

The Effect of Knowledge of Human Rights Concepts on Global Diversity in FKIP University Riau Students

Rahmita Firda Zain¹ Jumili Arianto² Mirza Hardian³

Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia^{1,2,3}

Email: rahmita.firda3263@student.unri.ac.id jumiliarianto@lecture.unri.ac.id mirza.hardian@lecturer.unri.ac.id

Abstract

This research is motivated by a lack of tolerance as a form of global diversity among the community and students. This study aims to determine whether there is an influence of knowledge of the concept of human rights on global diversity in FKIP students at the University of Riau. This study used a quantitative research method with a causal associative approach, and involved students of the Teaching and Education Faculty of the University of Riau as research subjects. The data collection instrument used was a questionnaire, data processing used the IBM SPSS Version 25 application. Based on the results of the analysis, a simple linear regression equation was obtained, namely $\hat{Y} = 10.904 + 0.381X$, the regression coefficient X was 0.381 which stated that an addition of 1% value of human rights concept knowledge, then global diversity will increase by 0.381. Furthermore, the results of the t test obtained $t_{count} (10.904) > t_{table} (1.98)$ which shows that H_0 is rejected and H_a is accepted. Thus, the research hypothesis is accepted that there is an influence of knowledge of the concept of human rights on global diversity in FKIP students at the University of Riau.

Keywords: Knowledge of Human Rights Concepts, Global Diversity, Students



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INTRODUCTION

Realization of human rights in society does not happen by itself and efforts must be made to increase awareness of human rights. The Ministry of National Education directs the implementation of education and participates in promoting human rights as part of people's lives. The presence of promoting human rights in the field of education is believed to play an important role in overcoming the increasing problem of intolerance and disrespect for human rights (Herawati & Ermakov, 2022: 542). Higher Education as part of the national education system refers to the provisions of Article 6 of Law on Higher Education No. 12 of 2012, which guarantees that the implementation of higher education respects human rights and is democratic, fair and non-discriminatory. Therefore, universities also play a role in increasing awareness and knowledge about human rights.

Education is increasingly demanded to produce quality human persons, able to respect and appreciate each other. An advanced nation is determined by the nation's education, and human resources with good quality are determined by the educational process. One of the important education instilled in the children of the nation is education about human rights (HAM). In order to grow and develop human rights knowledge and awareness, human rights education efforts must be known and can be implemented in the learning process in every educational unit. Based on that, El Muhtaj et al., (2020: 376) argues that the position of human rights education for students is important for developing various human relations, such as tolerance, non-discrimination and responsibility, as well as human equality through education through rights; and education about rights which increases knowledge of the principles and methods of upholding human rights.

Human rights are one of the scopes of citizenship education. Citizenship education aims to form good citizens, obedient to applicable laws, and democratic citizens, as well as upholding human rights who are aware of their rights and obligations in social and state life and readiness to become part of a global society.), (Ubaedillah, 2014 in Nasution, 2016:202). Human rights content material in citizenship education to shape the character of a democratic nation, so that citizenship education becomes the most important thing in increasing understanding and literacy regarding the concept of human rights, (Isnin & Wardhani, 2021: 53). Knowledge of the concept of human rights means understanding the meaning of universal human rights and knowing basic human rights. As for human rights in various fields of life, namely personal rights, political rights, social and cultural rights, economic rights, and judicial rights. (Fadhilah et al., 2021: 7813).

Indonesia with all its diversity is one of the blessings from God Almighty to the Indonesian nation which needs to be maintained for the sake of integrity and unity. According to the 2010 census of the Central Bureau of Statistics, Indonesia has cultural diversity in every region, which stretches from 17,504 islands with a total of 1,340 ethnic groups and six religions that are recognized by the state. The diversity of ethnicity, nation, race, religion and language is a characteristic and wealth of the Indonesian nation that distinguishes it from other nations. Each individual or group is strongly influenced by culture, religion, ethnicity, race, ethnicity that is attached to him and has a tendency to feel comfortable when interacting with homogeneous people. However, currently a state is formed that recognizes differences as the wealth of the nation because of the similarity in fate, history, and the struggles they have gone through.

Bhinneka Tunggal Ika is the motto of tolerance that Indonesian people live in heterogeneity with individual rights and interests that belong to everyone (Isnin & Wardhani, 2021:47). Respect and respect for human rights must be owned by every individual. The differences that appear on the surface do not completely make the difference, there are similarities in it. This similarity is the similarity as human beings created by God and upholding human values. The practice of universal human rights values in the life of citizens and the nation can build a national character that is tolerant, non-discriminatory, non-violent, respects diversity and allows full participation, (Widaningtyas H & Triyanto, 2017: 12).

The influence of globalization is a challenge for the nation, which causes changes and intense competition in all aspects of life. In order to be able to compete between countries, it is necessary to have superior quality and character human resources, (Istianah, A., et al, 2021: 63). Education in Indonesia seeks to form the nation's character, namely forming the Pancasila Student Profile program, one of which is global diversity. Global diversity is a tendency to be able to maintain noble culture, locality and identity, and have an open attitude towards other cultures, so as to foster a sense of mutual respect and form a positive new culture without leaving and conflicting with the nation's noble culture (Kemendikbudristek, 2022). The realization of global diversity in students is expected to be able to adapt to the times, namely to become a global community that is able to study and take advantage of the diversity of the world (Widiyanti et al., 2022: 738).

As for several indicators in global diversity, such as respecting diversity, establishing intercultural communication, reflection and responsibility for the practice of diversity, and social justice, (Ministry of Education and Culture, 2022). The lack of tolerance of the Indonesian people still occurs frequently seen from cases of intolerance in Indonesia. Based on the research conducted, it shows that intolerance in Indonesia tends to increase. The results of a survey by the Wahid Institute in January 2020 stated that intolerance had increased from 46% to 54%, (Akhwani & Kurniawan, 2021: 891). In addition, the student environment also illustrates that there is still a lack of tolerance, where according to PPIM UIN research in 2021 found that as

many as 30.16% of students in Indonesia are still classified as having low or very low attitudes of religious tolerance.

In addition, the SETARA Institute recorded cases of intolerance, namely violations of religious freedom in 2021, totaling 171 incidents covering three dominant issues, namely violations of activities, disruption of places of worship, and blasphemy of religion. Some examples of cases that occurred were the rejection of the construction of the Indonesian Christian Church (GKI) Citraland Surabaya and the disruption of worship, namely the sealing of the Indonesian Pentecostal Church (GPI) in Tulang Bawang, Lampung. One of the biggest disruptions to places of worship in 2021 was the demolition and destruction of the Miftahul Huda Mosque in Balai Harapan Village, Singthang Regency, West Kalimantan. In addition, it was found that there was an issue of freedom of religion and belief in schools, namely discrimination against 3 children of Jehovah's Witnesses in Tarakan, North Kalimantan, who failed to go to class for three consecutive years because of their beliefs. (SETARA Institute, 2022).

Tracing the conflict began with a society that lacked tolerance, resulting in discriminatory and intolerant actions that conflicted with human rights. This needs to be overcome by cultivating tolerance values through education starting from elementary school to university. Students are an integral part of society, and are considered as the nation's successors, so it is necessary to have an attitude of tolerance. Teacher students as prospective teachers need to be prepared to be able to instill character in students. The teacher is a role model for his students, who not only teaches about knowledge, but also becomes a good example for his students, (Akhwani & Kurniawan, 2021: 894). So here the importance of knowledge about human rights is to always be upheld, it is necessary to have knowledge and awareness of the existence of human rights to prepare oneself in a diverse society. Based on the background presented, it is important according to the author to know the contribution of knowledge about the concept of human rights obtained by teacher training students to the actualization of global diversity characters.

RESEARCH METHODS

This study uses a quantitative method with an associative approach. This associative quantitative research means that it aims to reveal the relationship between two or more variables. Meanwhile, associative quantitative research is causal in nature, which intends to reveal a causal relationship between the independent variable and the dependent variable. The research was conducted at the Faculty of Teaching and Education, University of Riau, Bina Widya Campus KM 12.5 Simpang Baru, Tampan District, Pekanbaru City, Riau 28293. In this study the population was Students of the Faculty of Teacher Training and Education, University of Riau, class of 2019-2022 with a total number of students as many as 5154 people. The population in this study were active students of FKIP, University of Riau, namely the 2019, 2020, 2021, and 2022 classes who had taken Citizenship Education courses.

Determination of the number of samples is determined based on the table Issac and Michael with an error rate of 10%. The Issac and Michael table is used for known population numbers, (Sugiyono, 2019:138). In this study the population numbered 5154 people and according to the table, it was 5000 people, so the sample taken was 257 people. The sampling technique uses proportional sampling. Proportional sampling, namely in determining the sample, the researcher selects representatives from each population group whose number is adjusted to the number of subject members in each of these groups (Arikunto, Suharsimi, 2010).

RESEARCH RESULTS AND DISCUSSION

Research Result

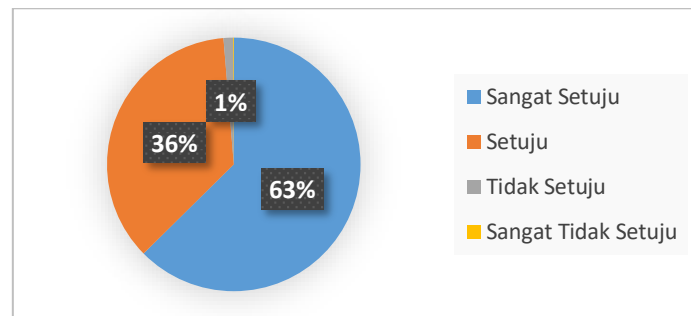


Figure 1. Human Rights Concept Knowledge Graph

Based on Figure 1, describes the recapitulation of respondents' answers regarding Knowledge of the Concept of Human Rights (variable X). The data obtained was that 62.6% answered Strongly Agree (SS), 36.1% answered Agree (S), 1.2% answered Disagree (TS) and those who answered Strongly Disagree (TS) were 0. 1%. Then the results obtained from the recapitulation above are (Strongly Agree + Agree) = (62.6% + 36.1% = 98.7%). Thus, it can be concluded that knowledge of human rights concepts is in the range of 75.01% -100% "Very Good".

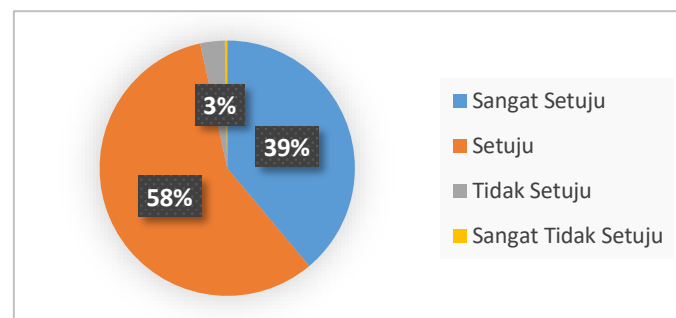


Figure 1. Graph of Global Diversity

Based on Figure 2, it describes the recapitulation of respondents' answers regarding Global Diversity (Variable Y). The data obtained were 38.9% answered Strongly Agree (SS), 57.7% answered Agree (S), 3.1% answered Disagree (TS) and those who answered Strongly Disagree (STS) were 0. 3%. Then the results obtained in the recapitulation above are (Strongly Agree + Agree) = (38.9% + 57.7% = 96.6%). Thus it can be concluded that the Global Diversity of FKIP University of Riau students is in the range of 75.01% -100% "Very Good".

Normality Test

Table 1. Normality Test
 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
	N	257
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.66387347
Most Extreme Differences	Absolute	.060
	Positive	.035
	Negative	-.060
Test Statistic		.060

Asymp. Sig. (2-tailed)	.028 ^c
Exact Sig. (2-tailed)	.310
Point Probability	.000
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	

Source: 2023 processed data

Based on table 1, it is known that the results of the normality test using IBM SPSS Version 25 have a significance value using the One Sample Kolmogorov Smirnov Test with the Exact approach, which is 0.310. Data is said to be normally distributed if it meets the criteria, namely a significance value > 0.05, so if the significance value is <0.05 then the data is not normally distributed. Obtained a significance value of 0.310 greater (>) than 0.05, the data is normally distributed.

Linearity Test

Table 2. Linearity Test

ANOVA Table								
			Sum of Squares	df	Mean Square	F	Sig.	
Global Diversity * Knowledge of Human Rights Concepts	Between Groups	(Combined)	934.378	16	58.399	8.522	.000	
		Linearity	762.488	1	762.488	111.262	.000	
		Deviation from Linearity	171.891	15	11.459	1.672	.057	
	Within Groups			1644.742	240	6.853		
	Total			2579.121	256			

Source: Processed Data 2023

Based on table 2 above, it shows the results of the linearity test using IBM SPSS 25. The output results of the Linearity Deviation Test show that the significance value is 0.057. Significance results are greater than 0.05, so it can be said that the data group Knowledge of Human Rights Concepts (Variable X) to Global Diversity (Variable Y) has a relationship, so that the two variables can be said to be linear.

Hypothesis Testing

Table 3. Simple Linear Regression Analysis Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.904	1.870		5.830	.000
	Pengetahuan Konsep HAM	.381	.037	.544	10.346	.000

a. Dependent Variable: Global Diversity

Source: Processed Data 2023

Based on table 3 above, the Simple Regression Test Coefficient above can be said that the direction of influence of Human Rights Concept Knowledge is positive, it is known that the simple regression equation is:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 10.904 + 0.381 X$$

The results of the equation above can be translated as a constant of 10.904 which means that the consistency value of the Human Rights Concept Knowledge variable is 10.904, the X regression coefficient is 0.381 which states that an addition of 1% in the value of human rights concept knowledge, global diversity will increase by 0.381. The coefficient is positive, meaning that knowledge of the concept of human rights (X) has a positive effect on global diversity (Y).

Hypothesis testing is done by comparing the value of Tcount with Ttable or commonly called the T test with the basis of decision making, namely:

1. If $t_{count} < t_{table}$ then H_0 is accepted and H_a is rejected, which means that the variable (X) Knowledge of Human Rights Concepts has no effect on the variable (Y) Global Diversity.
2. If $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted which means variable (X) Knowledge of Human Rights Concepts affects variable (Y) Global Diversity (Sugiyono, 2019).

Based on table 4, the value of Tcount = 10.346 is obtained

$$\begin{aligned}
 t_{table} &= \alpha/2 : n - k - 1 \\
 &= (0.05/2 ; 257 - 1 - 1) \\
 &= (0.025 ; 255) \\
 &= 1.98
 \end{aligned}$$

Based on these criteria, it is known that t_{table} is 1.98 while t_{count} is 10.346, so in this case it can be concluded that $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted. So that there is an influence of knowledge of the concept of human rights on the global diversity of FKIP students at the University of Riau. Based on this statement, the research hypothesis is accepted.

Coefficient of Determination

Table 4 The Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.296	.293	2.669

a. Predictors: (Constant), Knowledge of Human Rights Concepts

The coefficient of determination test (R-Square) is used to determine the percentage of independent variable influence on the dependent variable. Based on table 4.39, it is obtained that the coefficient of determination (R-Square) is 0.296 or in a percentage of 29.6%. This means that the effect of the independent variable (Knowledge of Human Rights Concepts) on the dependent variable (Global Diversity) is 29.6%, while 70.4% is influenced by other variables not examined in this study.

Discussion

The research was conducted using a questionnaire method with a sample of 257 students as respondents. Based on the results of the study, it was found that knowledge of human rights concepts of FKIP University of Riau students (Variable X) was at the "Very Good" level. This is because the variable knowledge of the concept of human rights results from the average percentage of respondents who responded "Strongly Agree" totaling 62.6% answered Strongly Agree (SS), 36.1% answered Agree (S), the sum is 98.7 % where the percentage is in the range of 75% -100%. It can be concluded that knowledge of human rights concepts is at a very good level.

The lessons learned through the Citizenship Education course on human rights will increase knowledge and understanding of human rights, so that it is hoped that they will be

able to properly understand and practice them in everyday life, one of which is the attitude of global diversity. This is in accordance with the opinion, Priyoto (2014: 83), states that knowledge is very important for one's actions, something that is known and known allows one to understand and apply this knowledge in certain situations. This study shows that students have very good knowledge regarding various types of human rights, namely personal rights, social and cultural rights, political rights, equal rights in law, and judicial rights. So that by knowing their rights, they will be able to fight for their rights and respect the rights of others. This is in accordance with Lahera & Dewi, (2021: 96) in his research, which concluded that it is very important to instill an understanding of human rights, and someone who does not want their rights to be deprived of others, should know their rights and always fight for them as long as they are not taking or suppressing the boundaries of others.

Based on the opinion of El Muhtaj (2020: 376), human rights education at every level of the education unit is important to strengthen the values of equality, peace, non-discrimination, tolerance and respect for diversity. Implementation of human rights education in tertiary institutions is also an important focus, in accordance with Article 35 of the Law on Higher Education emphasizing that human rights education in tertiary institutions contains human rights content that is included in the compulsory subject group, namely Citizenship Education. In addition, Ramadhani, A. et al, (2017:35), stated that human rights education which aims to increase knowledge and understanding of human rights will bring a person to understand the rights that must be fought for and respect the rights of others, and realize that as social beings there are still other people who need and are needed in everyday life.

The results of the study found that there were still some students who did not know about their human rights. On the indicator of knowing personal rights, there are still those who do not know that every human being has the freedom to choose, embrace and practice his religion and belief. The right to freedom of religion is a natural, universal and eternal basic human right because it cannot be eliminated (inalienable right). Article 18 of the Universal Declaration of Human Rights states that everyone has the right to think, believe and have a religion. So that any action or action that interferes with the freedom of a person or group of people is an act that violates human rights.

According to Nasution, (2016: 90) freedom of religion is not the exclusive right of certain groups of people, but the common interest of human nature to obey and serve God. Therefore, under no circumstances can this right be limited or revoked. The right to freedom of religion must be granted to all people, and the fulfillment of this right is guaranteed in international law as a form of respect for human dignity. To reduce violations of the right to freedom of religion, in the form of acts of discrimination and intolerance, it is necessary to have a good understanding of human rights. This is in accordance with the suggestions in Situmorang's research, (2019: 66) that the government through the Office of Education and Culture must also provide comprehensive outreach to teachers and teaching staff, so that they are also required to know that freedom of religion is part of human rights and then provide a stimulus to their students.

The global diversity of FKIP University students (variable Y) is at the "Very Good" level. This is because the Global Diversity variable results in the average percentage of respondents who answered "Strongly Agree" 38.9% coupled with the results of the average percentage of respondents who answered "Agree" totaling 57.7%, namely the result of the sum is 96.6% . It can be concluded that the global diversity variable (variable Y) is in the range of 75.01% -100% "Very Good". This is in line with Irawati et al., (2022: 1231) that Indonesian students with global diversity mean being aware of differences in self, group and cultural diversity in a pluralistic local and global environment and being able to respect each other's differences and be open to

other cultures while maintaining a noble culture. , so that they live peacefully in the world, both physically and virtually connected. This study shows that students already have a sense of global diversity, namely respecting different cultures, communicating and interacting with other cultures, being able to reflect on and being responsible for global diversity and social justice.

The indicator about knowing and appreciating culture by students is at "Very Good" which is 96.7%, which means students have shown an attitude of loving traditions and culture from various regions by studying and identifying other cultures so as to avoid prejudice and respect for every diversity and tolerance for diversity which exists. Indicators of student intercultural communication and interaction are in the "Very Good" range, namely 97.9%, which means students are able to communicate with cultures that are different from themselves on an equal basis by accepting and appreciating the unique diversity of other cultures so as to create mutual understanding and empathy for others. Indicators about reflection on and responsibility for diversity experiences by students are in the range of "Very Good" 97.9%, which means students have utilized their awareness and experience of diversity so that they are exposed to different cultures, including bullying, intolerance and violence and can harmonize cultural differences in order to create life equal and harmonious among themselves. The indicator of social justice by students is in the Very Good range of 97.3%, which means that students have actively participated in creating a just, democratic, inclusive and sustainable society.

Student knowledge of the concept of human rights, namely personal rights, legal equal rights, political rights, social and cultural rights, judicial human rights can affect students' global diversity, namely respecting diversity, establishing intercultural communication, reflection and responsibility for the practice of diversity , as well as social justice. This can be seen from the results of research data analysis which shows that students already have a good global diversity attitude.

Hypothesis testing is to prove the effect of the independent variable on the dependent variable where the independent variable in this study is knowledge of human rights concepts and the dependent variable is global diversity. Based on simple linear regression analysis is $Y = 10.904 + 0.381X$. The results of this equation can be translated as a constant of 10.904 which means that the consistency value of the Human Rights Concept Knowledge variable is 10.904, the X regression coefficient is 0.381 which states that an addition of 1% in the value of human rights concept knowledge, global diversity will increase by 0.381. The coefficient is positive, meaning that knowledge of the concept of human rights (X) has a positive effect on global diversity (Y). While the results of the t test obtained t_{count} of 10.904 and t_{table} of 1.98 which shows that $t_{count} > t_{table}$ so that H_0 is rejected and H_a is accepted, based on this statement, the research hypothesis is accepted.

Based on the calculation results above, it is explained that the magnitude of the relationship value (R) is 0.544, so there is a moderate level relationship between Knowledge of Human Rights Concepts (variable X) to Global Diversity (variable Y). Furthermore, a coefficient of determination (R Square) of 0.296 is obtained which implies that there is an influence of the independent variable Knowledge of Human Rights Concepts (variable X) on Global Diversity (variable Y) of 29.6% while 70.4% is influenced by other variables not examined on research. The character of global diversity can be enhanced by several other factors, namely according to the results of research by Rizkyani & Wulandari (2022: 155), that the learning method, namely Arfedo based on Augmented Reality, also affects the improvement of the character of global diversity in children. In addition, (Dwipayana et al., 2022: 105) in his research results, he explains that global diversity characters can be enhanced by introducing literature and traditions in the learning process at school.

CONCLUSION

Based on the results of research on the Influence of Human Rights Concept Knowledge on Global Diversity of FKIP Riau University Students, it can be concluded that knowledge of the Human Rights concept has an impact on global diversity of FKIP Riau University students. Based on the results of the analysis, a simple linear regression equation is obtained, namely $\hat{Y} = 10.904 + 0.381X$, the regression coefficient X is 0.381 which states that an addition of 1% in the value of human rights concept knowledge, global diversity will increase by 0.381. Furthermore, the results of the t test obtained $t_{\text{count}} (10.904) > t_{\text{table}} (1.98)$ which shows that H_0 is rejected and H_a is accepted. Thus, the research hypothesis is accepted that there is an influence of knowledge of the concept of human rights on global diversity in FKIP students at the University of Riau. The calculation results also obtained a coefficient of determination (R Square) of 0.296 which implies that the influence of Human Rights Concept Knowledge (variable X) on Global Diversity (variable Y) is 29.6% while 70.4% is influenced by other variables not examined in study.

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