

Empowering University Students: Advancing Human Rights Knowledge and Advocacy Through Human Rights Defender Schools

Cekli Setya Pratiwi

<https://orcid.org/0000-0003-3848-1113> 

Faculty of Law, Universitas Muhammadiyah Malang, Malang,
Indonesia

Sidik Sunaryo

<https://orcid.org/0000-0003-0621-1418> 

Faculty of Law, Universitas Muhammadiyah Malang, Malang,
Indonesia

✉ Corresponding email: cekli@umm.ac.id

Abstract

Human rights violations, including violence, intolerance, and discrimination, persist within university communities, underscoring the need for systematic education to foster awareness and advocacy. To empower students to prevent and advocate human right violations, lecturers of Universitas Muhammadiyah Malang (UMM) launched the Human Rights Friendly Campus (HRFC) program in 2024/2025, supported by Lembaga Penelitian dan Pengabdian Pada Masyarakat (LPPM) UMM and partnerships with key stakeholders, including the Center for the Study of Civilization and Human Rights and the Indonesian Consortium of Human Rights Lecturers (SEPAHAM Indonesia). Central to this initiative is the Human Rights Defender School, designed to provide students with philosophical, legal, and practical knowledge of human rights and advocacy. Utilizing adult learning methodologies and a student-centered learning (SCL) framework, the program actively engaged 40 student activists, focusing on participatory education through discussions, debates, advocacy skills trainings and tutorials as well as field trip. The program achieved significant outcomes, including improved participant understanding of human rights, the development of a tailored curriculum for student activists, and the formation of an ad-hoc Human Rights Defender Community under UMM's Student Executive Body. These results highlight the program's success in bridging knowledge gaps and fostering a culture of advocacy within the campus. This initiative demonstrates the potential for higher education institutions to



Copyrights © Author(s). This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0). All writings published in this journal are personal views of the author and do not represent the views of this journal and the author's affiliated institutions.

integrate human rights education into their academic frameworks, promoting inclusive and respectful campus environments. With its replicable model, the HRFC program provides a strategic approach to cultivating human rights awareness and advocacy, positioning universities as pivotal actors in advancing human rights values.

KEYWORDS *Human Rights Education, Human Rights Defender School, Student-Centered Learning, Human Rights Advocacy, Higher Education.*

Introduction

Human rights violations, including violence, intolerance, and discrimination, persist within university communities, as documented by Qudsya and Habibah¹, and LBH Jakarta², underscoring the pressing need for systematic education to foster awareness and advocacy. Responding to the pervasive issue of human rights violations within academic settings, lecturers at Universitas Muhammadiyah Malang (UMM) initiated the comprehensive Human Rights Friendly Campus (HRFC) program for the 2024/2025 academic year. This vital endeavor receives robust support from Lembaga Penelitian dan Pengabdian Pada Masyarakat (LPPM) UMM and is strengthened by strategic partnerships with key stakeholders, including the Center for the Study of Civilization and Human Rights and the Indonesian Consortium of Human Rights Lecturers (SEPAHAM Indonesia). The program's core aim is to empower students across Malang campuses, enabling them to proactively prevent and effectively advocate against human rights violations, thereby fostering a culture of accountability and respect.

The HRFC program is fundamentally a transformative community service initiative, meticulously designed to cultivate a truly human rights-oriented campus environment. Its holistic approach addresses critical

¹ Amalia Laila Qudsya and Siti Maizul Habibah, "Kebebasan Mahasiswa Dalam Berpendapat Dari Prespektif Ham," *Bureaucracy Journal: Indonesia Journal of Law and Social-Political Governance* 3, no. 3 (2023): 3035–49.

² LBH Jakarta, *Mahasiswa Di DO, Universitas 17 Agustus 1945 (Untag) Melanggar HAM.*, (Jakarta), April 17, 2014, <https://bantuanhukum.or.id/mahasiswa-di-universitas-17-agustus-1945-untag-melanggar-ham/>.

dimensions essential for this transformation. These include the systematic review and reform of institutional policies to ensure human rights alignment, the optimization of campus management for fairness and transparency, the enhancement of relationships among all academic community members to promote inclusivity, and the dynamic integration of human rights principles into formal curriculum and vibrant extracurricular activities. Crucially, it also targets the profound transformation of awareness and behavior among all campus residents. Drawing significant inspiration from Amnesty International's globally recognized Human Rights Friendly School program, a model successfully implemented in over 20 diverse countries, the HRFC meticulously adapts this established framework, tailoring its methodologies and content to the unique context of university students, empowering them as active agents in human rights promotion within their higher education institutions.³

The initial phase of the HRFC program focused on raising awareness and fostering positive behaviors among campus communities, particularly students. Central to this initiative is Human Rights Education (HRE), which provides students with a comprehensive understanding of fundamental human rights principles and their entitlements⁴. This program was implemented in collaboration with student organizations, specifically the Student Executive Board of University of Muhammadiyah Malang (BEM-UMM). These organizations served as vital platforms for student development and were instrumental in equipping participants with human rights knowledge and advocacy skills.⁵

³ Amnesty International, *Amnesty International The State Of Human Rights Education 2022* (Amnesty International Ltd, 2023), 42, <https://www.amnesty.org/en/wp-content/uploads/2023/09/POL3271602023ENGLISH.pdf>.

⁴ A. Seilan, "Human Rights Education : Educating One to Know Their Right," *Tamil Nadu Journal of Applied Management Research* 1, no. 1 (2012): 13–16.

⁵ Sudijono Sastroatmodjo et al., "Model Penguatan Kelembagaan Organisasi Mahasiswa Magister Ilmu Hukum," *Jurnal Pengabdian Hukum Indonesia (Indonesian Journal of Legal Community Engagement) JPHI* 1, no. 2 (2019): 193–205, <https://doi.org/10.15294/jphi.v1i2.28998>.

The HRFC program pursued two core objectives. First, it sought to empower students to actively promote human rights values and principles within their campus communities. Second, it aimed to enable students to understand their rights and responsibilities while advocating for their own and others' rights. These efforts are grounded in the principles of equal dignity, non-discrimination, participation, and respect for human rights.⁶

The HRFC program holds significant importance for several reasons. Students play a critical role in advancing human rights, a responsibility safeguarded under Article 100 of the Human Rights Law.⁷ Moreover, members of academic communities are susceptible to becoming either perpetrators or victims of human rights violations, both on and off campus. These violations include acts of violence, such as sexual harassment, intolerance, and discriminatory practices.⁸ Globally, higher education institutions are increasingly recognized as crucial sites for fostering human rights literacy and advocacy⁹. This aligns with broader international calls for universities to actively contribute to the promotion of human rights through their teaching, research, and community engagement.¹⁰

⁶ Hans-Otto Sano, "Human Rights and Development: Human Rights Principles and Their Indicators," *Nordic Journal of Human Rights* 31, no. 3 (2013): 381–400; Dina Craissati et al., *A Human Rights Based Approach to Education for All* (Unicef, 2007).

⁷ OSCE ODIHR, *Guidelines on Human Rights Education for Human Rights Activists*, OSCE/ODIHR, 2013.

⁸ Fred Keith Hutubessy and Jacob Daan Engel, "Sakralitas Nasionalisme Papua: Studi Kasus Pergerakan Aliansi Mahasiswa Papua," *Jurnal Pemikiran Sosiologi* 6, no. 1 (2019): 77–94, <https://doi.org/10.22146/jps.v6i1.47468>; Agus Sobarnapraja, "Penegakan Hukum Pelanggaran Hak Asasi Manusia Di Indonesia," *Jurnal Ilmu Kepolisian* 14, no. 1 (2020): 13; Nikmatullah, "Demi Nama Baik Kampus VS Perlindungan Korban: Kasus Kekerasan Seksual Di Kampus," *Qawwam: Journal For Gender Mainstreaming* 14, no. 2 (2020): 37–53; Binahayati Rusyidi et al., "Pengalaman Dan Pengetahuan Tentang Pelecehan Seksual: Studi Awal Di Kalangan Mahasiswa Perguruan Tinggi (Experience and Knowledge on Sexual Harassment: A Preliminary Study among Indonesian University Students)," *Share: Social Work Journal* 9, no. 1 (2019): 75–85, <https://doi.org/10.24198/share.v9i1.21685>.

⁹ Heidi R Gilchrist, "Higher Education as a Human Right," *Wash. U. Global Stud. L. Rev.* 17 (2018): 645; Carel Stolker, *Rethinking the Law School: Education, Research, Outreach and Governance* (Cambridge University Press, 2015).

¹⁰ Peti Wiskemann, *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Adopted in the Framework of Recommendation CM/Rec (2010) 7 of the Committee of Ministers*, COE, 2010; OSCE ODIHR and others, *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice* (ODIHR, 2011); OSCE Office for Democratic Institutions

The HRFC initiative adopted a learning model grounded in adult education methodologies, emphasizing a student-centered learning approach. This pedagogical framework, widely supported in HRE for its effectiveness in fostering critical thinking and active participation¹¹, included activities such as group discussions, role-playing, debates, poster creation, and human rights campaigns. The program primarily targeted 40 student activists in Malang, who were expected to act as catalysts for change within their campus environments.

The development of a Human Rights Defender School is a core component of the HRFC initiative. This community service program integrates science and technology (IPTEK) to address issues faced by universities in the Malang region. These institutions, along with their students, are viewed as key stakeholders in the promotion and protection of human rights. The HRFC concept is particularly relevant for universities aspiring to achieve World Class University status.¹² Universities are expected to be institutions that uphold, protect, and advance human rights. As key sites for shaping future leaders and public officials, campuses must ensure their graduates possess a solid understanding of human rights values and principles. Unfortunately, many campuses lack programs specifically designed to establish a human rights-friendly environment. This absence has contributed to academic communities becoming non-state actors involved in human rights violations, as evidenced by incidents of violence, discrimination, and intolerance both within and beyond campus settings.¹³

and Human Rights (ODIHR) et al., *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice* (OSCE Office for Democratic Institutions and Human Rights (ODIHR), 2009).

¹¹ Abraham Magendzo-Kolstrein and María Isabel Toledo-Jofré, "Educación En Derechos Humanos: Estrategia Pedagógica-Didáctica Centrada En La Controversia," *Revista Electrónica Educare* 19, no. 3 (2015): 1–16, <https://doi.org/10.15359/ree.19-3.2>; Paolo Freire, *Pedagogy of the Oppressed*, New York (Herder & Herder) 1970., 1970.

¹² Satria Unggul Wicaksana Prakasa, "Paradigm of Law and Human Rights as a Protection of Academic Freedom in Indonesia," *Human Rights in the Global South (HRGS)* 2, no. 1 (2023): 41–56.

¹³ Silfia Hanani and Nelmaya Nelmaya, "Penguatan Moderasi Beragama Untuk Mengatasi Intoleransi Di Kalangan Intelektual Kampus," *Kontekstualita* 35, no. 02 (2020): 91–102, <https://doi.org/10.30631/35.02.91-102>; Ahmad Zainul Hamdi, *Intoleransi Dan Radikalisme Perguruan Tinggi Negeri Di Indonesia: Studi Kasus Universitas Gadjah*

Students, as agents of change, control, and social engineering, hold vital roles in advancing human rights and defending themselves when victimized by third-party violations. However, human rights education has traditionally been confined to law students, often with minimal coverage.¹⁴ Given that human rights are inherent to all individuals, regardless of their academic discipline, all students, whether from legal or non-legal fields, deserve equal opportunities to gain knowledge in this area. Human rights education is more urgent than ever.¹⁵

Although higher education institutions are mandated to play a pivotal role in advancing human rights (HAM), as stipulated in Indonesia's National Education System Law (Law No. 20/2003), there remains a noticeable absence of comprehensive and systematic initiatives designed to cultivate human rights awareness and advocacy within academic environments¹⁶. Universities, as institutions tasked with shaping future leaders and public officials, are expected to instill the values of equality, tolerance, and non-discrimination. However, cases of violence, intolerance, and discriminatory practices persist, both within and outside campus environments, involving members of the academic community.¹⁷ This highlights a pressing need for educational initiatives that focus on human rights principles, particularly for students who often lack comprehensive exposure to HRE¹⁸.

Furthermore, human rights education is typically limited to law faculties and delivered in minimal proportions, creating a significant knowledge gap among students from non-law disciplines¹⁹. As agents of

Mada Yogyakarta, -, 2021; Luthfi Widagdo Eddyono, "The First Ten Years of The Constitutional Court of Indonesia: The Establishment of The Principle of Equality And The Prohibition of Discrimination," *Constitutional Review* 1, no. 2 (2016): 119–46.

¹⁴ Cekli Setya Pratiwi and Febriansyah Ramadhan, *Hukum Hak Asasi Manusia Teori dan Studi Kasus* (UMM Press, 2024), <https://ummpress.umm.ac.id/buku/detail/hukum-hak-asasi-manusia-teori-dan-studi-kasus>.

¹⁵ Audrey Osler and Hugh Starkey, *Teachers and Human Rights Education* (Trentham, 2010).

¹⁶ Pratiwi and Ramadhan, *Hukum Hak Asasi Manusia Teori dan Studi Kasus*.

¹⁷ Julie Mertus and Jeffrey W Helsing, *Human Rights and Conflict: Exploring the Links between Rights, Law, and Peacebuilding* (US Institute of Peace Press, 2006).

¹⁸ Amnesty International, *Amnesty International The State Of Human Rights Education 2022*.

¹⁹ Stolker, *Rethinking the Law School: Education, Research, Outreach and Governance*.

change, students must be empowered with the knowledge and skills to advocate for their rights and contribute to broader human rights promotion. This gap underscores the urgency of establishing programs like the Human Rights Friendly Campus (HRFC) initiative and the School of Human Rights Defender to fill this void using a Student Centered Learning method.

The School of Human Rights Defender aims first, to empower students as advocates of human rights. The school initiative was designed to provide students with a thorough understanding of human rights principles, core values, and enforcement mechanisms, while simultaneously developing their capacity to advocate for these principles within their academic communities. By cultivating an inclusive and participatory campus atmosphere, the program aspires to embed the principles of equality, non-discrimination, and mutual respect across student and faculty interactions. Second, this activity also wanted to strengthen awareness and advocacy for rights and responsibilities of participants. Human rights are inherent entitlements held by every individual by virtue of their dignity and value as human beings. Consequently, human rights cannot be abrogated or disregarded, although they may be curtailed under certain conditions. This program offered insight into derogable and non-derogable rights, along with valid human rights limitations applicable under certain conditions and those that are impermissible even during emergencies.²⁰

Human rights are assured and safeguarded in numerous international and state human rights frameworks. Indonesia has ratified 8 of the 9 significant international human rights instruments²¹. The ratification of an International Human Rights Law transforms it into a binding positive law for all state apparatus and citizens²². Nonetheless, the essence of these human

²⁰ Cekli Setya Pratiwi, "Indonesia's Legal Policies amid Covid-19: Balancing Religious Freedom and Public Health," *JSEHR* 6 (2022): 182, <https://doi.org/10.19184/jseahr.v6i2.27799>.

²¹ Cekli Setya Pratiwi, "Bridging the Gap Between Cultural Relativism and Universality of Human Rights: Indonesia Attitudes," *Journal of Indonesian Legal Studies* 5, no. 2 (2020): 449–78, <https://doi.org/10.15294/jils.v5i2.39271>.

²² Ibid.

rights instruments has not been comprehensively grasped by governmental entities and the populace, including university students. The deficiency of awareness among the academic community concerning Human Rights Law would impede society's comprehension of the imperative to respect, preserve, and fulfill human rights.

The program aspired to enable students to fully understand their rights and responsibilities as members of society, empowering them to advocate for their own and others' rights effectively. This includes equipping them with practical skills for addressing violations and advancing human rights through advocacy, collaboration, and respect for diversity.

Method

This research adopts a descriptive qualitative methodology to critically assess the execution and impact of the Human Rights Friendly Campus (HRFC) initiative, specifically through the framework of the Human Rights Defender School implemented at Universitas Muhammadiyah Malang (UMM). The study was conducted at UMM, specifically targeting students and activists who had not taken courses in human rights or law. To accommodate speakers from overseas and out of town, the training on the second day was held via Zoom. Participants engaged in experiential learning by visiting the Munir Museum under the leadership of two facilitators and a tutor. The HRFC program was designed to address this gap by introducing practical human rights education through the Human Rights Defender School.

Data were collected through multiple stages of program implementation, including:

1. Recruitment Process: Open recruitment targeted student activists at UMM and other campuses in Malang Raya. The program announcement was disseminated via campus networks, social media, and online registration forms. A total of 160 students applied, and 40

participants were selected based on their involvement in campus organizations and their ability to commit fully to the program.

2. Training of Trainers (ToT): The selection of tutors followed strict criteria, targeting law students with prior human rights knowledge and strong communication skills. Four tutors were selected to support the program, and their training involved both pedagogical refreshers and practical skills workshops.
3. Program Sessions: The core of data collection occurred during the two-day Human Rights Defender School, which combined offline and online sessions. Participant engagement was assessed through discussions, case studies, and interactive activities designed to foster critical thinking and advocacy skills.

To assess the effectiveness of the program, pre-test and post-test evaluations were conducted to evaluate participants' comprehension and practical application of fundamental human rights principles. This methodological approach enabled the researchers to quantify knowledge enhancement while identifying specific gaps that necessitate further capacity-building and refinement.

The collected data were analyzed qualitatively, focusing on participant feedback, engagement levels, and test results. Pre-test and post-test scores were compared to assess the program's effectiveness in enhancing knowledge and advocacy skills.²³ Observations and recorded interactions provided additional insights into participant experiences during discussions, debates, and group activities.

This study is limited by its relatively small sample size, with only 40 participants, which may not represent the broader student population. Additionally, the short duration of the program, two days, may constrain the depth of learning and skill acquisition.²⁴ The reliance on qualitative methods

²³ Wendy Nuis et al., "Mentoring Students in Higher Education for Reflection and Development of Employability Competences: A Pre-Test Post-Test Design," *Education+ Training* 66, no. 4 (2024): 408–30, <https://doi.org/10.1108/ET-07-2023-0290>.

²⁴ Robert DeKeyser, "Skill Acquisition Theory," in *Theories in Second Language Acquisition* (Routledge, 2020).

also presents challenges in generalizing the findings, though the rich, contextual data provide valuable insights into the program's implementation. By integrating pedagogical and SCL approaches²⁵, this research aimed to foster active participation and practical application of human rights principles. The evaluation through pre-test and post-test methods further strengthens the study's findings and provides a basis for refining future implementations.

Result & Discussion

The Human Rights Friendly Campus (HRFC) program through the Human Rights Defender School was successfully enriched human rights awareness and advocacy among student activists in Malang while fostering a human rights-friendly campus environment.

A. Enhancing Human Rights Awareness and Advocacy Among Student Activists

The Human Rights Friendly Campus (HRFC) program, specifically the Human Rights Defender School, was designed to enhance human rights awareness and advocacy among student activists while fostering a human rights-friendly campus environment. The program took place over two days, commencing on December 18, 2024, with the first day conducted in person at the BAU Hall of Universitas Muhammadiyah Malang. The second day occurred on December 21, 2024, using Zoom online.

The program's methodological framework is rooted in Human Rights Education (HRE) principles, utilizing pedagogical and Student-Centered Learning (SCL) approaches.²⁶ The HRFC program helps close the gap in human rights knowledge within academic communities, especially among

²⁵ Magendzo-Kolstrein and Toledo-Jofré, "Educación En Derechos Humanos."

²⁶ Novi Cynthia Yusnita et al., "Pendekatan Student Centered Learning Dalam Menanamkan Karakter Disiplin Dan Mandiri Anak Di TK Annur II," *Jurnal Ilmiah Potensia* 5, no. 2 (2020): 116–26.

students who may not have studied the subject before. It uses skilled trainers and creative methods to encourage students to take an active role in promoting human rights, preventing violations, and standing up for their own and others' rights. Built on the principles of human rights and social justice, the HRFC program not only improves systems for protecting and promoting human rights on campus but also inspires a cultural shift. This shift creates a stronger sense of respect, equality, and dignity within the university and beyond.

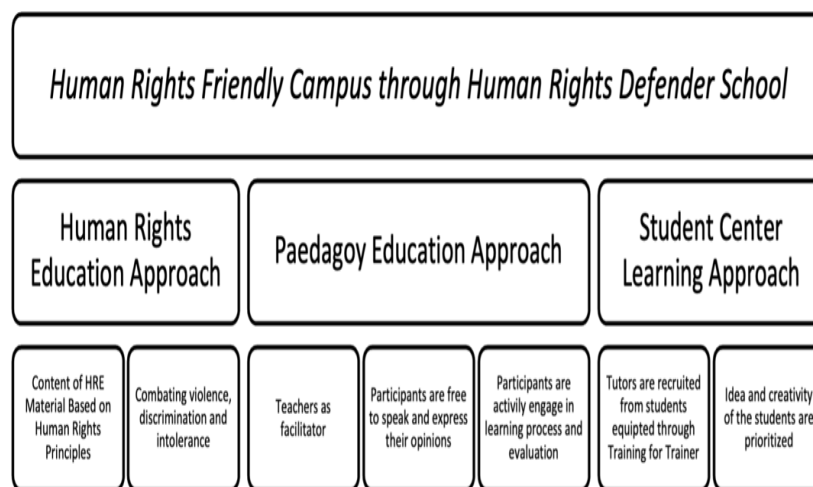


Figure 1. Human Rights Defender School Model

Source: Design by the Authors

The Human Rights Defender School Program is structured utilizing the Human Rights Education (HRE) Approach, initially established by Amnesty International and used in several nations. HRE fundamentally possesses the following primary characteristics: (1) Encompasses the study of norms, principles and mechanism of human rights; (2) Highlighting principles, dispositions, and actions that support or challenges human rights enforcement; (3) Participants develop new competencies to implement human rights practically in daily life and engage in actions to uphold and advocate for human rights (see Figure 1). This program imparts knowledge regarding derogable and non-derogable rights, along with acceptable human rights limitations applicable under specific conditions, and restrictions that are impermissible even during emergencies.

The program invited 10 human rights experts and legal professionals from various campuses in Indonesia as resource persons. The participants learned the history and basic concepts of human rights, the scope and legitimate limitations of human rights, the difference between human rights violations and ordinary crimes²⁷, issues of civil and political rights, and issues of economic, social, and cultural rights, protection of human rights for vulnerable groups, including children, women²⁸, disabled groups, refugees, minority groups, migrant workers, and national and international human rights enforcement mechanisms, including human rights advocacy through various forums.

Phases of socialization and recruitment participants must identify the target group. The program targeted student activists within the Malang Raya campus setting who have not previously enrolled in the Human Rights and Law course. The participant selection process was performed transparently in conjunction with the Student Executive Board of UMM via online registration, with announcements circulated throughout the university and promoted through social media platforms (see Figure 2). Participants had to register by completing the supplied Google Form link. The objective was to enroll 40 participants in this educational program. Notification Registration occurred on December 2, 2024, with a total of 160 applicants. From the 160 registrations, 40 individuals were chosen as participants due to their involvement as activists in intra- and extra-campus organizations at UMM and their capacity for full participation in the activities.

²⁷ Tongat Tongat et al., "Hukum Yang Hidup Dalam Masyarakat Dalam Pembaharuan Hukum Pidana Nasional," *Jurnal Konstitusi* 17, no. 1 (2020): 157, <https://doi.org/10.31078/jk1717>.

²⁸ Duflitama Astesa and Cekli Setya Pratiwi, "Publications of the Identity of Children in Conflict with the Law on the Official Site of the Indonesian Supreme Court Decision Directory," *Jurnal Ilmiah Kebijakan Hukum* 16, no. 2 (2022): 213, <https://doi.org/10.30641/kebijakan.2022.V16.213-234>; Shinta Ayu Purnamawati et al., "Child-Friendly Justice and Children's Rights from Criminal Cases; Islamic Law Notes," *Legality : Jurnal Ilmiah Hukum* 32, no. 1 (2024): 141–54, <https://doi.org/10.22219/ljih.v32i1.31681>.



Figure 2. Socialization of the Flayer Program Through Social Media

Source: Design by the Authors

The Human Rights Defender School Program occurred over two days. On the first day, five experts presented their materials in the BAU UMM Auditorium from 07:30 to 15:30 WIB (see Figure 3). On the second day, five presenters delivered their materials via Zoom from 07:30 to 15:30 (see Figure 4).



Figure 3. Day One - Implementation of HR Defender School

Source: Photos by the BEM-UMM

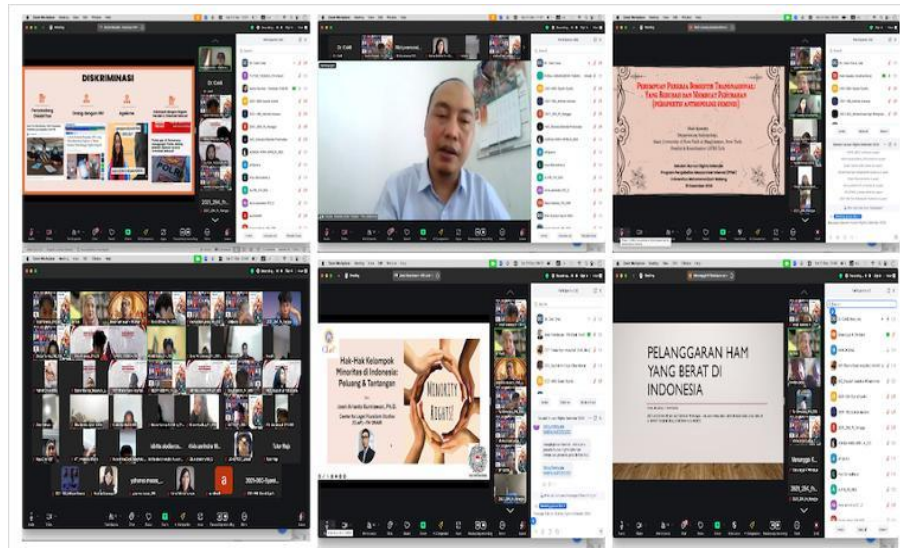


Figure 4. Day Two - Implementation of HR Defender School

Source: Photos by the Author

Four student tutors were successfully recruited and trained through a Training of Trainers (ToT) program. These tutors not only supported the implementation of the Human Rights Defender School but also gained advanced skills in facilitating human rights education using active and participatory methods. The tutorial is implemented upon the participants' receipt of the information from the teacher. Each teacher facilitates a group conversation including 10 participants. During the session, the tutor begins by giving students 5 minutes to complete their tasks. After this, each student is asked to answer one question. The discussion also includes references to human rights law and criminal law to help students better understand these concepts. The tutor then organizes group discussions where students analyze and decide which actions or behaviors they believe violate (a) human rights (including civil, economic, social, and cultural rights), (b) legal rights, or (c) ethics and morals. The list of topic discussions are as follows:

1. A friend uses another friend's phone without permission.
2. A child deceives your parents on a matter.
3. A student engages in plagiarism or replicates another's viewpoint without appropriate attribution.

4. The cops fired with tear gas onto students engaged in a peaceful protest or demonstration.
5. A campus administrator engaged in sexual harassment of a student, although no legal measures or institutional procedures existed to sanction the person.
6. A student engages in academic dishonesty by replicating or transcribing a peer's work during the examination.
7. A young man occupied the designated seat for the elderly on public transportation.
8. A photograph of a friend's child was taken and shared on Instagram without the parent's consent.
9. An individual is operating a vehicle without possessing a driver's license.
10. The corporation compensates its employees with salaries or wages that fall below the Regional Minimum Wage.

During the second session tutorial, participants examined a case concerning the infringement of the right to freedom of expression and opinion by law enforcement officials via the dispersal of demonstrations. Participants were instructed to employ the instruments of International Human Rights Law, particularly Articles 18 and 19 of the ICCPR, alongside the Law on the Peaceful Expression of Public Opinion, to assess which actions of law enforcement officials are justifiable in limiting the rights to freedom of expression and assembly, and which restrictive measures may be deemed excessive and in contravention of human rights. The lesson results indicated that the participants showed proficiency in critical analysis, adeptly employing Human Rights Law instruments in case evaluations.

The Tutorial findings indicate that 90% responded correctly, 58% of participants confidently articulated their viewpoints and presented sound analyses, whereas 42% remained inactive and reluctant to voice their views openly. The topics that resonated most with participants were those directly related to their daily lives and societal concerns, such as freedom of

expression, sexual harassment, and labor rights, as these issues often directly impact their experiences or those of their communities. The practical case studies allowed for a more tangible application of human rights principles, moving beyond theoretical understanding.

At the last day of the school, participants undertook a field tour to the Munir Museum at Brawijaya University Faculty of Law to examine Munir's accomplishments, methodologies, and experiences as an adept Human Rights Defender throughout his lifetime. At the Munir Museum, participants were provided with information regarding various human rights data sources available to scholars in the field (see Figure 5). This experiential learning component was particularly impactful, providing a real-world connection to human rights advocacy and inspiring participants through the legacy of a prominent human rights defender.



Figure 5 Participant at the Munir Museum at the Faculty of Law, Brawijaya University.

Source: Photos by the Author.

The pre-test and post-test had identical questions, amounting to 30 multiple-choice items. The instruction resulted in a notable enhancement in human rights comprehension, with the average score rising from 45 to 70 out of 100. This finding aligns with the research aim of equipping students with the skills and knowledge to advocate for their own and others' rights actively. The training program yielded a significant improvement in participants'

understanding of human rights. The use of a pre-test and post-test evaluation revealed notable increases in participants' knowledge and practical application of human rights principles.

The HRFC program through the Human Rights Defender School has demonstrated significant achievements as part of Lembaga Penelitian dan Pengabdian Pada Masyarakat (LPPM) UMM in 2024. This initiative successfully engaged diverse stakeholders, including the Center for Civilization and Human Rights Studies of UMM, the Indonesian Association of Human Rights Educators (SEPAHAM Indonesia), and the Student Executive Board of UMM (BEM UMM).

The results of this study demonstrate that the HRFC program effectively addressed the research objectives of empowering students to understand and promote human rights principles. The program's implementation through the Human Rights Defender School highlighted the efficacy of a pedagogical approach combined with SCL, which actively engaged participants and fostered critical thinking.

The significant student engagement highlights the program's importance and underscores the increasing acknowledgment of human rights education as an essential aspect of academic and campus culture. Through the active participation of key stakeholders, including human rights scholars and student-led associations, the initiative adopted an inclusive and interdisciplinary strategy to ensure its effective implementation and broad impact.

Additionally, the establishment of the Ad-Hoc Human Rights Defender Community and the creation of a model curriculum represent significant contributions to the sustainability and scalability of the HRFC program. These initiatives not only benefit UMM but also provide a blueprint for other universities to adopt and adapt in their efforts to create human rights-friendly environments.

Challenges During Implementation Nonetheless, the program encountered several constraints, such as a limited number of tutors,

supported funding and facilities, and a brief implementation timeline. These limitations restricted the depth and breadth of participants' learning experiences. The short duration, in particular, made it challenging to cover all topics in comprehensive detail and allow for more extensive practical skill development. The reliance on a hybrid format, while necessary for broad participation, also posed some logistical challenges in ensuring consistent engagement across both offline and online sessions. Despite these challenges, the program's positive outcomes suggest its strong potential. To enhance its efficacy in the future, subsequent iterations should aim to extend the program's duration and broaden its participants' practical skill base, enabling a more profound and far-reaching impact.

B.A Model Curriculum for the Human Rights Defender School

A key outcome of the program was the creation of a Model Curriculum for the Human Rights Defender School, specifically tailored for student activists (see Table 1). The curriculum, designed with a pedagogical approach and emphasizing Student-Centered Learning (SCL), allowed participants to engage actively through case studies, debates, group discussions, and field trips at Munir Museum. This innovative framework is replicable and can be implemented across other universities in Indonesia to promote human rights awareness on a broader scale.

Table 1. Curriculum model of the school of human rights defender.

No	Title of Subject	Teacher / Qualifications & Expertise	Learning Objectives & Targets	Method & Learning Duration	Learning Resources
1	The Urgency of Creating Human Rights-Friendly Campuses in Higher Education Institutions	Prof. Dr. Sidik Sunaryo, SH., M.Si., M.Hum. (Faculty of Law, UMM Lecturer, Expert in Criminal Law and Sociology of Law)	Participants understand and are able to explain the importance of the role of students and academic communities in creating a Human Rights-Friendly Campus through the establishment of the Human Rights Defender School.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
2	The History, Development, and Basic Concepts of Human Rights	Dr. Moektiono, SH., MPhil (Chair of Sepaham Indonesia /	Participants understand and are able to explain the principles of human rights (human rights are inherent in dignity, inalienable, universal,	Lecture and Class Discussion 60 minutes (45 minutes for	Presenter's PowerPoint, Human Rights Law Book: Theory and

No	Title of Subject	Teacher / Qualifications & Expertise	Learning Objectives & Targets	Method & Learning Duration	Learning Resources
	& Opportunities and Challenges for Indonesia.	Expert in Law and Human Rights Philosophy).	interdependent and interrelated, non-discriminatory, and the primary obligation of the state in human rights).	lecture and class discussion, 15 minutes for tutorial).	Case Studies, Pre-Test and Post-Test.
3	Scope, Limitation Norms, and Key Issues of Human Rights (Civil and Political Rights & Economic, Social, and Cultural Rights).	Cekli S. Pratiwi, LL.M., MCL., PhD (Lecturer and Chair of SatuADHAM UMM, / Expert in International Human Rights Law).	Participants understand and are able to explain the concept of human rights and the types of human rights violations. Participants understand and are able to distinguish between civil and political rights and economic, social, and cultural rights. Participants understand and are able to explain the legal framework and the responsibilities of individuals, state actors, and non-state actors in cases of human rights violations.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
4	The Right to Freedom of Expression and Its Challenges in Indonesia: Guidelines for Implementing Specific Articles of the ITE Law.	Faisal Akbaruudin, SH., LL.M., PhD Candidate (Alumni of Utrecht University / Expert in Law and Human Rights / Chair of the Jombang District Court).	Participants understand and are able to explain the forms and characteristics of intolerance, hate speech, and why these can encourage dangerous radicalism through the digital world. Participants can identify and provide examples of acts of intolerance, hate speech, and radicalism in society that are prohibited by the ITE Law.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
5	The Rights of Minority Groups, Opportunities, and Challenges in Their Protection in Indonesia.	Dr. Joeni Kurniawan, SH., MA. (Chair of the Center for Legal Pluralism CLeP FH Unair / Expert in Minority Rights and Indigenous Communities).	Participants understand and are able to explain the meaning and forms of violence that can be categorized as human rights violations. Participants understand and are able to explain the difference between violence (abusive acts) and torture.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
6	Mechanisms for Enforcing Human Rights Violations (Past and Present) & Their Challenges.	Manunggal K.W., SH., LL.M., PhD. (Expert in Human Rights Enforcement Mechanisms / Faculty of Law, Unsoed).	Participants understand and are able to identify the characteristics of human rights violations and gross human rights violations, which differ from general violations or criminal acts, as well as breaches of social order in society.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
7	Transformation of Women Migrant Workers: Transnational Domestic Workers as Agents of Socio-Cultural Change.	Diah Irawaty, PhD Candidate at Binghamton University, NY, USA, Anthropology, Feminist, Founder of LETSS Talk, and Researcher on Transnational Domestic Workers.	Participants understand and are able to explain the meaning and dangers of discriminatory actions and the urgency of equal treatment. Students understand and are able to identify practices of discrimination against vulnerable groups (marginalized groups), particularly migrant workers and domestic workers.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
8	The Right to Work, Challenges, and	Kania Nureda, SH., MA (Policy Analyst at the	Participants understand and are able to explain the legal framework for protecting the	Lecture and Class Discussion	Presenter's PowerPoint, Human Rights

No	Title of Subject	Teacher / Qualifications & Expertise	Learning Objectives & Targets	Method & Learning Duration	Learning Resources
	Protection Strategies in Indonesia.	National Human Rights Commission of Indonesia).	right to work, its challenges, and legal protection strategies.	60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Law Book: Theory and Case Studies, Pre-Test and Post-Test.
9	Legal Aspects of Child and Women Protection.	Dr. Shinta Ayu Purnamawati, SH., MH. (Academic at the Faculty of Law, UMM & Expert in Child and Women Protection Law).	Participants understand and are able to explain the legal aspects of child and women protection, as guaranteed by both national laws and international human rights instruments, as well as the challenges and strategies in their legal protection.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
10	Strategies for Advocating Human Rights/Constitutional Rights Through Judicial Review at the Constitutional Court and Its Challenges.	Dr. Febriansyah Ramadhan, SH., MH. (Constitutional Law Expert, Alumni of the Faculty of Law, UMM / Professional Lawyer).	Participants understand and are able to practice strategies for advocating human rights and constitutional rights through the judicial review mechanism at the Constitutional Court (MK) and Supreme Court (MA), as well as its challenges.	Lecture and Class Discussion 60 minutes (45 minutes for lecture and class discussion, 15 minutes for tutorial).	Presenter's PowerPoint, Human Rights Law Book: Theory and Case Studies, Pre-Test and Post-Test.
11	Field Visit to the Munir Museum at the Faculty of Law, Universitas Brawijaya.	Dr. Cekli S. Pratiwi, Dr. Shinta Ayu, Dr. Muktiono, and Tutors.	Participants understand and can learn from the historical journey and contributions of Munir as a Human Rights Defender.	Lecture, Brainstorming, Group Discussion, Case Study 120 minutes	

Source: Design by the Authors

Conclusion

The Human Rights Friendly Campus (HRFC) program at Universitas Muhammadiyah Malang successfully advanced human rights education by fostering awareness, advocacy, and positive behaviors among student activists. Through the Human Rights Defender School, the program significantly improved participants' understanding of human rights, introduced a replicable model curriculum, and established a Human Rights Defender Community to sustain its impact, thereby bridging knowledge gaps and fostering a culture of advocacy within the campus. This initiative highlights the vital role of universities in promoting equality, non-discrimination, and respect for diversity while equipping students to advocate for their rights and those of others, providing a practical model for integrating human rights education into campus environments and

contributing to a cultural shift toward respect and dignity for all. This success underscores the demand for human rights education among the academic community and offers a robust platform for advancing innovative and collaborative efforts in human rights education within Indonesia, with potential for broader policy and curricular changes across higher education institutions.

References

- Amnesty International. *Amnesty International The State of Human Rights Education 2022*. Amnesty International Ltd, 2023. <https://www.amnesty.org/en/wp-content/uploads/2023/09/POL3271602023ENGLISH.pdf>.
- Astesa, Duflitama, and Cekli Setya Pratiwi. "Publications of the Identity of Children in Conflict with the Law on the Official Site of the Indonesian Supreme Court Decision Directory." *Jurnal Ilmiah Kebijakan Hukum* 16, no. 2 (2022): 213. <https://doi.org/10.30641/kebijakan.2022.V16.213-234>.
- Craissati, Dina, Upala Devi Banerjee, Linda King, Gerison Lansdown, and Alan Smith. *A Human Rights Based Approach to Education for All*. Unicef, 2007.
- DeKeyser, Robert. "Skill Acquisition Theory." In *Theories in Second Language Acquisition*. Routledge, 2020.
- Eddyono, Luthfi Widagdo. "The First Ten Years of The Constitutional Court of Indonesia: The Establishment of The Principle of Equality and The Prohibition of Discrimination." *Constitutional Review* 1, no. 2 (2016): 119–46.
- Freire, Paulo. *Pedagogy of the Oppressed*, New York (Herder & Herder) 1970. 1970.
- Gilchrist, Heidi R. "Higher Education as a Human Right." *Wash. U. Global Stud. L. Rev.* 17 (2018): 645.
- Hamdi, Ahmad Zainul. *Intoleransi Dan Radikalisme Perguruan Tinggi Negeri Di Indonesia: Studi Kasus Universitas Gadjah Mada Yogyakarta*. -, 2021.
- Hanani, Silfia, and Nelmaya Nelmaya. "Penguatan Moderasi Beragama Untuk Mengatasi Intoleransi Di Kalangan Intelektual Kampus." *Kontekstualita* 35, no. 02 (2020): 91–102. <https://doi.org/10.30631/35.02.91-102>.

- Hutubessy, Fred Keith, and Jacob Daan Engel. "Sakralitas Nasionalisme Papua: Studi Kasus Pergerakan Aliansi Mahasiswa Papua." *Jurnal Pemikiran Sosiologi* 6, no. 1 (2019): 77–94. <https://doi.org/10.22146/jps.v6i1.47468>.
- LBH Jakarta. *Mahasiswa Di DO, Universitas 17 Agustus 1945 (Untag) Melanggar HAM*. (Jakarta), April 17, 2014. <https://bantuanhukum.or.id/mahasiswa-di-universitas-17-agustus-1945-untag-melanggar-ham/>.
- Magendzo-Kolstrein, Abraham, and María Isabel Toledo-Jofré. "Educación En Derechos Humanos: Estrategia Pedagógica-Didáctica Centrada En La Controversia." *Revista Electrónica Educare* 19, no. 3 (2015): 1–16. <https://doi.org/10.15359/ree.19-3.2>.
- Mertus, Julie, and Jeffrey W Helsing. *Human Rights and Conflict: Exploring the Links between Rights, Law, and Peacebuilding*. US Institute of Peace Press, 2006.
- Nikmatullah. "Demi Nama Baik Kampus VS Perlindungan Korban: Kasus Kekerasan Seksual Di Kampus." *QAWWAM: JOURNAL FOR GENDER MAINSTREAMING* 14, no. 2 (2020): 37–53.
- Nuis, Wendy, Niels Andreas van der Baan, and Simon Beusaert. "Mentoring Students in Higher Education for Reflection and Development of Employability Competences: A Pre-Test Post-Test Design." *Education+ Training* 66, no. 4 (2024): 408–30. <https://doi.org/10.1108/ET-07-2023-0290>.
- ODIHR, OSCE. *Guidelines on Human Rights Education for Human Rights Activists*. OSCE/ODIHR, 2013.
- ODIHR, OSCE and others. *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*. ODIHR, 2011.
- OSCE Office for Democratic Institutions and Human Rights (ODIHR), Council of Europe (CoE), Office of the United Nations High Commissioner for Human Rights (OHCHR), and United Nations Educational, Scientific and Cultural Organization (UNESCO). *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*. OSCE Office for Democratic Institutions and Human Rights (ODIHR), 2009.
- Osler, Audrey, and Hugh Starkey. *Teachers and Human Rights Education*. Trentham, 2010.
- Prakasa, Satria Unggul Wicaksana. "Paradigm of Law and Human Rights as a Protection of Academic Freedom in Indonesia." *Human Rights in the Global South (HRGS)* 2, no. 1 (2023): 41–56.
- Pratiwi, Cekli Setya. "Bridging the Gap Between Cultural Relativism and Universality of Human Rights: Indonesia Attitudes." *Journal of*

- Indonesian Legal Studies* 5, no. 2 (2020): 449–78.
<https://doi.org/10.15294/jils.v5i2.39271>.
- Pratiwi, Cekli Setya. “Indonesia’s Legal Policies amid Covid-19: Balancing Religious Freedom and Public Health.” *JSEHR* 6 (2022): 182.
<https://doi.org/10.19184/jseahr.v6i2.27799>.
- Pratiwi, Cekli Setya, and Febriansyah Ramadhan. *Hukum Hak Asasi Manusia Teori dan Studi Kasus*. UMM Press, 2024.
<https://ummpress.umm.ac.id/buku/detail/hukum-hak-asasi-manusia-teori-dan-studi-kasus>.
- Purnamawati, Shinta Ayu, Nurini Aprilianda, Lucky Endrawati, and Faizin Sulistiyo. “Child-Friendly Justice and Children’s Rights from Criminal Cases; Islamic Law Notes.” *Legality : Jurnal Ilmiah Hukum* 32, no. 1 (2024): 141–54. <https://doi.org/10.22219/ljih.v32i1.31681>.
- Qudsya, Amalia Laila, and Siti Maizul Habibah. “Kebebasan Mahasiswa Dalam Berpendapat Dari Prespektif Ham.” *Bureaucracy Journal: Indonesia Journal of Law and Social-Political Governance* 3, no. 3 (2023): 3035–49.
- Rusyidi, Binahayati, Antik Bintari, and Hery Wibowo. “Pengalaman Dan Pengetahuan Tentang Pelecehan Seksual: Studi Awal Di Kalangan Mahasiswa Perguruan Tinggi (Experience and Knowledge on Sexual Harassment: A Preliminary Study among Indonesian University Students).” *Share: Social Work Journal* 9, no. 1 (2019): 75–85.
<https://doi.org/10.24198/share.v9i1.21685>.
- Sano, Hans-Otto. “Human Rights and Development: Human Rights Principles and Their Indicators.” *Nordic Journal of Human Rights* 31, no. 3 (2013): 381–400.
- Sastroatmodjo, Sudijono, Dani Muhtada, and Ayon Diniyanto. “Model Penguatan Kelembagaan Organisasi Mahasiswa Magister Ilmu Hukum.” *Jurnal Pengabdian Hukum Indonesia (Indonesian Journal of Legal Community Engagement) JPHI* 1, no. 2 (2019): 193–205.
<https://doi.org/10.15294/jphi.v1i2.28998>.
- Seilan, A. “Human Rights Education : Educating One to Know Their Right.” *Tamil Nadu Journal of Applied Management Research* 1, no. 1 (2012): 13–16.
- Sobarnapraja, Agus. “Penegakan Hukum Pelanggaran Hak Asasi Manusia Di Indonesia.” *Jurnal Ilmu Kepolisian* 14, no. 1 (2020): 13.
- Stolker, Carel. *Rethinking the Law School: Education, Research, Outreach and Governance*. Cambridge University Press, 2015.
- Tongat, Tongat, Said Noor Prasetyo, Nu’man Aunuh, and Yaris Adhial Fajrin. “Hukum Yang Hidup Dalam Masyarakat Dalam Pembaharuan Hukum Pidana Nasional.” *Jurnal Konstitusi* 17, no. 1 (2020): 157.
<https://doi.org/10.31078/jk1717>.

Wiskemann, Peti. *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Adopted in the Framework of Recommendation CM/Rec (2010) 7 of the Committee of Ministers*. COE, 2010.

Yusnita, Novi Cynthia, Muqowim Muqowim, and others. "Pendekatan Student Centered Learning Dalam Menanamkan Karakter Disiplin Dan Mandiri Anak Di TK Annur II." *Jurnal Ilmiah Potensia* 5, no. 2 (2020): 116–26.

DECLARATION OF CONFLICTING INTERESTS

There is no conflict of interest in the publication of this manuscript

ACKNOWLEDGMENT

The authors extend their deepest gratitude to the Lembaga Penelitian dan Pengabdian Pada Masyarakat (LPPM) of Universitas Muhammadiyah Malang (UMM) for supporting the Human Rights Friendly Campus (HRFC) program through the Human Rights Defender School. Appreciation is also directed to the Center for Civilization and Human Rights Studies (Satuadham UMM), the Indonesian Association of Human Rights Educators (Sepaham Indonesia), House of MUNIR Museum at Brawijaya University, and the Student Executive Board of UMM (BEM UMM) for their contributions. Special thanks to the esteemed tutors and teachers: Prof. Dr. Sidik Sunaryo, Dr. Moektiono, Dr. Cekli S. Pratiwi, Faisal Akbaruddin (PhD Candidate), Dr. Joeni Kurniawan, Dr. Manunggal K.W., Diah Irawaty, Kania Nureda, Dr. Shinta Ayu Purnamawati, and Dr. Febriansyah Ramadhan for their expertise and dedication. Their collective efforts, along with the contributions of the tutors and trainers, were instrumental in the success of this program, advancing human rights education and advocacy within the UMM community.

FUNDING INFORMATION

Part of the funding required for this program we supported by Lembaga Penelitian dan Pengabdian Pada Masyarakat (LPPM) of Universitas Muhammadiyah Malang (UMM)

CONFLICTING INTEREST STATEMENT

The authors affirm that no conflicts of interest exist in relation to the publication of this manuscript. All viewpoints, findings, and conclusions articulated within this manuscript reflect the authors' independent perspectives and are unaffected by any financial, professional, or personal affiliations that might unduly influence the integrity of the research or its presentation.