



Community Understanding Training on Human Rights Constitution in Implementing it in the Community Environment

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Abstrak

Pemahaman masyarakat terhadap Hak Asasi Manusia (HAM) yang dijamin dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 masih tergolong terbatas, khususnya terkait penerapan nilai-nilai HAM dalam kehidupan bermasyarakat. Sebagian masyarakat masih memandang HAM hanya sebagai hak individu tanpa memahami kewajiban serta tanggung jawab sosial yang menyertainya. Kondisi ini berpotensi menghambat terwujudnya kehidupan sosial yang harmonis, demokratis, dan menjunjung tinggi nilai-nilai kemanusiaan. Oleh karena itu, kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan pemahaman masyarakat mengenai HAM berdasarkan UUD 1945 serta mendorong implementasinya dalam kehidupan sehari-hari. Kegiatan ini menggunakan pendekatan partisipatif berbasis masyarakat dengan melibatkan 30 orang peserta yang berasal dari berbagai latar belakang pendidikan dan pekerjaan. Pengumpulan data dilakukan melalui observasi, dokumentasi, diskusi kelompok, serta pemberian pre-test dan post-test. Instrumen yang digunakan meliputi lembar observasi, kuesioner terstruktur, dan lembar evaluasi pemahaman peserta. Data dianalisis menggunakan teknik analisis deskriptif dengan membandingkan hasil pre-test dan post-test serta menginterpretasikan hasil diskusi selama kegiatan berlangsung. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai HAM konstitusional, yang ditunjukkan oleh kenaikan rata-rata skor dari 61,3% sebelum pelatihan menjadi 87,6% setelah pelatihan, atau meningkat sebesar 26,3 poin persentase. Selain itu, 90% peserta mampu mengidentifikasi berbagai bentuk pelanggaran HAM dan menjelaskan implementasi nilai-nilai HAM dalam lingkungan masyarakat. Dengan demikian, kegiatan pelatihan ini efektif dalam meningkatkan pengetahuan, kesadaran, dan pemahaman masyarakat mengenai HAM. Implikasi kegiatan ini menunjukkan bahwa pelatihan berbasis komunitas dapat menjadi strategi yang efektif untuk memperkuat literasi kewarganegaraan, meningkatkan kesadaran hukum, serta mendorong terciptanya budaya penghormatan terhadap HAM di lingkungan masyarakat.

Abstract

Public understanding of constitutional human rights remains relatively limited, particularly regarding the implementation of human rights principles in everyday community life. Many community members recognize human rights only as individual entitlements without fully understanding the corresponding responsibilities and constitutional provisions governing these rights. This condition may hinder the development of a harmonious, democratic, and rights-respecting society. Therefore, this community service activity aimed to enhance community understanding of constitutional human rights and encourage their implementation in social interactions. This study employed a community-based participatory approach involving 30 community members from diverse educational and occupational backgrounds. Data were collected through observations, questionnaires, pre-test and post-test assessments, documentation, and group discussions. The primary instruments included structured questionnaires, observation sheets, and evaluation forms designed to measure participants' understanding of constitutional human rights before and after the training.

program. Data were analyzed using descriptive statistical techniques by comparing participants' levels of understanding before and after the intervention and interpreting qualitative feedback obtained during discussions. The findings revealed a significant improvement in participants' understanding of constitutional human rights, with the average score increasing from 61.3% in the pre-test to 87.6% in the post-test, representing an improvement of 26.3 percentage points. In addition, 90% of participants demonstrated a better ability to identify human rights issues and explain appropriate forms of implementation within their communities. The study concludes that participatory human rights training effectively improves public awareness and understanding of constitutional human rights. These findings imply that community-based educational programs can serve as a strategic instrument for strengthening civic literacy, promoting democratic values, and fostering a culture of respect for human rights within society.



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INTRODUCTION

Human Rights (HR) are fundamental rights inherent to every individual by virtue of being human and must be respected, protected, and fulfilled by the state, society, and all stakeholders. In Indonesia, the protection of human rights is constitutionally guaranteed through the 1945 Constitution of the Republic of Indonesia, particularly Articles 28A–28J, and further reinforced by Law Number 39 of 1999 concerning Human Rights. Human rights education plays a strategic role in fostering public awareness of individual rights and responsibilities, promoting social justice, equality, and democratic values within society. [Lawson & Beckett, \(2021\)](#), human rights are universal entitlements that apply equally to all individuals regardless of nationality, ethnicity, religion, or social status. emphasized that human rights education is an essential mechanism for strengthening public awareness and encouraging active participation in the protection and promotion of human dignity.

Previous studies have demonstrated that public understanding of human rights remains varied and often requires systematic educational interventions. [Krampe et al., \(2021\)](#) reported that human rights education and outreach programs conducted by the National Human Rights Commission significantly improved participants' understanding of fundamental human rights principles, with more than 70% of participants demonstrating increased knowledge after attending the program. [Ezekekwa et al., \(2022\)](#) found that community-based training on the right to food and nutrition increased participants' knowledge scores by approximately 32% following the intervention. Furthermore, [Jarrott et al., \(2021\)](#) revealed that integrating human rights education with peace education approaches significantly enhanced participants' awareness of social justice and equality issues. These findings suggest that educational and training activities are effective tools for improving community understanding of human rights values.

Several studies have also highlighted that limited public literacy regarding human rights contributes to the persistence of rights violations in everyday life. [Hassen et al., \(2022\)](#) found that public participation in human rights-based policymaking remained relatively low due to inadequate understanding of citizens' fundamental rights. Similarly, [Omer et al., \(2022\)](#) reported that many community members perceived human rights primarily as individual entitlements while lacking awareness of the corresponding responsibilities and social obligations. In addition,

Hossain, (2024) demonstrated that insufficient understanding of human rights increases societal vulnerability to intolerance, discrimination, and radical ideologies. These studies indicate the necessity of strengthening human rights literacy through targeted community training programs.

Research conducted in various social settings further confirms that human observed that participants who attended human rights outreach programs became more capable of identifying human rights violations within their communities. Lajeunesse, (2026) found that participatory training methods enhanced participants' comprehension of fundamental rights and improved their ability to apply these principles in daily life. Hasan & Juhannis, (2024) reported that dialogical and interactive learning approaches encouraged greater community engagement in social activities promoting justice and equality. These findings demonstrate that well-designed training programs can strengthen community capacity to practice human rights principles in everyday interactions.

Beyond increasing knowledge, human rights training has been shown to foster collective social awareness and promote harmonious community relations. Winters & Conroy-Krutz, (2021) revealed that individuals with a stronger understanding of human rights were more likely to support peaceful conflict resolution and advocate for equitable access to justice (Ryan et al., (2024) argued that public participation in rights-based development initiatives tends to increase when citizens possess a balanced understanding of both rights and obligations. Furthermore, Grangxabe et al., (2023) found that human rights education contributes significantly to the development of tolerance and the prevention of discriminatory behavior within society. Consequently, human rights training serves not only as a medium for knowledge transfer but also as a vehicle for character development and democratic citizenship.

The effectiveness of human rights implementation within communities is also influenced by the methods used in educational and training activities. Bowden et al., (2021) demonstrated that participatory approaches generated higher levels of engagement and understanding than conventional lecture-based methods. Cachón-Rodríguez et al., (2022) reported that case-based learning significantly improved participants' ability to contextualize human rights concepts in real-life situations. Rocca & Zielinski, (2022) highlighted that experiential learning approaches facilitated deeper internalization of human rights values among participants. These studies underscore the importance of employing innovative and interactive training strategies to maximize learning outcomes and community empowerment.

Although numerous studies have examined the effectiveness of human rights education and awareness programs, most have focused on formal educational institutions, specific social groups, or government-led initiatives. Research specifically addressing community training on constitutional human rights and their practical implementation in everyday social life remains relatively limited. Existing studies have largely concentrated on knowledge acquisition, while fewer investigations have explored how enhanced understanding translates into actual behavioral change and social practice within local communities. This limitation indicates a need for community-based interventions that bridge the gap between theoretical understanding and practical application of constitutional human rights principles.

Based on the findings of previous studies, it can be interpreted that human rights education and training consistently contribute to improving public knowledge, awareness, participation, and social responsibility. However, a significant gap remains regarding community-level training programs specifically designed to enhance understanding of constitutional human rights as stipulated in the 1945 Constitution and their implementation in

daily social interactions. Therefore, the novelty of this community service program lies in its focus on strengthening public understanding of constitutional human rights through participatory training while emphasizing practical implementation within the community environment. Accordingly, the objective of this program is to enhance community understanding of constitutional human rights and encourage the application of human rights values in everyday social life to foster a more just, harmonious, and democratic society.

IMPLEMENTATION METHOD

This community service program employed a participatory training approach aimed at enhancing public understanding of constitutional human rights and their implementation in daily social life. The activity was conducted through a series of educational sessions designed to improve participants' knowledge of human rights as stipulated in the 1945 Constitution of the Republic of Indonesia and Law Number 39 of 1999 concerning Human Rights. The target participants consisted of community members residing in the selected service area. The participatory approach was selected because it encourages active involvement, dialogue, and collaborative learning among participants, thereby increasing the effectiveness of community-based educational interventions (Creswell, 2018)

The implementation of the program was carried out in several stages. The first stage involved a preliminary needs assessment through observation and informal discussions with community representatives to identify existing levels of human rights awareness and issues related to the implementation of human rights in the local environment. The second stage focused on preparing training materials, learning media, and supporting instruments. Subsequently, the training activities were conducted through lectures, interactive discussions, case-study analyses, and question-and-answer sessions. These methods were chosen to facilitate participant engagement and promote a deeper understanding of human rights concepts and practices (Creswell, 2018).

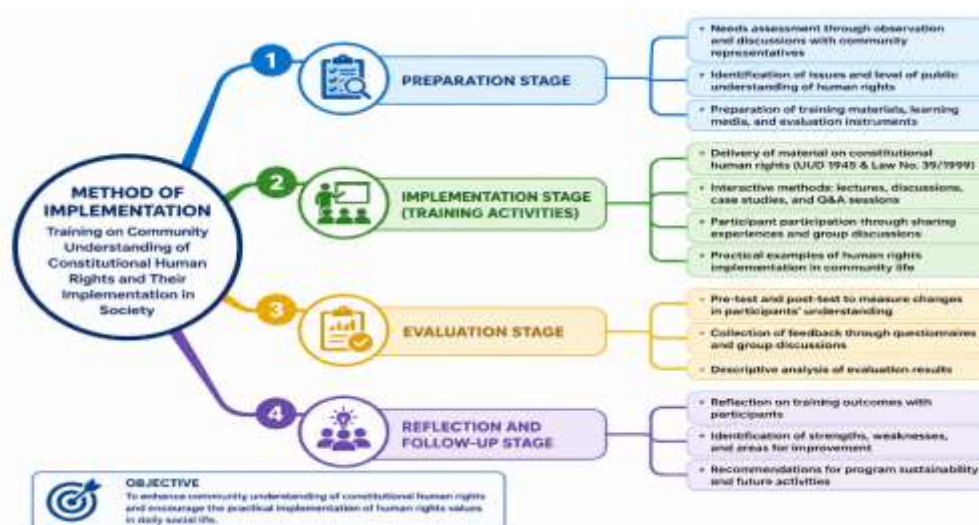


Figure 1. Implementation Method

The third stage involved the implementation of the training program, during which participants received comprehensive information regarding constitutional human rights, citizens' rights and obligations, and the practical application of human rights principles in community life. Participants were encouraged to share their experiences and discuss real-life situations related to human rights issues within their social environment. This interactive learning process enabled participants to connect theoretical concepts with practical realities, thereby strengthening their understanding and capacity to apply human rights values in everyday interactions.

The final stage consisted of program evaluation and reflection. Evaluation was conducted using pre-training and post-training assessments to measure changes in participants' understanding of constitutional human rights. In addition, participant feedback was collected through questionnaires and group discussions to assess the effectiveness of the training activities and identify areas for improvement. The collected data were analyzed descriptively by comparing participants' levels of understanding before and after the intervention. The results of the evaluation were used to determine the effectiveness of the community service program in improving public awareness and promoting the implementation of human rights principles within the community.

RESULTS AND DISCUSSION

The community service program entitled "Training on Community Understanding of Constitutional Human Rights and Their Implementation in Society" was conducted to enhance public awareness and understanding of human rights as stipulated in the 1945 Constitution of the Republic of Indonesia. The activity involved community members from diverse educational, occupational, and socio-economic backgrounds. The training was implemented through participatory learning methods, including lectures, group discussions, case studies, and interactive question-and-answer sessions. Throughout the program, participants demonstrated a high level of enthusiasm and engagement, indicating a strong interest in learning about constitutional rights and responsibilities as citizens.

The preliminary assessment conducted before the training revealed that participants possessed varying levels of understanding regarding human rights concepts. While most participants were familiar with the term "human rights," many associated it solely with individual freedoms and entitlements. A considerable number of participants had limited knowledge regarding the constitutional basis of human rights in Indonesia, particularly the provisions outlined in Articles 28A–28J of the 1945 Constitution. These findings highlighted the necessity of conducting educational interventions aimed at strengthening legal literacy and civic awareness within the community.

During the training sessions, participants received comprehensive explanations regarding the fundamental principles of human rights, constitutional guarantees of human rights, citizens' rights and obligations, and the practical implementation of human rights values in everyday social interactions. The facilitators employed contextual examples and real-life cases to ensure that participants could relate theoretical concepts to their daily experiences. This approach encouraged active participation and facilitated a deeper understanding of the relevance of human rights within community life (Jarrahi et al., 2023; Zheng et al., 2022).

The discussion sessions revealed a noticeable improvement in participants' comprehension of the relationship between rights and responsibilities. Participants increasingly recognized that respecting human rights involves not only claiming personal rights but also acknowledging and protecting the rights of others. Many participants identified tolerance, mutual respect, non-discrimination, and peaceful coexistence as essential manifestations of human rights implementation within their communities. These responses indicate that the training successfully enhanced participants' conceptual understanding of human rights and their practical significance in fostering social harmony.



Figure 2. Training Activities on Community Understanding of Constitutional Human Rights and Their Implementation in Society

The evaluation conducted during and after the training demonstrated that participants became more capable of identifying various forms of human rights violations occurring in their surroundings. During group discussions, participants were able to provide examples of discriminatory practices, bullying, restrictions on freedom of expression, unequal treatment, and other social issues that potentially constitute human rights violations. This increased ability to recognize human rights-related issues reflects the development of critical awareness among participants regarding the importance of protecting and promoting human dignity within society (Jääskä & Aaltonen, 2022; Müller et al., 2021).

Beyond cognitive improvement, the training also contributed positively to participants' social attitudes and perspectives. The interactive nature of the discussions encouraged participants to appreciate diversity and develop greater empathy toward individuals from different backgrounds. Several participants expressed a stronger commitment to resolving conflicts peacefully and promoting inclusive social relationships within their neighborhoods. These outcomes suggest that human rights education can serve as an effective instrument for fostering democratic values and strengthening social cohesion within communities (Graham et al., 2023).

The findings of this community service program are consistent with previous studies emphasizing the effectiveness of educational and training interventions in improving public understanding of human rights. Participatory learning approaches provide opportunities for individuals to engage actively with the learning process, reflect upon personal experiences, and construct meaningful knowledge. Pelau et al., (2021) As a result, participants are more likely to internalize human rights values and apply them in practical situations. The positive responses

observed throughout the program demonstrate the value of community-based human rights education in promoting awareness and behavioral change (Winters & Conroy-Krutz, 2021).

From a community development perspective, the program highlights the strategic role of human rights training in strengthening civic competence and legal awareness among citizens. Gomez-del Rio & Rodriguez, (2022) The success of the activity was not solely reflected in increased knowledge acquisition but also in participants' willingness to implement human rights principles within their daily interactions. This commitment is particularly important for creating inclusive, equitable, and democratic communities where individuals respect one another's rights and responsibilities (Olan et al., 2022).

Overall, the implementation of the training program successfully enhanced participants' understanding of constitutional human rights and their practical application in social life. Through participatory educational strategies, community members acquired broader knowledge regarding the constitutional protection of human rights and the importance of respecting human dignity in everyday interactions. The results indicate that community-based human rights training can serve as an effective mechanism for promoting legal literacy, strengthening democratic values, and encouraging the implementation of human rights principles in society. Therefore, similar programs should be expanded and sustained to support the development of more just, peaceful, and rights-respecting communities.

CONCLUSION

The implementation of the community training program on constitutional human rights successfully enhanced participants' understanding of the fundamental principles of human rights and their relevance to everyday social life. Through participatory learning activities, community members developed a broader awareness of the relationship between rights and responsibilities, enabling them to recognize the importance of respecting human dignity, promoting equality, and fostering mutual respect within their social environment. The program demonstrated that community-based human rights education serves as an effective mechanism for strengthening civic awareness and encouraging the practical application of constitutional values in society.

Furthermore, the findings indicate that human rights training contributes not only to the development of knowledge but also to the cultivation of positive social attitudes that support harmonious and democratic community life. Increased awareness of constitutional human rights encourages individuals to engage more actively in creating inclusive, tolerant, and equitable social interactions. Therefore, community-centered educational initiatives on human rights can be regarded as an important strategy for promoting a culture of respect for human rights and strengthening social cohesion within diverse communities.

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