

Restructuring Legal and Human Rights Curriculum: Anti-Bullying Dissemination Study in Junior High Schools

Ahmad Arifin^{1*}, Syifa Nur Syahidah Dharmawan², Dede Kania³

¹ UIN Sunan Gunung Djati Bandung, Indonesia, E-mail: aa14rifin456@gmail.com

² Universitas Airlangga, Indonesia E-mail: syifadharmawan72@gmail.com

³ UIN Sunan Gunung Djati Bandung, Indonesia. E-mail: dedekania@uinsgd.ac.id

Abstract: This research aims to explore the urgency and strategy of structuring the legal and human rights awareness curriculum through an anti-bullying dissemination study at the junior high school level. The formulation of the problem raised is how the urgency of developing a legal and human rights awareness curriculum and structuring efforts to increase students' understanding and awareness of legal and human rights issues, especially in the context of bullying prevention. The research method used an extension approach through stages that included needs assessment, interactive seminars, discussions, case simulations, and interpersonal skills training. The results showed that the implementation of a law and human rights-based curriculum had a significant impact in reducing cases of bullying, increasing empathy, and building a culture of respect for human rights in the educational environment. These findings emphasize the importance of integrating the values of law and human rights in the formal education system to create a young generation that is aware of the law, has character, and has a culture of peace.

Keywords: Human Rights, Anti-Bullying, Dissemination, Education Curriculum

1. Introduction

The awareness of the law and human rights is a fundamental elements in establishing a democratic, justice, and civilized society.¹ Indonesia has a diversity of cultures, religions, and ethnicities, making an understanding of law and human rights become more crucial fo creating social harmony.

¹ Sugiya, "Demokrasi Dan Hak Asasi Manusia Dalam Masyarakat Multikultural," *Jurnal Pendidikan Agama Islam* P 3, no. 1 (2017): 51–68.

*Correspondence

Article Info [Submitted: 19 March 2025 | Revised Version 15 April 2025 | Accepted: 28 June 2025]



Copyright: © Authors. This open access article distributed under the terms of the Creative Commons Attribution ShareAlike 4.0 International License (CC-BY-SA 4.0) wich permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

However, the reality shows that many violations of law and human rights occurred among the younger generation, both as perpetrators as well as victims.² These phenomena have reflected on the absence of effective education in instilling the values of law and human rights at the school level. Therefore, structuring of the curriculum that comprehensive and oriented towards strengthening legal and human rights awareness are urgently required.

Indonesia's education system, which is often overly oriented towards academic achievement, does not provide adequate space for learning human values and legal awareness. Whereas, students are the next generation of the nation that will determine the future of the country. Therefore, Law and human rights education integrated into the curriculum can establish the character of students to understand the importance of rules and rights in social life.³ Sadly, the current curriculum approach tends to be theoretical and lacking practical awareness that can be applied in everyday life. As a nation that upholds Pancasila and the 1945 Constitution of the Republic of Indonesia, a strengthened understanding of law and human rights should be an integral part of character education.⁴ However, unless the curriculum has a comprehensive design, these efforts will hardly achieve optimal results. It is not sufficient to change students' mindset and behaviour solely through theory in the classroom, but also through interactive approaches, such as case simulations, group discussions, and direct involvement in human rights-orientated activities.⁵

² Bambang Heri Supriyanto, "Law Enforcement Regarding Human Rights According to Positive Law in Indonesia," *Al-Azhar Indonesia Seri Pranata Sosial* 2, no. 3 (2014): 151–68.

³ Gusmaneli Pasya Islami geni Putra, Azlan Aris, "Peran Pendidikan Dalam Membangun Kesadaran Sosial Masyarakat Bima," *Jurnal Kajian Hukum Dan Kebijakan Publik* 2, no. 1 (2019): 627–32.

⁴ B Setiawan, S Indrawati - Eksaminasi: Jurnal Hukum, and Undefined 2021, "Perlindungan Hak Asasi Manusia Pada Kasus Bullying Di Kabupaten Purworejo," *Jurnal.Umpwr.Ac.Id* 1, no. 2 (2021): 48–58.

⁵ Sri Hayati, Belajar Dan Pembelajaran Berbasis Cooperative Learning, *Magelang: Graha Cendekia* (Magelang, 2017).

The lack of legal awareness among students is also often influenced by a lack of knowledge about their rights and obligations as citizens.⁶ For example, a lot of students do not understand their role in maintaining public order, respecting the rights of others, or even reporting acts of misconduct. This ignorance is often at the root of larger social problems, such as bullying, intolerance, and violence in the school environment. Structuring the law and human rights awareness curriculum not only aims to form law-abiding students, but also to produce individuals who are able to appreciate differences and uphold human values. This education must be able to answer the challenges of the times, especially in the digital era, where law violations often occur in cyberspace. Therefore, materials such as digital ethics and an understanding of cyber law need to be included in the curriculum to adapt to the dynamics of modern life.

In addition, the government needs to involve various stakeholders in designing this curriculum. Collaboration between educational institutions, the legal community, and human rights organizations may result in more appropriate and applicable learning materials. Involving practitioners and experts will provide students not only with theoretical insights but also practical insights into the application of law and human rights in their daily lives. As a supporting factor for successful implementation, strengthening the capacity of teachers also becomes essential. Teachers must be provided with specialist training to be able to disseminate law and human rights topics in a way that is interesting and easy to understand. Without the support of competent teaching staff, even the best curriculum will not have a significant impact.

Structuring the law and human rights awareness curriculum is also aligned with global efforts to achieve the Sustainable Development Goals (SDGs), particularly in the areas of quality education and peace.⁷ By generating

⁶ Putri Alysia Syahda Aristawati and Rindiana Ulis Wati, "Penegakan Hukum Pelanggaran Hak Asasi Manusia," *Indigenous Knowledge* 1, no. 2 (2023): 179–80.

⁷ Endah Murniningtyas Armida Salsiah Alisjahbana, *Tujuan Pembangunan Berkelanjutan Di Ineonsia: Konsep; Target; Dan Strategi Implementasi*, Unpad Press, 2nd ed. (Jatinangor: Unpad Press, 2018), <https://doi.org/10.18356/9789210010788>.

young people who are law aware and respect human rights, Indonesia stands to contribute to the realization of an inclusive, peaceful and just society. In the long-term, legal and human rights awareness education will build a strong legal culture in Indonesia.⁸ Generation of young people who understands the importance of law will not only abide by the rules, but also become active agents of change who promote justice and human rights. Hence, structuring the curriculum is not just a necessity, but an important investment for the future of the nation.

Using a character-oriented and holistic approach, the law and human rights awareness curriculum has the potential to bring about significant change.⁹ Through the involvement of all parties, from the government to the community, Indonesia can establish an education system that truly creates future generations with responsibility, empathy, and the ability to uphold the values of law and human rights in their lives.

Bullying is one of the most common problems in the educational environment. This phenomenon not only affects the victim psychologically but also undermines social harmony, worsening relationships between students, and creating an environment that is not favorable for learning.¹⁰ Meanwhile, the lack of legal awareness and understanding of human rights among students is frequently the main cause of bullying. The lack of education focused on legal and human rights principles prevents students from understanding the legal consequences of bullying and the impacts on the rights of others.¹¹

⁸ H Nurdin, "Upaya Pemerintah Dalam Menghormati Dan Melindungi Ham Dengan Konsep the Rule of Law," *Meraja Journal* 1, no. 2 (2018): 9–15.

⁹ Ratu Husnunnadia and Zaenul Slam, "Pencegahan Bullying Di Sekolah: Mengimplementasikan Pendidikan Dan Kewarganegaraan Untuk Penguatan Hak Dan Kewajiban Anak," *Jurnal Pancasila Dan Kewarganegaraan* 9, no. 1 (2024): 28–42, <https://doi.org/10.24269/jpk.v9.n1.2024.pp28-42>.

¹⁰ Dkk Refa Choirur Rizki, "Analisis Kebijakan Anti-Bullying Dalam Konteks Pendidikan Islam : Implikasi Untuk Lingkungan Sekolah," *Dewantara: Jurnal Pendidikan Sosial Humaniora* 3, no. 4 (2024).

¹¹ Eka Selvi Handayani and Euis Kusumarini, "Sosialisasi Pendidikan Hak Asasi Manusia Di Sekolah Dasar," *Suparyanto Dan Rosad* (2015 2, no. 1 (2022): 74–79.

As an educational institution, *pesantren* has a moral responsibility to not only educate students in academic and religious aspects, but also to form characters that uphold human values.¹² Law and human rights-oriented education is essential to create a young generation with a heightened awareness of the importance of respecting the rights of others and behaving in accordance with legal norms.¹³ Therefore, developing a curriculum that integrates legal and human rights awareness resources is a strategic step to prevent bullying and build a school culture more inclusive, safe and respectful of diversity.

But the reality on the ground shows that the current education curriculum often does not provide sufficient portions for learning law and human rights. The prevailing lessons are more oriented towards the theoretical aspects without touching on the practical aspects that are related to students' daily lives.¹⁴ This leads to a disparity between students' theoretical understanding and their implementation of these values in real life, including in the identification and prevention of bullying.

Drawing on previous studies, this article presents a considerable novelty in discussing the urgency of developing a human rights and legal awareness curriculum, particularly through the dissemination of anti-bullying programs at the junior high school level. The preceding research by Yordan Gunawan and Mohammad Bima Aaron Hafiz in their article titled “*Sekolah Ramah HAM Sebagai Upaya Penanggulangan Tindakan Kekerasan di Kalangan Siswa*” recognized the concept of human rights-friendly schools that successfully reduced violence among students by integrating human rights values in educational activities.¹⁵ Through a research entitled “*Pemberdayaan*

¹² Dedi Ardiansyah and Iswahyudi, “Peran Pendidikan Pesantren Dalam Membentuk Generasi Muda Yang Berkarakter Integritas,” *INTEGRATIA: Journal of Education, Human Development, and Community Engagement* 1, no. 2 (2023): 143–56.

¹³ Nurdin, “Upaya Pemerintah Dalam Menghormati Dan Melindungi Ham Dengan Konsep the Rule of Law.”

¹⁴ I Nyoman Temon Astawa, “Teori - Teori Dalam Dunia Pendidikan Modern,” *Jurnal Penjaminan Mutu* 1, no. 1 (2016): 67, <https://doi.org/10.25078/jpm.v1i1.40>.

¹⁵ Yordan Gunawan and Mohammad Bima Aaron Hafiz, “Sekolah Ramah HAM Sebagai Upaya Penanggulangan Tindakan Kekerasan Di Kalangan Siswa,” *Jurnal Pengabdian Masyarakat Membangun Negeri* 4, no. 2 (2020): 130–50.

Masyarakat Melalui Hukum dan HAM dengan Sosialisasi Terkait Hak Perempuan dan Anak”, Tokan et al. underlined the importance of community empowerment in the understanding of law and human rights, particularly through socializing the rights of children and women and enhancing public awareness of the law.¹⁶ On the other hand, Jayadi et al.’s research emphasizes the importance of Pancasila values-based education as a means of increasing students’ awareness of democracy and human rights, which contributed to the formation of the nation's character.¹⁷

This article offers an innovative holistic approach that integrates human rights and legal awareness curriculum into the pesantren education system, focusing on addressing specific issues such as bullying. It aims to build an educational environment that is more inclusive, equitable, and oriented towards respecting human values. Using this new approach, hopefully, a curriculum model can be established that is not only relevant to the needs of the local community, but can also be applied in other *pesantren* in Indonesia. This model is expected to contribute significantly to increasing legal and human rights awareness in the context of faith-based education, while creating a sustainable anti-bullying culture.

This research aims to explore the urgency of structuring the law and human rights awareness curriculum with a focus on anti-bullying dissemination studies at the junior high school level. Through a structured and empowerment-oriented dissemination method, it is expected to increase students' understanding and awareness of the importance of law and human rights in their lives. This approach aims not only to address bullying cases but also to build student character grounded in the values of justice, empathy, and respect for individual rights.

¹⁶ Paskalia Priti Tokan et al., “Pemberdayaan Masyarakat Melalui Hukum Dan HAM Dengan Sosialisasi Terkait Hak Perempuan Dan Anak Community Empowerment Through Law and Human Rights with Socialization Related to Women ’ s and Children ’ s Rights Dilakukan Oleh Individu Maupun Kelompok Untu,” *Jurnal Pengabdian Masyarakat Waradin* 5, no. 1 (2025): 36–51.

¹⁷ Supratman Jayadi et al., “Seminar Nasional Paedagoria Dampak Pendidikan Pancasila Terhadap Pemahaman Siswa Tentang Demokrasi Dan Hak Asasi Manusia” 3 (2023): 503–12.

This research is also expected to provide practical recommendations for curriculum development that is more responsive to the needs of students in the modern era. Through integrating law and human rights lessons into the education system, specifically in Islamic-based institutions, it is possible to create a young generation that is intellectually intelligent, but also has a high awareness of the importance of safeguarding human rights and creating a peaceful social environment.

2. Methods

This methodology uses an extension approach to increase understanding and awareness of law and human rights among junior high school students, focusing on the issue of anti-bullying. Counseling was chosen as a method because it is effective in solving social problems that arise due to the lack of knowledge and awareness of students about law and human rights. The first stage was a needs assessment to identify students' initial level of understanding regarding the concept of bullying, the impacts, as well as its relation to law and human rights. This was conducted through interviews with school authorities, focus group discussions (FGDs) with students, and direct observation of social interactions in the school environment.

Furthermore, the delivery of educational materials was conducted through interactive seminars, discussions, and the screening of educational videos on the negative impact of bullying and its legal consequences. Participatory methods are used to actively involve students in the learning process, including open discussions and experience sharing. To provide a more contextualized approach that is applicable to the characteristics of Islamic educational institutions, the lessons also integrate Islamic legal perspectives related to the prohibition of bullying.

The next stage is interpersonal skills training, such as empathy development, assertive communication, and peaceful conflict resolution techniques. These trainings are conducted through case simulations and role-playing, so those students can practice how to prevent and handle bullying firsthand. The

final stage is evaluation to measure the effectiveness of the training. The evaluation was conducted through interviews with school officials to obtain feedback on the impact of the activities on students' behavior.

Through this approach, the research aims not only to increase students' awareness of legal and human rights values but also to create a safe, inclusive, and bullying-free learning environment. The results of this service are expected to be the cornerstone for curriculum development that is more responsive to legal and human rights issues in junior high schools (SMP).

3. Results & Discussion

3.1. Urgency of Law and Human Rights Awareness Curriculum through Anti Bullying Dissemination Study in Junior High School

The results of this service activity show a very significant development in increasing students' understanding of the concepts of law, human rights, and their relationship with bullying. Before the educational activities and Focus Group Discussion (FGD) were implemented, most students had a limited understanding of the legal and social impacts of bullying. In this activity, students were given an understanding of the definition of bullying, its consequences, and its implications in the context of individual rights both in the perspective of positive law and Islamic law.

The counseling also involved in-depth discussions in the form of FGDs involving students from various groups. These discussions aimed to explore their views on bullying, as well as how they can prevent and handle such situations at school. Through the FGDs, students gained a deeper understanding of the social and psychological impacts of bullying, not only for the victims, but also for the perpetrators and the school environment as a whole. This activity also encouraged students to share their experiences and solutions in dealing with bullying, creating a safe space for them to voice their concerns and hopes for a healthier school environment.

The students' increased understanding of bullying was reinforced by the interpersonal skills training provided during the activity. In the case

simulation and role-playing sessions, students were invited to act out various scenarios related to bullying and ways to deal with it. In this process, students learn to communicate assertively, develop empathy, and practice peaceful ways to resolve conflicts without violence. This method proved effective in honing their skills in handling bullying situations at school. In addition, the training also helps build students' sense of responsibility for their own behavior and social environment, as well as the importance of respecting the rights of others.

The main product which is resulted from this activity is an understanding of law and human rights-based learning specifically designed for the pesantren environment. This lesson not only discusses bullying and its impact, but also integrates relevant legal values in the context of school teaching. The level of achievement of the activity targets can be considered satisfactory. The evaluation results showed that students experienced an increase in their understanding of bullying and its accompanying legal impacts. This positive change is also reflected in the behavior of students who are increasingly concerned about their peers and try to avoid and overcome bullying situations. This can be seen from the reports that show a significant decrease in bullying cases that occurred after the implementation of this activity. The school is also very supportive of the sustainability of this activity, with plans to integrate the material that has been taught into the regular teaching program, both in the form of curriculum and extracurricular activities.

However, despite the encouraging results, there are several challenges that remain to ensure the sustainability of the program. One of the main obstacles is the tendency for bullying to reappear in some areas of the school, suggesting that there are still students who do not fully understand the legal consequences of their actions. Therefore, firmer policies are required, such as the application of clear and consistent sanctions for students who are proven to have committed bullying, so that they can feel the direct consequences of their actions. In addition, parental involvement in supervising and mentoring children outside of school is also very important to ensure that students' understanding and behavior change can continue at home.

As another output, the dissemination of the results of this activity is expected to inspire other educational institutions to adopt a curriculum that is more responsive to bullying and legal awareness issues. Due to the positive changes in students' knowledge and behavior, this research makes a very important contribution in strengthening the education system in Indonesia that is based on character and respect for human rights. It also proves the importance of integrating a law and human rights-based curriculum in creating a safe and inclusive environment for every student.

Overall, the results of this activity show that structuring a human rights and legal awareness curriculum that integrates anti-bullying issues is essential to create a safer and more empathetic educational environment. It also shows that collaboration between schools, teachers, students, and parents is necessary to create a culture that supports respect for human rights and reduces cases of bullying. This success provides evidence that an education and outreach-based approach based on law and human rights can have a significant impact on changing student behavior and creating a more harmonious school culture.

Hence, to clarify and support the results and discussion in this article, we include several outputs in the form of photos, tables, graphs, charts, and images that can provide a more comprehensive and conventional picture about the successful anti-bullying dissemination program and the implementation of the law and human rights awareness curriculum in one of the junior high schools (SMP) in West Java. The following is a description of each output related to the discussion.



Picture 1. Anti-bullying FGD Among Students (Bandung, 2024)

During the education activities and FGDs, photos were taken of students actively participating in group discussions. These images depict enthusiastic students sharing their experiences with bullying and how they can play an active role in reducing bullying in schools. These photos also show the interactive atmosphere in the FGDs, where students discuss the social and psychological impacts of bullying and how law and human rights can be a solution. It emphasizes the importance of a student participation-based approach in changing their attitudes and behaviors.



Picture 2. Taking a Group Photo after Human Rights Dissemination
(Bandung, 2024)

This picture shows the participants of an anti-bullying dissemination program in one of the junior high schools, which is part of the implementation of the legal and human rights awareness curriculum. The students and their mentors are seen gathered in a positive ambience, demonstrating a spirit of togetherness and commitment to anti-bullying values. This documentation reflects the success of the program in promoting students' understanding of the importance of respecting individual human rights and creating a safer and more inclusive environment. The results of this activity are expected to have a long-term impact, both in student behavior and a school culture that is more aware of the law and respect for human rights.

These presented outcomes provide a clearer picture of the extent to which the anti-bullying dissemination program was successful. The figures

support the discussion of the effectiveness of the activities in improving students' understanding of bullying and human rights, as well as the impact on changes in their behavior. This demonstrates that the program was successful in reducing bullying cases, increasing legal awareness, and creating a safer and more inclusive environment in schools.

3.2. An Effort to Structuring the Law and Human Rights Awareness Curriculum for Students in Indonesia

Violations of law and human rights involving students in Indonesia remain a challenge that requires serious attention. This phenomenon includes acts such as bullying, violence, and violations of social norms that increasingly occur in the school environment. To overcome this problem, there needs to be an integrated strategic approach in the education system, one of which is through the introduction and cultivation of legal and human rights awareness values in the formal education curriculum.¹⁸ By presenting this curriculum, students are expected to have a better understanding of the law, respect for individual rights, and responsibility as part of society.

The law and human rights awareness curriculum is not only pertinent to prevent violations, but also important to build a younger generation that is more sensitive to the values of justice, tolerance, and respect for diversity.¹⁹ Law and human rights-enforced education enables students to understand their rights and obligations as individuals, as well as how to apply them in their daily lives. This is part of the government and community's efforts to create a generation that obeys the law and respects human rights as an important foundation in the life of the nation.²⁰

¹⁸ Nining Yurista Prawitasari, Akbar Sayudi, and Gina Asri Ruwaida, "Sosialisasi 'Perlindungan Hukum Bagi Guru Dalam Mendisiplinkan Siswa' Di SDN Jatimulya 11, Tambun Selatan, Kabupaten Bekasi," *Amaliah: Jurnal Pengabdian Kepada Masyarakat* 8, no. 1 (2024): 276–85.

¹⁹ Syarafina Adjimaulin, "Penanaman Nilai-Nilai Hak Asasi Manusia Studi Kasus Santri Pondok Pesantren Nurul Jadid," *Legal Studies Journal* 4, no. 2 (2024): 125–37, <https://doi.org/10.33650/ljs.v4i2.10915>.

²⁰ W Fitri et al., "Sosialisasi Dalam Membangun Kesadaran HAM Bagi Generasi Milenial Di Sekolah Bodhi Dharma," *Prosiding National Conference for Community Service Project (NaCosPro* 4 (2022): 1673–85.

Structuring an education curriculum that integrates legal and human rights values requires a holistic and inclusive approach. The first step is to revise the national curriculum to include materials on law and human rights as an integral part of PPKn (Pancasila and Citizenship Education) or other appropriate subjects. This subject should be tailored to the level of education, ranging from basic understanding for elementary school students to more advanced discussions at the junior and senior high school levels.²¹

Furthermore, teacher training is a priority to ensure this material can be delivered effectively. Teachers need to be equipped with sufficient knowledge about law and human rights, as well as interesting and contextualized teaching methods. This can be done through ongoing training programs involving academics, legal practitioners, and human rights institutions. In addition, the preparation of interactive guidebooks and learning modules is also a solution to enrich teaching references.²²

The use of project-based learning methods can also be applied to increase student engagement in understanding law and human rights.²³ For example, students can be invited to conduct court simulations, case discussions, or social projects related to respect for human rights. This approach not only makes learning more interesting but also builds students' analytical skills and empathy.²⁴

The collaboration between school, family and community is also a key factor in the success of this program. The school needs to work with human rights

²¹ Husnunnadia and Slam, "Pencegahan Bullying Di Sekolah: Mengimplementasikan Pendidikan Dan Kewarganegaraan Untuk Penguatan Hak Dan Kewajiban Anak."

²² Muhammad Yunan and Hardiansyah Hardiansyah, "Peran Guru PPKn Dan Masyarakat Sekolah Dalam Meningkatkan Pemahaman Siswa Terhadap Hak Asasi Manusia Di Dalam Lingkungan Sekolah SMPN 1 Sanggar," *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan* 7, no. 1 (2019): 70, <https://doi.org/10.31764/civicus.v0i0.852>.

²³ Roswita Kasih Sulistianingsih, Afrinita Ajung, Saskia Alkani, "Strategi Penguatan Karakter Demokratis Melalui Pembelajaran PPKn Berbasis Proyek," *Jurnal Citizenship Virtues* 4, no. 2 (2024): 821–34.

²⁴ A A Mawatdah et al., "Implementasi Nilai Hak Asasi Manusia Dalam Undang Undang Nomor 39 Tahun 1999 Di Kalangan Pelajar Smk Negeri 7 Batam," *National Conference ...* 3 (2021): 573–81.

organizations, law enforcement agencies, and local communities to conduct seminars, workshops, or campaigns that support the strengthening of legal and human rights awareness among students. On the other hand, the role of parents is also important in providing children with an understanding of these values at home.²⁵

In addition, periodic program evaluations need to be conducted to ensure the effectiveness of this curriculum arrangement.²⁶ The government can develop indicators of success that include an increase in students' understanding of law and human rights, as well as a reduction in the level of law violations in the school environment. The data from this evaluation can be used as a basis for making adjustments or improvements to the curriculum in the future.

Structuring a curriculum on legal and human rights awareness for students in Indonesia is a strategic step that will not only impact individuals but also society as a whole. With a good understanding of law and human rights, students will be better able to play an active role in creating a harmonious and violence-free environment. The young generation with this awareness is also expected to become agents of change that support the creation of a just, inclusive, and law-abiding society.

In the era of increasingly complicated globalization, integrating the values of law and human rights in the education curriculum is an urgent need. Law and human rights-based education not only serves as a prevention of violations, but also as a foundation for building a dignified national character.²⁷ Therefore, the efforts to organize the law and human rights awareness curriculum must be carried out in a sustainable manner,

²⁵ Husnul Fuadi Syahrial Ayub, Muhammad Taufik, "Pentingnya Peran Orang Tua Dalam Pendidikan Karakter Anak," *Jurnal Ilmiah Profesi Pendidikan* 3, no. 1 (2024): 2620–8326, <https://doi.org/10.55606/protasis.v3i1.142>.

²⁶ Ashiong P Munthe, "Pentingnya Evaluasi Program Di Institusi Pendidikan: Sebuah Pengantar, Pengertian, Tujuan Dan Manfaat," *Scholaria : Jurnal Pendidikan Dan Kebudayaan* 5, no. 2 (2015): 1, <https://doi.org/10.24246/j.scholaria.2015.v5.i2.p1-14>.

²⁷ Husnunnadia and Slam, "Pencegahan Bullying Di Sekolah: Mengimplementasikan Pendidikan Dan Kewarganegaraan Untuk Penguatan Hak Dan Kewajiban Anak."

involving various parties, and implemented seriously for a better future of Indonesia.

4. Conclusion

The results of this study show that the structuring of the law and human rights awareness curriculum has a significant impact in improving students' understanding of legal values, individual rights, and social obligations. The implementation of law and human rights-based education, especially through anti-bullying dissemination in one junior high school, has succeeded in creating positive changes in student behavior, reducing bullying cases, and strengthening a culture of respect for human rights in the educational environment. Interactive learning methods, such as Focus Group Discussion (FGD), case simulation, and interpersonal skills training, proved effective in building students' empathy and social responsibility. This reinforces the importance of integrating law and human rights values in the education curriculum, not only as an effort to prevent violations, but also as a foundation for creating a younger generation that is more aware of the law, has good character, and a culture of peace.

To increase the impact of this program, it is recommended that the law and human rights awareness curriculum be systematically integrated into formal education, from primary to secondary levels. The government needs to develop adaptive learning modules, provide intensive training to teachers, and involve various parties, including parents and communities, to create an educational ecosystem that is inclusive and responsive to students' needs. Periodic evaluation of the effectiveness of the curriculum also needs to be carried out to ensure the sustainability and relevance of the program in creating a generation that is aware of the law and respects human rights.

References

Adjimaulin, Syarafina. "Penanaman Nilai-Nilai Hak Asasi Manusia Studi Kasus Santri Pondok Pesantren Nurul Jadid." *Legal Studies Journal* 4, no.

- 2 (2024): 125–37. <https://doi.org/10.33650/ljsj.v4i2.10915>.
- Ardiansyah, Dedi, and Iswahyudi. “Peran Pendidikan Pesantren Dalam Membentuk Generasi Muda Yang Berkarakter Integritas.” *INTEGRATIA: Journal of Education, Human Development, and Community Engagement* 1, no. 2 (2023): 143–56.
- Aristawati, Putri Alysia Syahda, and Rindiana Ulis Wati. “Penegakan Hukum Pelanggaran Hak Asasi Manusia.” *Indigenous Knowledge* 1, no. 2 (2023): 179–80.
- Armida Salsiah Alisjahbana, Endah Murniningtyas. *Tujuan Pembangunan Berkelanjutan Di Ineonsia: Konsep; Target; Dan Strategi Implementasi*. Unpad Press. 2nd ed. Jatinangor: Unpad Press, 2018. <https://doi.org/10.18356/9789210010788>.
- Fitri, W, O I B Hariyanto, F Angeline, and ... “Sosialisasi Dalam Membangun Kesadaran HAM Bagi Generasi Milenial Di Sekolah Bodhi Dharma.” *Prosiding National Conference for Community Service Project (NaCosPro 4* (2022): 1673–85.
- Gunawan, Yordan, and Mohammad Bima Aoron Hafiz. “Sekolah Ramah HAM Sebagai Upaya Penanggulangan Tindakan Kekerasan Di Kalangan Siswa.” *Jurnal Pengabdian Masyarakat Membangun Negeri* 4, no. 2 (2020): 130–50.
- Handayani, Eka Selvi, and Euis Kusumarini. “Sosialisasi Pendidikan Hak Asasi Manusia Di Sekolah Dasar.” *Suparyanto Dan Rosad* (2015 2, no. 1 (2022): 74–79.
- Hayati, Sri. *Belajar Dan Pembelajaran Berbasis Cooperative Learning*. Magelang: Graha Cendekia. Magelang, 2017.
- Husnunnadia, Ratu, and Zaenul Slam. “Pencegahan Bullying Di Sekolah: Mengimplementasikan Pendidikan Dan Kewarganegaraan Untuk Penguatan Hak Dan Kewajiban Anak.” *Jurnal Pancasila Dan Kewarganegaraan* 9, no. 1 (2024): 28–42. <https://doi.org/10.24269/jpk.v9.n1.2024.pp28-42>.
- Jayadi, Supratman, Ardilansari, Isnaini, Maemunah, Deviana Mayasari, and Alihardi Winata. “Seminar Nasional Paedagoria Dampak Pendidikan Pancasila Terhadap Pemahaman Siswa Tentang Demokrasi Dan Hak

- Asasi Manusia” 3 (2023): 503–12.
- Mawatdah, A A, A Mahendra, F Frenty, and ... “Implementasi Nilai Hak Asasi Manusia Dalam Undang Undang Nomor 39 Tahun 1999 Di Kalangan Pelajar Smk Negeri 7 Batam.” *National Conference ...* 3 (2021): 573–81.
- Munthe, Ashiong P. “Pentingnya Evaluasi Program Di Institusi Pendidikan: Sebuah Pengantar, Pengertian, Tujuan Dan Manfaat.” *Scholaria : Jurnal Pendidikan Dan Kebudayaan* 5, no. 2 (2015): 1. <https://doi.org/10.24246/j.scholaria.2015.v5.i2.p1-14>.
- Nurdin, H. “Upaya Pemerintah Dalam Menghormati Dan Melindungi Ham Dengan Konsep the Rule of Law.” *Meraja Journal* 1, no. 2 (2018): 9–15.
- Pasya Islami geni Putra, Azlan Aris, Gusmaneli. “Peran Pendidikan Dalam Membangun Kesadaran Sosial Masyarakat Bima.” *Jurnal Kajian Hukum Dan Kebijakan Publik* 2, no. 1 (2019): 627–32.
- Prawitasari, Nining Yurista, Akbar Sayudi, and Gina Asri Ruwaida. “Sosialisasi ‘Perlindungan Hukum Bagi Guru Dalam Mendisiplinkan Siswa’ Di SDN Jatimulya 11, Tambun Selatan, Kabupaten Bekasi.” *Amaliah: Jurnal Pengabdian Kepada Masyarakat* 8, no. 1 (2024): 276–85.
- Refa Choirur Rizki, Dkk. “Analisis Kebijakan Anti-Bullying Dalam Konteks Pendidikan Islam : Implikasi Untuk Lingkungan Sekolah.” *Dewantara: Jurnal Pendidikan Sosial Humaniora* 3, no. 4 (2024).
- Setiawan, B, S Indrawati - Eksaminasi: Jurnal Hukum, and Undefined 2021. “Perlindungan Hak Asasi Manusia Pada Kasus Bullying Di Kabupaten Purworejo.” *Jurnal.Umpwr.Ac.Id* 1, no. 2 (2021): 48–58.
- Sugiyar. “Demokrasi Dan Hak Asasi Manusia Dalam Masyarakat Multikultural.” *Jurnal Pendidikan Agama Islam P* 3, no. 1 (2017): 51–68.
- Sulistianingsih, Afrinita Ajung, Saskia Alkani, Roswita Kasih. “Strategi Penguatan Karakter Demokratis Melalui Pembelajaran PPKn Berbasis Proyek.” *Jurnal Citizenship Virtues* 4, no. 2 (2024): 821–34.
- Supriyanto, Bambang Heri. “Law Enforcement Regarding Human Rights According to Positive Law in Indonesia.” *Al-Azhar Indonesia Seri Pranata Sosial* 2, no. 3 (2014): 151–68.
- Syahrial Ayub, Muhammad Taufik, Husnul Fuadi. “Pentingnya Peran

- Orang Tua Dalam Pendidikan Karakter Anak.” *Jurnal Ilmiah Profesi Pendidikan* 3, no. 1 (2024): 2620–8326.
<https://doi.org/10.55606/protasis.v3i1.142>.
- Temon Astawa, I Nyoman. “Teori - Teori Dalam Dunia Pendidikan Modern.” *Jurnal Penjaminan Mutu* 1, no. 1 (2016): 67.
<https://doi.org/10.25078/jpm.v1i1.40>.
- Tokan, Paskalia Priti, Rita Ririn Duwijayanti, Capah Veronika Ester, and Muhammad Ammar. J. “Pemberdayaan Masyarakat Melalui Hukum Dan HAM Dengan Sosialisasi Terkait Hak Perempuan Dan Anak Community Empowerment Through Law and Human Rights with Socialization Related to Women ’ s and Children ’ s Rights Dilakukan Oleh Individu Maupun Kelompok Untu.” *Jurnal Pengabdian Masyarakat Waradin* 5, no. 1 (2025): 36–51.
- Yunan, Muhammad, and Hardiansyah Hardiansyah. “Peran Guru PPKn Dan Masyarakat Sekolah Dalam Meningkatkan Pemahaman Siswa Terhadap Hak Asasi Manusia Di Dalam Lingkungan Sekolah SMPN 1 Sanggar.” *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan* 7, no. 1 (2019): 70.
<https://doi.org/10.31764/civicus.v0i0.852>.

Conflict of Interest Statement: The author(s) declares that the research was conducted in the absence of any commercial or financial relationship that could be construed as a potential conflict of interest.

Copyright: © *Varia Hukum: Jurnal Forum Studi Hukum dan Kemasyarakatan*. This open access article distributed under the terms of the Creative Commons Attribution ShareAlike 4.0 International License (CC-BY-SA 4.0) which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Varia Hukum: Jurnal Forum Studi Hukum dan Kemasyarakatan is an open access and peer-reviewed journal published by Law Study Program, Faculty of Sharia and Law, State Islamic University of Sunan Gunung Djati Bandung, Indonesia

