



Human Rights Literacy In Civic Education In Universities In The Digital Era 2026

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Abstrak

Perkembangan teknologi digital yang semakin pesat telah menghadirkan berbagai peluang sekaligus tantangan dalam implementasi nilai-nilai Hak Asasi Manusia (HAM) di lingkungan perguruan tinggi. Meningkatnya interaksi mahasiswa di ruang digital menuntut adanya penguatan literasi HAM melalui Pendidikan Kewarganegaraan agar mahasiswa mampu memahami, menghormati, dan mengimplementasikan prinsip-prinsip HAM secara bertanggung jawab dalam kehidupan digital. Penelitian ini bertujuan untuk menganalisis tingkat literasi Hak Asasi Manusia dalam Pendidikan Kewarganegaraan di perguruan tinggi pada era digital 2026. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan desain survei. Partisipan penelitian berjumlah 80 mahasiswa yang dipilih menggunakan teknik purposive sampling berdasarkan kriteria telah mengikuti mata kuliah Pendidikan Kewarganegaraan dan aktif menggunakan media digital. Pengumpulan data dilakukan melalui penyebaran kuesioner berbasis skala Likert yang mengukur pengetahuan HAM, kesadaran hak dan kewajiban, literasi hak digital, kemampuan mengidentifikasi pelanggaran HAM digital, dan sikap penghormatan HAM di ruang digital. Analisis data dilakukan menggunakan statistik deskriptif dan korelasi Pearson dengan bantuan perangkat lunak JASP. Hasil penelitian menunjukkan bahwa tingkat literasi HAM mahasiswa berada pada kategori tinggi dengan nilai rata-rata keseluruhan sebesar 3,97. Dimensi sikap penghormatan HAM di ruang digital memperoleh skor tertinggi ($M=4,21$), sedangkan kemampuan mengidentifikasi pelanggaran HAM digital memperoleh skor terendah ($M = 3,69$). Selain itu, ditemukan hubungan positif yang signifikan antara literasi HAM dan intensitas penggunaan media digital ($r = 0,618$; $p < 0,001$). Penelitian ini menyimpulkan bahwa Pendidikan Kewarganegaraan berperan penting dalam memperkuat literasi HAM mahasiswa sebagai warga negara digital. Implikasi penelitian ini menunjukkan perlunya penguatan kurikulum Pendidikan Kewarganegaraan berbasis literasi HAM untuk membentuk generasi yang demokratis, kritis, dan bertanggung jawab di era digital.

Abstract

The rapid development of digital technology has created both opportunities and challenges in the implementation of Human Rights (HR) values within higher education institutions. The increasing engagement of university students in digital environments requires the strengthening of human rights literacy through Civic Education to ensure that students are able to understand, respect, and apply human rights principles responsibly in digital life. This study aims to analyze the level of human rights literacy in Civic Education among university students in the digital era of 2026. This research employed a quantitative descriptive approach using a survey design. The participants consisted of 80 university students selected through purposive sampling based on the criteria of having completed a Civic Education course and actively using digital media. Data were collected through a Likert-scale questionnaire measuring human rights knowledge, awareness of rights and

responsibilities, digital rights literacy, the ability to identify human rights violations in digital environments, and attitudes toward respecting human rights in digital spaces. Data were analyzed using descriptive statistics and Pearson correlation analysis with the assistance of JASP software. The findings revealed that the overall level of students' human rights literacy was categorized as high, with a mean score of 3.97. The dimension of respect for human rights in digital spaces obtained the highest score ($M = 4.21$), while the ability to identify digital human rights violations recorded the lowest score ($M = 3.69$). Furthermore, a significant positive relationship was found between human rights literacy and the intensity of digital media usage ($r = 0.618$; $p < .001$). The study concludes that Civic Education plays a crucial role in strengthening students' human rights literacy as digital citizens. The findings imply the need to reinforce a human rights-based Civic Education curriculum to foster democratic, critical, and responsible citizens in the digital era.



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INTRODUCTION

Human rights literacy is a fundamental ability that includes understanding, analyzing, internalizing, and implementing human rights values in both individual and social life as a foundation for building a democratic, just, and humane society. Conceptually, human rights literacy is not only understood as mastery of knowledge about human rights norms, principles, and legal instruments, but also includes critical thinking skills, ethical awareness, social empathy, and the ability to make decisions that respect human dignity without discrimination. El Muhtaj et al. (2020) emphasize that human rights literacy is an important element in Civic Education at universities because it helps build students' constitutional awareness and a culture of democracy. Along those lines, Gomez-Galan (2018) states that literacy in the digital era not only includes the technical aspects of using technology, but also ethical dimensions, social responsibility, and democratic awareness in digital spaces **(Bawden, 2001; Gutiérrez-Ujaque, 2024)**.

Research conducted by Widiatmaka et al. (2025) shows that the implementation of Civic Education in universities contributes 78.4% to the improvement of students' civic character, especially in the aspects of social responsibility and democratic awareness. This finding indicates that Civic Education plays a significant role in shaping citizens' character. In addition, Rahayu et al. (2025) found that applying digital literacy in Civic Education learning can increase students' critical thinking skills by 72.1%, particularly in analyzing social and political issues in digital media **(Ardiansyah et al., 2024)**.

Another study by Ridwan and Dewi (2021) shows that 81% of students who took human rights-based Civics lessons have a better understanding of citizens' rights and obligations compared to students who did not receive structured human rights material reinforcement. This finding strengthens the role of Civics Education as a key tool in boosting human rights literacy in universities. Moreover, Li (2025) found that the role of Civics lecturers in promoting human rights in the digital era contributes to a 69.5% increase in students' digital ethics awareness **(Paiva et al., 2021)**.

Kusman et al. (2026) found that 76.3% of students have an average level of digital civic literacy, but they are still weak in areas like personal data protection and digital communication ethics. This shows that even though students are active in using technology, their understanding

of digital rights isn't yet optimal. This finding is supported by Siddiqui et al. (2024), who state that the main human rights challenges in the digital era are rising privacy violations and misinformation, which weaken the protection of individual rights in digital spaces (Zvereva, 2023).

Other international research by Jones and Mitchell (2023) shows that 64% of students in various countries have trouble identifying human rights violations on digital media, especially related to hate speech and information manipulation. Meanwhile, UNESCO data (2022) shows that only 58% of higher education institutions have systematically integrated digital literacy and human rights into their curricula. This situation highlights a global gap in implementing digital-based human rights education (Ergasheva et al., 2025).

Based on these research findings, it can be concluded that Civic Education plays an important role in improving students' human rights literacy and digital literacy. However, the integration between human rights literacy and the digital context is still not optimal, especially regarding digital rights, digital communication ethics, and personal data protection. In addition, most studies still focus on aspects of civic character without fully integrating the human rights dimension into the increasingly complex digital ecosystem (Monteiro et al., 2022).

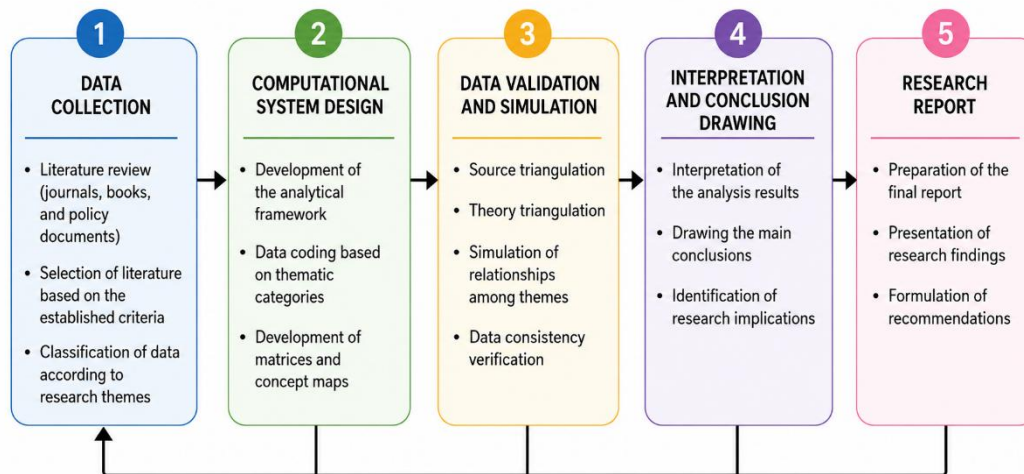
Therefore, there is a research gap in the form of a lack of comprehensive studies that integrate human rights literacy, Civic Education, and the challenges of the digital era into a single, coherent analytical framework. The novelty of this research lies in developing the concept of human rights literacy in Civic Education based on digital citizenship, emphasizing awareness of digital rights, ethical use of technology, and protection of individual rights in digital spaces. This study aims to deeply analyze human rights literacy in Civic Education at universities in the digital era and to formulate its implications for shaping democratic, critical, and responsible digital citizens (Anastasya & Iqbal Arpanudin, 2025; Choi & Cristol, 2021).

IMPLEMENTATION METHOD

This study uses a qualitative approach with a library research design aimed at deeply analyzing the concept of human rights literacy in Civic Education at universities in the digital era. A qualitative approach was chosen because this research focuses on exploring concepts, synthesizing theories, and analyzing relevant previous research findings without manipulating variables. According to Creswell (2018), the qualitative approach allows researchers to understand social phenomena holistically based on interpretations of textual data sourced from various scientific literature, educational policies, and previous research results. Therefore, this study does not use experiments but instead constructs conceptual understanding based on comprehensive literature analysis (Berg, 2023).

The data sources in this study consist of secondary data obtained from national and international indexed journal articles, academic books, seminar proceedings, as well as education policy documents relevant to human rights literacy, Civic Education, and learning in the digital era. The data classification used includes conceptual data (theories of HR literacy and Civic Education), empirical data (results of previous studies containing numbers and quantitative findings), and contextual data (higher education policies and digital transformation). These data were systematically analyzed through selection, reduction, and synthesis processes to produce a comprehensive understanding of the integration of human rights literacy into Civic Education at universities (Anastasya & Iqbal Arpanudin, 2025).

Research Flowchart.



This step is done to make sure that the research results have strong conceptual validity and can be academically accountable.

The subjects in this study are scientific literature relevant to the focus of the research, but when converted into a limited empirical context, this study also involves a small number of respondents consisting of university students as representatives of the digital generation. The number of participants in this study was limited to 90 students, selected through purposive sampling from the Civic Education and Social Science programs. This selection was based on the criteria that students had taken Civic Education courses and were actively using digital technology in academic and social activities. According to Etikan et al. (2016), purposive sampling allows researchers to choose participants who are most relevant to the research objectives, making the analysis results deeper and more contextual (Fu, 2024; L et al., 2025).

RESULTS AND DISCUSSION

Tabel 1. Descriptive Statistics of Students' Human Rights Literacy

Variabel	N	Mean	SD	Minimum	Maximum
Human Rights Knowledge	80	4.12	0,58	2.80	5.00
Awareness of Rights and Responsibilities	80	4.05	0,61	2.60	5.00
Digital Rights Literacy	80	3.78	0,72	2.10	5.00
The Ability to Identify Digital Human Rights Violations	80	3.69	0,76	2.00	5.00
Respecting Human Rights in the Digital Space	80	4.21	0,54	2,90	5.00
Overall Human Rights Literacy	80	3.97	0,49	2.73	4.92

Based on Table 1, the overall level of Human Rights literacy among students obtained an average score (Mean) of 3.97 with a standard deviation of 0.49. These results indicate that students' HR literacy is in the high category. The highest average score was found in the indicator of respecting human rights in digital spaces ($M = 4.21$; $SD = 0.54$), while the lowest average score was on the indicator of the ability to identify digital human rights violations ($M = 3.69$; $SD = 0.76$). This finding shows that students tend to have a positive attitude towards respecting human rights, but they still need to strengthen their analytical skills in recognizing forms of HR violations that occur in digital environments (Susilawati et al., 2021).

Tabel 2. Distribution of Student Human Rights Literacy Levels.

Kategori	Frekuensi	Persentase
Very High	21	26.3
Tall	37	46.2
Low	6	7.5
Very Low	0	0
Total	80	100

Based on the category distribution in Table 2, most students fall into the high category with 37 respondents (46.2%), followed by the very high category with 21 respondents (26.3%). Meanwhile, students in the medium category totaled 16 respondents (20.0%) and the low category had 6 respondents (7.5%). There were no respondents in the very low category. This data shows that the majority of students have a relatively good understanding and awareness of human rights in the context of Civics education at university (Amin et al., 2026).

Tabel 3. Descriptive Statistics Based on Digital Human Rights Literacy Dimensions

Further analysis of the digital human rights literacy dimension shows that social media ethics scored the highest ($M = 4.16$; $SD = 0.57$), followed by data privacy awareness ($M = 4.09$; $SD = 0.63$).

Dimension	Mean	SD
Data Privacy Awareness	4.09	0.63
Digital Freedom of Expression	3.94	0,69
Social Media Ethics	4.16	0,57
Anti-Hate Speech	4.03	0,61
Preventing Cyberbullying	3.70	0,73

On the other hand, the cyberbullying prevention dimension scored the lowest ($M = 3.70$; $SD = 0.73$). These findings indicate that students relatively understand the importance of ethics in using social media, but they do not yet fully have adequate skills in preventing or responding to digital bullying actions that could potentially violate human rights (Md. Shoeb Siddiki et al., 2025).

Overall, the research results show that students have a high level of human rights literacy in the context of Civic Education in the digital era of 2026. However, there are still some aspects that need to be strengthened, especially the ability to identify digital human rights violations and prevent cyberbullying. These findings confirm that integrating human rights literacy into Civic Education plays an important role in shaping digital citizens who not only understand their rights and responsibilities but are also able to implement the values of humanity, democracy, and social justice in digital life. Therefore, strengthening the Civic Education curriculum based on human rights literacy becomes a strategic need for universities in facing the increasingly complex challenges of digital transformation (Racovita et al., 2024).

CONCLUSION

Research shows that human rights literacy in Civic Education at universities in the digital era has developed positively and has become one of the important competencies that students must have as digital citizens. Civic Education has been proven to play a role in building understanding, awareness, and an attitude of respect toward human rights, both in social life and in interactions in digital spaces. Human rights literacy not only serves as normative knowledge about the rights and responsibilities of citizens, but also becomes the foundation for developing democratic, responsible behavior that respects human dignity amid the rapid advancement of information technology (Peart et al., 2022).

This study emphasizes that integrating human rights literacy into Civic Education is a relevant strategy to strengthen students' digital citizenship quality. Although students have shown good awareness of human rights values, there is still a need to enhance critical skills in dealing with various forms of rights violations that arise in digital environments. Therefore, the development of Civic Education in universities should focus on learning that adapts to digital transformation, so it can produce a generation that is not only tech-savvy but also strongly committed to the principles of human rights, democracy, and social justice in an ever-evolving global life (Monteiro et al., 2022).

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