

IMPLEMENTATION OF HUMAN RIGHTS IN EDUCATION: REFLECTIONS ON 80 YEARS OF INDONESIAN INDEPENDENCE AT MADRASAH ALIYAH NEGERI 1 SAMARINDA

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ABSTRACT

Education is one of the fundamental human rights for all people. With education, a person's life can change. This will be realised if everyone has the same opportunity to obtain an education. In the 80 years since Indonesia's independence, the country has implemented various education policies aimed at promoting human rights and social justice. This study focuses on analysing and reflecting on the implementation of human rights in education at Madrasah Aliyah Negeri 1 Samarinda. The aim is to contribute to the development of a fair and equitable society in the city of Samarinda. The research method used is qualitative, namely observation, interviews and documentation. The results of the study show that Madrasah Aliyah Negeri 1 Samarinda has ensured that students have equal opportunities to obtain their human rights in education, even though the school also has shortcomings.

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INTRODUCTIONS

The concept of human rights has been the foundation of international law and a fundamental principle of human dignity since the adoption of the Universal Declaration of Human Rights in 1948. This declaration, which was a response to the atrocities of World War II, aims to protect the inherent dignity and equal rights of all human beings, regardless of race, religion or nationality. Since then, human rights have become an important aspect of international relations, national policy and individual life (Soraya & Yuherawan, 2021).

In the context of education, human rights play an important role in shaping individual values, attitudes and behaviour. Education is not only a fundamental right, but also a powerful tool for promoting human rights and

combating social injustice (Supriyono, 2023). The United Nations has emphasised the importance of education in achieving the Sustainable Development Goals (SDGs), particularly those focused on ensuring inclusive and equitable quality education for all (Musthafa, 2015).

Indonesia, as a country that has been independent for 80 years, has made significant progress in promoting human rights and education. The country has ratified several international human rights treaties and implemented various education policies aimed at promoting human rights and social justice (Ridwan & Dewi, 2022). Education is one of the fundamental and essential human rights for all people, because through education, a person's life can change. This change will be realised if everyone has the same opportunity to obtain it. Education is not a privilege, but a human right that must be fulfilled, whereby every human being has the right to education under the rule of law without discrimination (Right to Education Initiative). Therefore, the state has an obligation to protect, respect, and fulfil the right to education, as well as to monitor any violations and follow up with legal action (Yulizah & Oktori, 2025).

There are various theories and methods used to fulfil the mission of the 1945 Constitution to educate the public. Development is sometimes concentrated only in the physical sector. In fact, one of the foundations of a developed country's success is prioritising sectors that build and develop the country itself, including education (Octavianti, 2023). In this context, Madrasah Aliyah Negeri 1 Samarinda (MAN 1 Samarinda) is one of the leading educational institutions in East Kalimantan and plays an important role in promoting human rights and social justice among students and the wider community. This study aims to analyse and reflect on the implementation of human rights in education at MAN 1 Samarinda, specifically exploring how the school incorporates human rights into its curriculum, policies and practices. This study aims to identify the challenges and opportunities faced by schools in promoting human rights. The results of this study are expected to provide practical recommendations for MAN 1 Samarinda and other educational institutions in Indonesia. Ultimately, this research aims to contribute to the development of a more just and equitable society in Indonesia (Ayu, 2022).

The findings of this research will contribute to existing knowledge about human rights education and its implementation in schools in Indonesia. This study will also provide practical recommendations for Madrasah Aliyah Negeri 1 Samarinda and other educational institutions in Indonesia on how to effectively integrate human rights into their curriculum and practices. Furthermore, this research will reflect on the importance of human rights education in promoting social justice and combating social injustice in Indonesia. This study will explore the role of Madrasah Aliyah Negeri 1 Samarinda in promoting human rights and social justice among its students and the wider community.

Although Indonesia has made substantial commitments to human rights and education, school-level empirical accounts that explain *how* human-rights principles are translated into curriculum design, school policies, and everyday educational practices particularly within a madrasah context remain limited. As a result, there is still a gap in understanding the concrete challenges and enabling conditions that shape the implementation of human rights in education at the institutional level, especially when viewed through the reflective lens of 80 years of Indonesian independence (Sujatmoko, 2010).

To address this gap, this study analyses and reflects on the implementation of human rights in education at Madrasah Aliyah Negeri 1 Samarinda. Specifically, it aims to: (1) describe how human-rights values are integrated into the school's curriculum, policies, and educational practices; (2) identify key challenges and opportunities influencing implementation; and (3) formulate practical recommendations for strengthening human-rights-based education in MAN 1 Samarinda and similar institutions in Indonesia.

METHOD

This study utilised qualitative methods. Qualitative research is used to examine matters related to the background of the research subjects, and this method is used to answer research questions related to narrative data

sourced from interviews, observations, and document analysis (Creswell, 2019). The data analysis process in the qualitative approach was carried out during the data collection process until the research report was completed. The data examined in this qualitative study is primary data. Primary data is sourced from the field, namely data obtained directly from agencies related to the research problem. The informants involved consisted of the Deputy Head of Student Affairs, Civic Education Teachers, as well as one male student and one female student (Rozaq Sholeh, 2020).

The data collection technique used in this study was in-depth interviews with informants regarding the implementation of human rights in education at Madrasah Aliyah Negeri 1 Samarinda. In addition, data collection was also supported by literature studies in the form of journals and the internet (secondary data). The collected data was then analysed to produce a research report.

Data analysis was conducted interactively from data collection to report preparation through the following stages: (1) data preparation and organisation (transcription, document coding), (2) condensation of data through coding, categorisation, and theme setting, (3) presentation of data in thematic matrices/narratives, and (4) drawing and verification of conclusions. The validity of the data was tested using source and technique triangulation, accompanied by clarification from informants when differences in information were found (Creswell, 2019).

RESULTS AND DISCUSSION

Fulfilling Human Rights and Equal Access at MAN 1 Samarinda

The concept of human rights in education is very important to ensure that students receive a quality education that respects their basic rights. MAN 1 Samarinda has an important role in promoting and protecting these rights. Education at MAN 1 Samarinda plays an important role in developing students' character through the internalisation and actualisation of religious beliefs and values. Human rights are essential to ensure that every student has the same opportunity to develop their potential and to ensure that students are not tortured, punished, or neglected (Qomariyah et al., 2023).

From interviews with sources, it was found that education at MAN 1 Samarinda has ensured that students have equal opportunities to develop their potential. This can be done by providing equal opportunities to participate in extracurricular activities, develop skills, and develop critical thinking skills. This institution can promote human rights by incorporating them into the curriculum, providing training for teachers, and creating a safe and inclusive learning environment (Yasri & Adhim, 2022).



Figure 1 Teacher Interview

The impact of human rights in education on students is significant, as students will be better prepared to develop critical thinking skills, problem-solving skills, and empathy. Teachers play an important role in promoting human rights by incorporating them into teaching practices and creating a safe and inclusive learning environment. Community involvement is also very important, where MAN 1 Samarinda can interact with the local community by organising workshops and seminars on human rights.

Despite the importance of human rights in education, there are several challenges faced by Madrasah Aliyah Negeri 1 Samarinda in implementing these rights. One of the main challenges is the lack of resources and infrastructure, which can hinder the institution's ability to provide quality education that respects human rights. In addition, there may be cultural and social barriers that make it difficult for the institution to promote human rights effectively. To overcome the challenges of implementing human rights in education, Madrasah Aliyah Negeri 1 Samarinda can pursue several strategies. One strategy is to involve students and teachers in the process of advancing human rights. This can be achieved through student-led initiatives and teacher training programmes. Another strategy is to collaborate with other educational institutions and organisations to share best practices and resources (Sukardi et al., 2022).



Figure 2 Student Interviews

The impact of human rights in education on students is significant. By incorporating human rights into education, students will be better prepared to develop critical thinking skills, problem-solving skills, and empathy. These skills are important for students to become active and responsible citizens who can contribute to the development of their community. Teachers play an important role in promoting human rights in education. They can achieve this by incorporating human rights into their teaching practices, providing training for students on human rights, and creating a safe and inclusive learning environment. By doing so, teachers can help students develop a deeper understanding of human rights and their importance in society (Ansori, 2016).

Community involvement is very important in promoting human rights in education. Madrasah Aliyah Negeri 1 Samarinda can interact with the local community by organising workshops and seminars on human rights, providing training for community leaders on human rights, and collaborating with local organisations to promote human rights (Triputra & Sriwijaya, 2017).

Integration of Human Rights into Formal and Extracurricular Curricula

The implementation of human rights in the curriculum of MAN 1 Samarinda is very important in shaping students' mindsets to respect and uphold basic individual rights. This is in line with the Indonesian Constitution, which emphasises the importance of human rights in national development (Sukardi et al., 2022).

1. Formal Curriculum

The curriculum includes subjects directly related to human rights, such as Civics and Social Studies, which equip students with a comprehensive understanding of human rights. Subjects such as Islamic Studies and Indonesian Language are also indirectly related to human rights, equipping students with an understanding of the underlying values and principles.

2. Extracurricular Activities

The implementation of human rights is supported by school extracurricular activities, such as debate clubs that encourage discussion of human rights issues, and volunteer programmes that allow students to participate in community service activities. These activities help students develop critical thinking skills, a sense of responsibility, and empathy.

3. Partnerships and Inclusivity

The implementation of human rights is also supported by the school's partnerships with local organisations (such as those working in the field of women's empowerment and children's rights). In addition, the school's commitment to inclusivity helps students develop respect and empathy for individuals from different backgrounds.

4. Use of Technology

Schools use digital platforms to provide students with access to human rights resources and facilitate discussions on human rights issues, helping students stay up to date.

The implementation of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is very important in shaping students' mindsets to respect and uphold basic individual rights. This is in line with the Indonesian Constitution, which emphasises the importance of human rights in national development. The curriculum of Madrasah Aliyah Negeri 1 Samarinda includes subjects directly related to human rights, such as Civics and Social Studies. These subjects equip students with a comprehensive understanding of human rights and their significance in society. In addition, the curriculum also includes subjects that are indirectly related to human rights, such as Islamic studies and Indonesian language. These subjects equip students with a deeper understanding of the values and principles underlying human rights (Rozaq Sholeh, 2020).

The implementation of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is supported by the school's extracurricular activities. The school has various clubs and organisations that focus on promoting human rights and social justice. For example, the school has a debate club that encourages students to engage in discussions on human rights issues. This helps students develop critical thinking skills and fosters a sense of responsibility for upholding human rights. In addition, the school has a volunteer programme that allows students to participate in community service activities that promote human rights. This helps students develop empathy and understanding of the challenges faced by marginalised groups.

The implementation of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is also supported by the school's partnership with local organisations. The school collaborates with organisations working on human rights issues, such as women's empowerment and children's rights. This collaboration provides students with opportunities to engage in real-world projects that promote human rights. For example, students can participate in campaigns to raise awareness about women's rights or work with local organisations to provide support to marginalised communities (Lubis & Triadi, 2024).

The implementation of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is also supported by the school's commitment to inclusivity. The school has a diverse student body, and its curriculum is designed to be inclusive of all students, regardless of their background or abilities. This commitment to inclusivity helps students develop respect and empathy for individuals from different backgrounds. It also helps students understand the importance of human rights in promoting social justice and equality. Thus, the implementation of

human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is very important in shaping students' mindsets to respect and uphold the basic rights of individuals. The school's commitment to inclusivity, extracurricular activities, and partnerships with local organisations all contribute to a comprehensive approach to promoting human rights (Widyanti, 2024).

The implementation of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is also supported by the school's use of technology. The school uses digital platforms to provide students with access to human rights resources and to facilitate discussions on human rights issues. The use of this technology helps students stay informed about the latest developments in human rights and gives them the opportunity to engage with global human rights issues. In conclusion, the implementation of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is very important in shaping students' mindsets to respect and uphold the basic rights of individuals.

Furthermore, the application of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is also important for the future careers of the school's students. The skills and knowledge gained through the study of human rights can be applied in various careers, ranging from law and politics to social work and international relations. Overall, the application of human rights in the curriculum of Madrasah Aliyah Negeri 1 Samarinda is an important part of the school's mission to educate knowledgeable, engaged, and committed students to create a more just and equitable society. By equipping students with a comprehensive understanding of human rights, the school empowers them to become active citizens who can have a positive impact on their communities (Musthafa, 2015).

Supporting and Hindering Factors in the Implementation of Human Rights

The implementation of human rights at MAN 1 Samarinda is influenced by several factors, namely (Soraya & Yuherawan, 2021):

a. Socio-cultural Context

The socio-cultural context plays an important role in shaping the implementation of human rights at Madrasah Aliyah Negeri 1 Samarinda. The school's location in Samarinda, a city with a Muslim majority population, influences the way students and teachers view and practise human rights. The norms and cultural values that are common in society can support or hinder the effective implementation of human rights in schools.

b. Teacher Training and Capacity

The capacity of teachers to implement human rights in schools is very important. Teacher training programmes that focus on human rights education can significantly improve their ability to incorporate these values into their teaching practices. However, a lack of such training can lead to a lack of understanding and application of human rights principles. An example of this is the shortage of arts and culture teachers, which has been filled by Indonesian language teachers, which is not appropriate according to the discipline.

c. Curriculum and Educational Materials

The curriculum and educational materials used at Madrasah Aliyah Negeri 1 Samarinda also play an important role in shaping the implementation of human rights. The inclusion of human rights education in the curriculum and civics subjects can help students develop a deeper understanding of these principles and their importance in everyday life.

d. Student Involvement and Participation

Student involvement and participation are essential for the effective implementation of human rights in schools. When students are actively involved in the decision-making process and encouraged to participate in discussions and activities related to human rights, they are more likely to internalise these values and apply them in their daily lives. This can be seen in the democratic process that takes place in the student council at

MAN 1 Samarinda, which undergoes a change of leadership once a year through the mechanism of electing a student council president and vice president.

e. School Leadership and Governance

The structure of school leadership and governance also has a significant influence on the implementation of human rights. Leaders who are committed to promoting human rights and have a clear vision for the school can create an environment that supports and encourages the application of these principles. Photos or banners displaying the school's vision and mission accompanied by images of the principal are not merely symbolic images but represent a well-organised organisational structure and hierarchy based on religious values.

CONCLUSION

Based on the implementation of human rights in the educational environment at Madrasah Aliyah Negeri 1 Samarinda (MAN 1 Samarinda), it can be concluded that this institution has succeeded in playing an important role in promoting and protecting the basic rights of students, in line with the mandate of the Constitution and the spirit of 80 Years of Indonesian Independence. MAN 1 Samarinda consistently ensures that students have equal opportunities to obtain their human rights in education. This success is realised not only through the provision of access to formal education, but also through the empowerment of potential, the development of critical thinking skills, and the comprehensive integration of values. The implementation of human rights in this school is strongly supported by the integration of these values into the formal curriculum, particularly through the subjects of Pancasila and Citizenship Education (PPKn) and Social Sciences (IPS).

However, this study also found significant challenges that must be overcome, including constraints related to a lack of resources and infrastructure that can hinder the optimisation of education, as well as issues related to the capacity and placement of teachers who are not fully in line with their disciplines, which has the potential to affect the quality of teaching. Therefore, to maintain and enhance its role as an institution for the promotion of human rights, MAN 1 Samarinda needs to take proactive steps. The recommendations proposed include increasing collaboration with external institutions to overcome resource constraints, as well as providing more intensive teacher training focused on human rights education to ensure that all staff have adequate competencies.

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