apply them in daily life. The second element incorporates developing values and reinforcing attitudes and behaviour in alignment with human rights. The third element is concerned with developing capacity to defend and promote human rights.

Cargas (2019) states that human rights education plays an important role in maximising and making significance the efforts to mainstream human rights in the world, something that even important human rights activists can underestimate. The world is increasingly shifting to a more diverse habitat with numerous kinds of differences to be dealt with. Viewing human rights education as a global initiative to produce global impact is definitely a strong perspective that we should possess today (Vissing & Moore-Vissing, 2018).

It is known that human rights education is an important factor in the observance of human rights, although the specific contribution of such influence in well-known scientific research has

not yet been systematically presented (Cargas, 2019). At the same time, it is those who study today who will have to support the system of human rights realization in the near future, both in their States and in the world as a whole (Gaudelli, 2016).

The enforcement of human rights in Indonesia took place in 1945, when the nation was fighting for its rights, namely for independence, which had been usurped by the colonialists for centuries. Since entering the reform era in 1998, Indonesia has been making efforts to promote human rights. As a nation consisting of different ethnic groups, religions, languages, cultural norms and cultural means of livelihood, it becomes important to have a significant level of cognitive, affective and psychomotor abilities in order to recognize these differences and respect the rights of people in their different conditions. Thus, the people of Indonesia can work together to defend the values of human rights without distinction of social status, class, origin, position and so on (Nirwansyah, 2019). The development of human rights education using effective methods is important in order to help people achieve this goal.

The implementation of the human rights education (HRE) in practice is accompanied by a number of organizational and pedagogical problems. At the same time, the content of subjects and the methodology of their study are important (up to neglect on the part of teachers and misunderstanding on the part of students) In higher education institutions in Indonesia, the subject of human rights is taught either as an independent subject at the Faculty of Law, or as an integrated topic in the subject of citizenship. The curriculum is developed by each educational institution in Indonesia in accordance with the national Standard of Education published by the Ministry of Education of Indonesia (Muntaj, *et al.*, 2020).

It seems appropriate to observe the educational process on teaching and learning human rights in higher educational institutions in Indonesia, as to identify the progress and impact of the process on the level of knowledge and understanding on human rights of the students. It is expected that the observation will lead to the identification of challenges in the process, as well as identifying effective method(s) to teach and learn human rights in the mentioned context.

This research studies the following issues: (1) The familiarity of students and teachers with the concept of human rights and the sources of information from where they acquire human rights; (2) the need for knowledge and understanding of human rights in various levels of education; (3) the extent to which knowledge and understanding of human rights topics are developed at higher education; (4) the extent to which knowledge and understanding of human rights topics should be developed at higher education; and (5) the effectiveness of various methods used to develop knowledge and understanding of human rights at higher education. Therefore, this study aims at identifying the model of learning and teaching human rights in Indonesian higher educational institutions, which can be utilised or replicated to improve educational process and enhance its effectiveness.

METHOD

This research is conducted using theoretical and empirical approaches. In theoretical approaches, previous studies on the using of models to teach and learn human rights in Indonesian and international contexts are identified, and their degree of effectiveness is analysed. The results of these studies allow us to have an initial picture on models of teaching and learning human rights which are considered effective, and the nature of effective results which are claimed to be achieved to improve knowledge and understanding on human rights. In empirical approaches, this research is a quantitative research using the method of survey. This study wants to collect information from its research subjects on the extent to which topics of human rights are being learned and taught in higher education institutions, and on the degree of effectiveness of different methods used to learn and teach human rights in higher education institutions, as to develop human rights knowledge and understanding of students. The information is gathered by asking the research subjects to fill in a questionnaire. Data on the character of students and teachers, and on their attitude towards the importance of human rights education, the substance of human rights education, and the effective models of teaching and learning human rights, are obtained through questionnaires. The variables in the questionnaire include 1) familiarity of students and teachers

on the concept of human rights; 2) sources of information on human rights; 3) the need for knowledge and understanding of human rights in various levels of education; 4) the extent to which knowledge and understanding of human rights topics are developed in higher educational institutions; and 5) the effectiveness of various methods used to develop knowledge and understanding of human rights at higher education.

Data from the questionnaire is analysed using descriptive statistical technique in order to identify the distribution of frequency of each of the variables. The result of calculation is presented in tables, displaying the scores of frequencies of each of the variables. For variables 1 and 2, coefficient correlation is calculated to identify the relationship between students' and teachers' familiarity to human rights and their age. For variables 3, 4 and 5, scales are used to measure and interpret the perception of the respondents. In variable 3, the scales are: do not know (score 1); no need (score 2); needed to a certain extent (score 3); and a must (score 4). In variable 4, the scales are: is not specifically developed (score 1); partly developed (score 2); and fully developed (score 3). In variable number 5, the scales are: ineffective (score 1); little effective (score 2); quite effective (score 3); very effective (score 4); and most effective (score 5).

The research was conducted during academic year of 2020/2021. This study uses the technique of homogenous purposive sampling to determine the research subject. The research subjects are (1) students who take the course subject of Human Rights or Citizenship and (2) lecturers who teach either the course subject of Human Rights or Citizenship, in any higher education institutions in any provinces in Indonesia. They are chosen because these students and teachers experience learning and teaching topics of human rights in higher educational institutions. The questionnaire is developed using Google Form, and is distributed online. At the end of the data collection, 445 bachelor students and 72 teachers from a number of higher educational institutions in Indonesia participated in filling in the questionnaire. The characters of student respondents are 43,6 % men and 56,2 % women, and between 17 to 21 years old. They are 36,9 % from big cities; 27,6 % from small cities; 15,7 % from capital cities; 11,7 % from metropolitan; and 8,1 % from villages. The characters of teacher respondents are 30 % men and 42% women, and between 27-60 years old, between 3-37 years of teaching experience. Among them, 4,2 % hold associate degree/undergraduate; 37,5 % bachelor; 41,7 % magister; and 16,7 % doctorate. They are 24 % from big cities; 12 % from small cities; 24 % from capital cities; 10 % from metropolitan; and 2 % from villages.

FINDING AND DISCUSSION

Finding

The first question being asked to the respondents is whether they are familiar with the concept of human rights. Following up this question is another question on the respondents' various sources of information, which add up to their familiarity with the concept of human rights.

Most of students and teachers state that they are familiar with the concept of human rights (99.33% and 100%). The relationship between students' familiarity to human rights and their age is very weak (coefficient correlation of 0,030). The relationship between teachers' familiarity to human rights and their age is proved to be very strong (coefficient correlation of 0,101), while its relationship with the teachers' teaching experience is very weak (coefficient correlation of 0,065).

There are a number of different sources of information that becomes means for students and teachers to obtain information related to human rights. Among those sources are school teachers, university lecturers and administration of universities, friends and colleagues, fellow students, parents or family, and neighbourhood. For students, the most significant source of information on human rights are school teachers (15.79%) and university lecturers (12.56%). 10.95% and 9.95% of the teacher respondents choose their colleagues and administrative of universities as the source of information on human rights.

There are other sources of information, namely events (seminars or workshops), mass media (television, radio, newspaper, and online media), online sites, publications (books and journals), religious books, and official documents (conventions, laws, and decrees). For students, mass media (9.96%) and online sites (7.99%) are the most significant sources of information on

human rights, while religious books and official documents are the least significant (6.77% and 5.20%). Teachers, on the other hand, state that official documents (22,39%) and publications (21,39%) are the most significant information sources. Nevertheless, mass media and events are still fairly significant source of information for teachers (18.91% and 16.42%).

The second question of the questionnaire wants to obtain information on respondents' assessment on the need to develop your knowledge and understanding on human rights at different levels of education. This question uses scales of preference of "Do not know – 1" "No need – 2", "Needed to a certain extent – 3", "A must – 4". The feedback of the respondents is portrayed in Table 1.

Table 1. The need for knowledge and understanding of human rights in various levels of education (score)

Levels of education	Students	Teachers
Early childhood education	3.49	3.14
Elementary education	3.76	3.54
Secondary education	3.89	3.79
Higher education	3.82	3.86
Vocational education	3.58	3.74

Table 2. compares the results of two questions. The first question of "To what extent the knowledge and understanding on human rights is being developed at your current level of education?" checks the current practice of human rights education, linking topics of human rights with the degree they are developed in higher educational institutions. The second question of "The extent to which knowledge and understanding of human rights topics should be developed at higher education" checks the preference of students and teachers on how they would want those topics to be developed.

The list of topics of human rights are taken from the list provided by the Office of High Commissioner of Human Rights (OHCHR) of the United Nations. The scales of answer are ranged from "Is not specifically developed – 1", "Partly developed – 2", and "Fully developed – 3". Table 3. provides the results of question "How do you assess the effectiveness of methods used to develop your knowledge and understanding on human rights at your current level of education?", with the scales of answers from "Ineffective – 1", "Little effective – 2", "Quite effective – 3", "Very effective – 4", "Most effective – 5".

The list of methods is based on a number of resources. A student-centred and/or personalized approach is characterized by taking into account the experiences, perspectives, experiences, interests, abilities and needs of individual students (Marinko, 2016). Students are given opportunities to encounter new information, experiences, and personal discovery of new concepts, all of which are adapted to individual students and their pace of learning. Teachers become facilitators, and students become subjects of educational activities (Subkhan, 2016). The methods listed below are those that encourage students' ability to critically analyse and think. They emphasize the process of learning knowledge and understanding the context of the knowledge being studied. In the study of human rights, methods of participatory pedagogy, work with the daily life of students and the transformation of abstract knowledge into a logical reality are used (United Nations General Assembly, 2010).

Discussion

The results of questionnaire show that principally, active learning is the learning method preferred and appreciated, both by students and teachers. Learning methods which are assessed as effective, are those which basically recognise the importance of providing spaces for students to explore any existing phenomenon happening around them. These spaces also make possible the researching and analysing those phenomena. Students are provided possibility to develop their understanding upon the phenomenon.

Table 2. The extent to which knowledge and understanding of human rights topics are developed in higher educational institutions (score)

Topics of human rights	Students		Teachers	
	Current	Preference	Current	Preference
General human rights	2.67	2.75	2.43	2.71
Rights of women	2.44	2.74	2.19	2.69
Rights of children	2.44	2.72	2.15	2.65
Rights of youth	2.19	2.58	1.90	2.47
Rights of older persons	2.17	2.59	1.85	2.51
Rights of minorities	2.22	2.65	2.04	2.57
Rights of indigenous people	2.28	2.57	1.96	2.43
Rights of people with disabilities	2.25	2.66	2.10	2.61
Rights of lesbian, gay, bisexual, transgender, and queer (LGBTQ+)	1.67	2.21	1.57	2.00
Rights of internally displaced persons	1.92	2.41	1.77	2.33
Rights of migrants	2.02	2.44	1.81	2.31
Rights of the poor	2.21	2.63	1.96	2.58
Right to adequate standard of living	2.35	2.68	2.07	2.58
Right to environment (sustainable development)	2.28	2.61	2.07	2.61
Right to participation in cultural life	2.32	2.58	2.04	2.61
Right to participation in political and public affairs	2.34	2.60	2.25	2.61
Right to development	2.24	2.57	2.08	2.54
Right to education	2.58	2.75	2.40	2.72
Right to health	2.52	2.73	2.33	2.69
Right to food	2.43	2.67	2.13	2.60
Right to freedom of opinion and expression	2.54	2.74	2.31	2.08
Right to freedom of peaceful assembly and association	2.51	2.71	2.36	2.74
Right to freedom of religion and belief	2.61	2.75	2.42	2.75
Right to privacy	2.41	2.73	2.17	2.64
Right to social security	2.43	2.72	2.14	2.68
Right to water and sanitation	2.24	2.59	2.03	2.53

These active learning methods, furthermore, facilitate students to reflect on problems of the phenomenon and to contemplate with solutions or resolutions of those problems. As the data shows, both students and teachers point out various learning methods with active learning characteristics. In the purpose of encouraging students to be more active during the learning process, to be more critical in thinking, and to be able to approach, analyse, and identify possible resolution to problems, teachers should be able to develop a much more democratic, fun, dynamic, and flexible learning atmosphere. In this context, teachers should be able to withdraw themselves, not to be dominant and position themselves as the sole and ultimate source of knowledge, but to offer wide spaces for students to explore, express, reflect, and resolve (Suryanto, Widodo, & Nursalim, 2018).

Field visits or excursions are assessed as highly effective by students and teachers. The substantial principle that might be associated to this high assessment toward the method is the availability of direct experience for students to engage in given situations and thus being able to

deeper learn and understand the phenomenon. Students are also encouraged to develop their creativity in the process of learning and understanding the situation. The aim of this learning method is to escalate the percentage of students' ability to understand a certain phenomenon. In the process of understanding the phenomenon, this method would also aim at facilitating and strengthening students' ability to identify and develop possible solutions of existing problems (Sujarwo, Samsi, & Wibawa, 2018). Field visits also help students to develop and strengthen their cooperative skill, and to fulfill and complete assignments being given to them. This method also encourages students to carefully design their preparation, implementation, and reporting elements (Kusdarini, Sunarso, & Arpanudin, 2020).

Table 3. The effectiveness of various methods used to develop knowledge and understanding of human rights at higher education (score)

Methods of learning	Students	Teachers
Lectures	3.43	3.21
Discussions	3.54	3.42
Workshops	3.20	3.21
Games	3.25	2.97
Role-plays	3.35	3.17
Arts (drawing, singing)	3.07	2.91
Storytelling	3.29	3.01
Projects	3.21	3.15
Field visits/excursions	3.66	3.61
Live-in	3.49	3.46
Competitions	3.12	2.92
Examinations	2.93	2.77
Writing (essays, stories)	3.12	3.17
Watching films (fiction, documentaries)	3.61	3.56
Inquiries (research)	3.52	3.57
Case studies	3.61	3.55
ICT (computer)	3.31	3.15
Scenarios, modeling	3.16	2.92
Problem-solving (real problem)	3.62	3.46

Problem-based learning is considered an effective method to stimulate students' understanding on topics of human rights (Seituni, 2019). The method allows students to engage in brainstorming and focused discussion on problems and their possible solutions. Teachers act primarily as facilitators. Problem-based learning helps students to move further than memorizing theories. Students are not only mastering conceptual knowledge but are also strong in its practical implementation (Erawanto & Santoso, 2016). Problem-based learning proves to be effective to be directly engaged in the process and effort of retrieving information. In this context, students undergo more intensive and creative brain working, while compiling and analysing the information. Students also achieve higher capability and skill in solving problems (higher order thinking skills), because they involve in all processes from identifying problems to choosing solutions to problems (Saguni, 2013).

Another proposed model is value clarification technique, which helps students in building their sense of equality and respect of diversity, as well as encourages students to pursue collective welfare (Muhibbin & Sumardjoko, 2016). Field visits, watching films, and case studies, which are included as methods in Student-centred learning (SCL) help students to become active in the learning process (Ummah et al, 2020). Another method in SCL is jigsaw, which principally is flexible cooperative method and a variation of collaborative learning model and involves a lot of

discussions and researches by students. The purpose is for each student to contribute to a better understanding of an issue, as well as to tangible solutions to problems. This method also encourages cooperative works between students from various backgrounds.

Despite the finding that writing is the least effective method, there are proves of researches that show that writing journals and stories are effective in developing understanding on human rights, apart from focused group discussion, friendship discussion, and self-rating (Romijn et al, 2021). In this context, writing helps both students and teachers to reflect on their learning and teaching experiences, especially when dealing with diversity, intercultural situations. In context of peacebuilding education, which is also part of human rights education, method of classroom peace circle is introduced (Parker & Bickmore, 2020). In this method, a constructive and inclusive dialogue, including peer talk between students is encouraged. Students are divided into small groups and are engaged in talks about various issues of students' lives. In this particular research, it is emphasised that students' personal and actual experiences become very important to develop their critical consciousness towards issues of human rights.

Although human rights education in Indonesia has been implemented since 2004, there are still issues on existing educational process, which are related to the output of quality of students' knowledge and understanding on human rights. A very known issue is that teacher-oriented process is still widely used by many teachers and educational institutions (Rasimin, 2017). Teachers are dominant in the educational process. They focus on delivering the materials and do not provide opportunities for students to express their opinions and engage in fruitful discussion with the teacher. Such process hinders students from assessing their understanding on human rights concept.

The purpose of human rights education has been heavily concentrated on memorisation and underestimating good understanding of human rights concepts. Student-centred learning is not widely utilised in higher educational institutions, and therefore is still needed to be better developed (Muhtaj, 2020). Vocational or professional educational institutions are still considered lacking human rights education with effective methods, in order to help students to have human rights perspective in conducting their professional works, for example health workers (Septiana, 2020). The focus of the educational process should be on developing the students, in this context how to develop students' awareness on their own rights, as well as the rights of other individuals (Susilawati, et al., 2020; Budiwan & Fadrusiana, 2019).

Balance in the development of knowledge, attitudes and skills is of great importance, as shown in a study conducted in three countries: Australia, Sweden and England. Each country's national curricula set targets for the development of these three elements in order to ensure the effectiveness of human rights education as well as the success of human rights education itself. The purpose of this study is to propose a framework for human rights education that can be used in various curricula, and to examine practices regarding the role of teachers in human rights education in various countries. This research is expected to promote the adoption of human rights education, which changes students' understanding of human rights and the interconnectedness of human rights to their existence. The study establishes a framework for three areas of intervention, namely: knowledge and values; attitudes and the environment; and institutions and actions. Research shows that this framework is a useful tool for identifying opportunities for Human Rights Education that already exist in the national curriculum, as well as identifying gaps in teacher responsibility. This framework has developed and expanded the understanding of the responsibilities assigned to teachers with respect to human rights education and ensures that the developed system can also be applied to the curricula of different countries, and its use can also be extended to other educational contexts, as a comparison of the responsibilities assigned to teachers (Robinson, Phillips, & Quennerstedt, 2020).

When talking about methods to human rights education, an important proposal to be taken into consideration is what Felissa Tibbitts called as "the proposed amendments" to her previous invented models of human rights education. These frameworks are Values and Awareness Model with socialization; Accountability Model with professional development; and Transformation Model with activism (Tibbitts, 2017). Associated with these models, Tibbitts proposed four areas of methodology, namely didactics methodology; participatory/interactive methodology;

empowerment methodology; and transformative methodology. Didactics methodology is a teaching and learning process oriented to the delivery of content to learners. These include memorization of articles in the Universal Declaration of Human Rights (UDHR) or other human rights conventions. There is no process of discussion between the teacher and the taught, nor a critical reflection on the knowledge gained.

Participatory/interactive methodology seems to be the most frequently used methodology to date, and has the most varied forms of implementation, as a number of studies and research have been outlined in the previous section of this paper. This methodology serves as a means to cultivate motivation and desire to be involved in the learning process. Through this methodology, there is a process of critical reflection and discussion, but limited to clarifying the values that are being built and embedded in learners; there is no process of growing ownership of human rights values that occurs in this realm.

Empowerment methodology is a learning process oriented to the building of ownership capacity in each individual learner. The key word in this methodology is the capacity to bring influence/impact to their respective environments. The learning process is instrumental to each individual and is at the core of this methodology. Seeing the results of this methodology is not simple, but still very possible. For example, the building of the capacity to be a leader in an organization/community can be the output of an empowerment methodology. Or, the capacity to use knowledge of a rule/law for the protection of the human rights of others. Also, the capacity to recognize personal values associated with human rights values in international standards, or to recognize personal experiences as shared experiences (others have the same experience).

Transformative methodology has two important principles. First, the building up of ownership capacity in individuals aims to create social change through so-called human rights activism. Second, the capacity of ownership in the individual also pivots to the personal transformation of the individual. Personal transformation occurs because the individual experiences a change in perspective on the way the world works, also experiences awareness about social problems that occur in the family and environment, thus moving the individual to make a movement of change, both for himself, his environment, and the world in a wider context.

CONCLUSION

Several conclusions can be drawn up, based on conceptual and empirical findings. First, the concept of human rights is well known among students and teachers. The dominant source of information are teachers and lecturers, mass media; seminar and workshop; publications; and officials documents. Second, human rights education should be included in the curriculum of secondary education, higher education, elementary education, and vocational education. Third, some human rights topics have been well developed, such as general human rights, rights to education, and right to freedom of religion and belief. However, there are still many human rights topics which are minimally developed. Such topics as rights of lesbian, gay, bisexual, transgender, and queer (LGBTQ+), rights to migrants, rights of youth, rights of older persons, and right to participation in cultural life, rights of internally displaced persons, and rights of the poor, should be developed more.

Fourth, some methods are considered as effective, such as field visit/excursions, watching fiction and documentaries films, case studies, and inquiries/ researches. There are potentially effective methods to be used to achieve better educational process on human rights, such as writing essays, stories, and journals, as well as circle talks. There is not an ultimate and single method, which functions as the answer to the problems of human rights education. Rather, there exists various methods that can be utilised as combinations of methods. However, most of learning methods which are assessed as quite effective and very effective, fall into the category of the active learning methods. Fifth, as part of process to achieve an effective human rights education, one must see the integrated approach of human rights education, which can be studied under four methodologies, namely didactics methodology, participatory/interactive methodology; empowerment methodology; and transformative methodology.

Based on the above conclusions, it is recommended to provide more opportunities and time to discuss the less developed topics of human rights in school and campus classes. Teachers and

lecturers should allocate more time and conduct more activities for students to learn more information and develop deeper understanding on such topics as rights of lesbian, gay, bisexual, transgender, and queer and rights of internally displaced persons. In the purpose of encouraging more active participation of students and more practices of critical thinking, problem analyses, and problem solving, it is also recommended to teachers and lecturers to more frequently utilise in combination such methods as field visits/excursions, watching films, case studies, and research. Teachers and lecturers are also recommended to use other potentially methods, such as writing essays, stories, and journals, as well as circle talks. It is strongly recommended that these methods can be more utilised to learn and discuss those less developed topics of human rights, in the aim of popularising the topics and facilitating students to develop better knowledge and understanding on the topics.

Of course, this study cannot claim to have reached its final findings. More and further research should be conducted to prove the effectiveness of the above-mentioned methods, as well as to search for other possible and effective methods. By identifying wider variety of strongly effective methods, we can expect to have more effective human rights learning and teaching process, which develops not only the knowledge, but also the attitude and the action towards the protection of human rights.

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