

The Improvement of Indonesia Students ‘Engagement in Civic Education through Case-Based Learning’

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Abstract

This paper reports on a study of civics education, conducted in a public Junior Secondary School in Jakarta, Indonesia. Civics education plays an important role in students’ engagement in human rights issues and problems, and leads to active participation in society. The Indonesia government has an educational policy for the implementation of civics education in schools through curricula integration. Students study civics education to increase critical appreciation of social and human rights realities. This qualitative study was conducted using interviews and observations in a civics education classroom. The researcher worked with 15 Year 2 students and their teacher over four meetings of 135 minutes each. In this study, teachers provided opportunities for students to engage in active learning through discussion and reflection in case-based learning. The process not only transformed knowledge, but also developed a mutual respect between the teacher and student. The study found that civics education, through case-based learning improved student ‘engagement and’ critical voice. It also enabled the teachers’ pedagogical practices engagement.

Key words: *civics education, case-based learning, human rights, junior secondary school*

Introduction

Education has an important role to play in engaging people in human rights awareness and participation. Byron (1970) initially stated that, in school, a person becomes a future citizen by learning to act like one. In this context, social learning is as important as cognitive learning when it comes to political socialization and political learning. Teaching young people about their rights and duties as citizens is important, however, it is also necessary to enable them to behave like citizens. In school, civics education plays important role in engaging students’ to develop their citizenship, empathy, and critical thinking.

Indonesia’s education is decentralized with power and autonomy devolving to regional educational ministries (Soule, 2003). Currently, the Ministry of Education provides guidelines for the content of civics instruction. Civics education, as part of Pancasila, has emphasized principles

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over political engagement. Pancasila continues to be taught while new standards and increased regional autonomy are encouraging curricular innovation (Soule, 2003). Pancasila is Five Values from Indonesia ideology. As the state ideology, Pancasila is a concept that has historically been manipulated by Indonesian regimes for their political interests. The history of civics education in Indonesia, in the broad sense of efforts to provide knowledge to citizens about their rights and responsibilities, began prior to independence. There are at least three factors that contributed to the failure of Pancasila education. First, we have to understand the orientation of Pancasila education has designed to support the regime and its maintenance of power. Second, we have to remember the Pancasila education material did not teach concept of democracy and its reliance upon the importance of freedom of expression. Last the method used to Pancasila civic education during the New Order contributed to its failure. The subject was taught through indoctrination, in which instructors who had been trained and certified by the government to teach the material played dominant roles in the classroom. As noted by Winataputra (2015), before gaining independence, Indonesia showed great concern for the education of its youth. In 1930, for example, Ki Hajar Dewantara, known as the father of national education, said that education is an effort to develop children's character (*budi pekerti*), intelligence, and body. According to Ki Hajar, national education must be based on national culture, it should aim to enhance the status of the nation and its people and encourage the development of mutual collaborations with other nations (Ubaedillah, 2017). In 2013, the ministry of education revised their regulations about the civics education curriculum. As a result, in the teaching-learning process, a teaching model was introduced that helps students improve their overall potential in order to be smart, good, eager to participate, democratic and responsible citizens (Larry & Narvaez, 2014).

Schools could promote human rights where students learn and internalise important values in their lives. In Indonesia, the government puts a highly priority on civics education through a national educational policy; Civic Responsibility and Human Rights Education: a pan-educational alliance for social justice (Osanloo, 2009). However, when the policy is implemented in schools it becomes shallow learning, because focused on the recall of knowledge rather than on critical thinking and empowerment. Students tend to focus more on science and mathematics than civics education which leads to their disengagement in its principles. Because based on the experiences as teacher educator, civics education is usually taught through teacher-centred approach which focuses on content knowledge. For that required educators and students needs learning media that

can provide the synergy in civic education. Educators need to teach a civics education approach that could give provoke students to critically engage with their society and their government. Over the past few decades, Human Rights Education (HRE) has incorporated both content and pedagogy in relation to international human rights norms, into educational practice which has been increasingly adopted by governments and nongovernment organizations (NGOs) around the world (Michalinos, Constadina & Panaylota, 2016, 197).

The current curriculum 2013 in Indonesia greatly focuses on character building, in which the achievement of the Core Competencies is emphasised. These competencies are: Spiritual Attitudes, Social Attitudes and Knowledge and Skills and are integrated into all subjects (National Education Department, 2013). In Indonesia, civics education is a discipline that examines issues in an interdisciplinary forum, not merely to teach the articles of the Constitution. According to Branson (1999), there are three primary components in civics education: civic knowledge, civic skills and civic disposition. However, the effectiveness of the teaching approach in Indonesia civics education is not yet well explored.

This research has employed case-based learning which, according to Cevik (2013), has succeeded in improving novice learners problem solving skills. The study by Hemphill (2015) on pre-service teacher perspectives of case-based learning in physical education teacher education has shown that (CBL) has the potential to promote critical thinking, contribute to students' cognitive development and affect students' value orientation. Based on McLean's perspective (2016) the goal of CBL is to prepare students for clinical practice through the use of authentic clinical cases which links theory to practice and contributes knowledge to the cases. This research project focused on civics education learning in Year 8 in teaching the topic of Human Rights. The participating teachers employed case-based learning by providing examples of bullying to stimulate students' critical reflections on their daily life problems.

Literature Review

Civics education is the one of the important parts in social studies which aims to deepen students' understanding of their nation and its history (Otsu, 2000). Civics education which teaches values appears to play a particularly important role in the formation of social capital, one of the foundation stones of civil societies and democracies (Montgomery, 1998). Empirical evidence shows that civic habits and values provide opportunities to influence and change young generations, therefore, schooling can be effective when other efforts to educate citizens would fail

(Sherrod, Flanagan, & Youniss, 2002). According to (Gutmann, 1987), school-based education is our most deliberate form of human instruction. Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Civics education, as democracy education, enables students to learn their roles and responsibilities as a citizen in the making and in the implementation of public policies. Civics education includes many aspects of democracy such as, government, constitution, rule of law, human rights obligations of citizens, and the democratic process. Therefore, Osler and Starkey (2010) argue that civics education is necessarily transformative since it is based on a commitment to equal democratic and human rights.

Civics education in Indonesia aims to develop knowledge and skills in the context of ideas, values, concepts, and morals of the five principles of Pancasila, democratic citizenship, and belief in the country. Therefore, the Indonesian civics education emphasizes civic knowledge, civic skills, and civic dispositions by embedding values and learning experiences in the form of behaviours that need to be manifested in everyday life. Civics education in Indonesia involves the implementation of the five principles of Pancasila which are a belief in God, humanity, unity, democracy and social justice. The implementation of the civics curricula is used to provide an understanding of the meaning of Pancasila in the hope that the principles would be implemented by the students in their everyday lives. Civics education has a particular characteristic in that it is the teacher who has to explore their own characteristics of social competence. Learning civics education is not only about how to be a good citizen. The curriculum content and learning experiences are grounded in and lead to the elaboration of values.

Indonesian civics education is expected to be the way of overcoming various problems in society. Therefore, civics education should provide experience for the students in solving problems in their context environment. The contribution of civics education is considered to be a significant influence, both directly and indirectly, to the character of young citizens. According to McDonell and Russell (1999), schools play an important role for overcoming the crisis of character that is raging all around us. The new paradigm of civics education in Indonesia is focused on democracy, human rights and the relationship between nations and citizenship as political democratic education. Therefore, the role of civics education in this context is essential for students to build and develop their concern with human rights.

Human rights aims to provide a transformational response to local struggles against oppression. Human rights are rights possessed by human beings that have been acquired and brought together with their birth and presence in community life (Budiardjo, 1982). The curricular subjects of Civics Education are mandated to provide human rights learning. This can be seen from the Ministry Law of 24/2016 which explains the Core Competence and Basic Competence where the concept of Human Rights can be seen at the secondary school level. The conception of human rights provide the civic education teacher must be able to view the study of intrinsically human rights, where the concept of human rights are analyzing the process of formulation and determination of Pancasila as the State Basis, understanding the norms prevailing in social life to bring about justice, identifying the diversity of tribes, religions, races and antargologies in the frame of *Bhinneka Tunggal Ika* (motto unity in diversity of Indonesian people written on the symbol of state of Indonesia). Analyzing the meaning of the national Awakening 1908 in the struggle for independence of the Republic of Indonesia. The principle of Indonesian people are harmony in social, cultural, economic, and gender diversity of tribes, religions, races and intergroups within the framework of *Bhinneka Tunggal Ika*. There are to emphasize the conception of human rights, while the real challenge, is how human rights can be instilled to all students so that they are consciously and responsibly able to develop human rights values in their lives, both in the school environment and within the family and community. This is not just the civics education teachers' task, it requires cooperation between the principal, teachers, and the entire school staff. In Indonesian school when students in the school area, they have second parents and we call them teacher. Civics education teachers are expected to show a positive attitude by giving examples of human rights values. Therefore, case-based learning in civics education is a way of engaging students in the problems they face in their specific context.

Teaching civics education using case-based learning enables students to better understand human rights. Case-based learning is a cognitive model that values the concrete over the abstract (Kolodner, 1991) and helps students understand how an expert uses his/her own experiences and those of others, and how to develop their own expertise, to reason and learn. Case-based learning employs constructivist pedagogy by developing students' knowledge from their experience. The constructivist pedagogy dominates the constructivism concept. Constructivism learning considers that students continuously examine new information which contrast with old rule and revise the rule if it is no longer appropriate (Euis, 2017:1). The student plays an important role in their learning.

The term 'case study' covers a wide range of problems posed for analysis but most types include several key elements (Winter, 1994). Case-based learning can help students organize and bring to life abstract and disparate concepts by forcing them to make difficult decisions about complex human dilemmas. Therefore, case-based learning was employed in this study to engage students in solving challenging problems they face in their lives.

Education about Human rights must be conducted at school, especially through civics education because relevant to the function of an institution in education is the role of civics education in realizing awareness of human rights at school. The cultivation of human rights provides an understanding of the rights and obligations of citizens for students through civic education learning. One of the topic is relevant to give concept to the students is Bullying. It was integrated into this study as it has become an issue in secondary school. The level of bullying in a school environment often occurs because of a lack of students' understanding of Human rights. Ela Zain, Sahadi and Meilanny (2017:129) have factors that influence teenager in Bullying. And one of the bullying victim is someone 15 years old and still in secondary high school in Bali. Based on the research we need to improve the case-based learning method. This case was expected to stimulate students' awareness of human rights in Indonesia context. The researchers are civics education teacher educators who continuously focus on the field of civics education, guiding pre-service teachers to deliver lessons about the cultivation and awareness of human rights in civics education. The results of the research will be employed to develop different approaches concerning human rights concerns within the school environment through case studies.

Method

The study employed qualitative research in in-depth interviews, focus group interviews and classroom observations. In this study the research question are: 1. How does the case-based learning engage students in civic education learning, 2. How does the case-based learning improve teaching competence? The research focused on how case-based learning was being implemented, and what the implications were on students' learning. The research was deployed by providing a case study aimed at improving student engagement in civic education. The Case study studies a phenomenon in its real-world context (Yin, 2009). Case study research has a functional and legitimate role in doing evaluations. Based on Yin (2009), this research have application are case study portion viewed as complementary and providing explanatory information. After that as the

primary evaluation method where the initiative being evaluated becomes the main case and the last as a part a dual-level evaluation arrangement in which a single evaluation consists of one or more subevaluations with the potential of case study playing various roles to inform the program evaluations as a whole.

For instance, a case study can express and defend intentions because it represents a unique case, deserving to be studied on its own right. The case studies which were integrated from cases relating to the human rights topic. The teacher provided a case study on human rights cases related to Law No.39 of 1999 Article 28-35 namely bullying among students. Based on Yin's (2002:26) perspective, case study research design has five components, a study questions, propositions, units of analysis, the logic linking the data to the propositions and the criteria for interpreting the finding. The case study research should rest upon multiple sources of evidence, with data needing. In this research, six evidentiary sources of documentation were used; archival records, interviews, direct observations, participant observation and physical artifacts. The research was conducted at a public Junior Secondary School, in Jakarta, Indonesia. 15 students volunteered to participate in the study. They were divided into 3 groups with 5 members in each group. Participants had already studied the topic of Human rights. The research was conducted over four meetings of 135 minutes each. During the learning process, the teacher explained about human rights, while the researcher observed the learning process as it was being conducted. Observations focused on the learning process that stimulated student engagement, developed student interaction and understanding. The process of implementing case-based learning engaged students in real-world situations. After the case analyses and discussion, the teacher reflected on the learning outcomes by conducting an assessment. In-depth interviews of 20-30 minutes per student were conducted after each lesson by selecting three students from each group. The interviews to students were aimed at obtaining results from the case studies provided by the teacher and student thinking. Each student was given a question about what they learned about bullying. After that the interview focus on what they understand about human rights and explain the solution to the case raised. Students were also given questions about their feelings during the civics education process using case-based learning. Interviews with students aimed to obtain the results of implementation of case-based learning in civics education lesson. Based on the interview, the researcher hope to reveal information about the impacts of case based learning

Two cases of bullying were incorporated into the activities in a method employed by Guess (2014). The cases happened in Jakarta (2017) and at the time shocked Indonesian society. The two cases are described below.

Case 1 :

Bullying in a School: Seniority in Senior High School

Ade Fauzan, a senior high school student, became a victim of violence from his senior students of 82 of Senior High School in Jakarta. Ade was treated at Pertamina Central Hospital (RSPP), Kiai Maja Street, South Jakarta. At that time Ade was about to take his Geography book that had been left in senior class. It is common knowledge in senior high school that junior student cannot pass through a corridor known as name the Gaza Corridor, only senior students can pass through it. Ade was immediately smashed on his face. "I do not remember who is smash, so it is the third grade children," said Ade. The violence on Ade was not over yet. At the end of school, Ade was asked by one of the senior student to go to Warung Taman (Wartam), about 50 meters from the school. Ade went to Wartam followed his friends from class 1 who watched from a distance. In the shop, Ade hair gel put in the ears and across his hair by the senior students. Then the third graders summoned Ade's friends to beat Ade. However, Ade's friends stayed silent. Apparently, this silent action made the third grade students angry. They began to poke Ade. Ade tried to stand up and was about to fight but around 30 students from senior class went straight to Ade and After that he cannot remember anything, and he remember waking at the RSPP emergency room. After beating Ade, the senior students ran away while the junior students immediately took Ade to the hospital by taxi. Ade was unconscious for about 3 hours and just woke up before *in the evening*. "My friends were told to admit that I was hit by another senior high school student, I cannot admit being beaten by senior students," Ade said.

Case 2:

Bullying in a School: Seniority

Vhia was rebuked, beaten and bruised by three seniors because he was not wearing an inner shirt (singlet). The singlet rule had been applied by his seniors, not by the school. Vhia had been trying to explain the reason why she wasn't wearing the singlet. but the three seniors students did not

want to hear excuses and continue to scold Vhia. After that Vhia got beating by her senior. The senior student who beat Vhia got the suspects were charged with Article 170 for the beatings and Article 351 for violence causing injury. Senior Vhia was designated as a suspect. All three had previously graduated from 70 of Senior High School in Bulungan. However, when the file of Vhia's complaint was ready to be transferred to the Jakarta District Court, Vhia and her parents revoked her report. The reporting party and the reported parties have made a peace agreement.

Based on cases above, the research project used case study to students to discuss and then the teacher guided the students what they are expected to do. The students worked in groups to solve the problems through discussion. The teacher provided the students with opportunities regarding problem solutions and students gave comments to other groups' problem solutions. At the end, the teacher straightens the problem from various groups and then gives a conclusion. In this part, the teacher should straighten the statement from the student about the result of discussion.

Data analysis of interviews were transcribed and analyzed by data reduction and triangulation. Interview transcripts were made of tables containing the participant labels S1-S15 and T1-T2. The author also read articles from scholarly journals that helped in the analysis of the transcripts. The focus of the research analysis was to identify the level of engagement by Indonesian students in understanding human rights through case-based civics education.

Findings

The results showed that case-based learning in civics education improved student engagement and their critical voice, and transformed teaching practices. The teacher challenged the students to solve the problems close to their lives with issues that had been reported in the news. Students and groups were given the opportunity to search for cases that violated human rights and they then analyzed the cases. The students looked engaged in the activities and worked together in solving the problems. The study found that there were three aspects of civics education that were developed during the process; student engagement, student critical voice, and transforming teaching practices. These findings are elaborated on in the following paragraphs.

Students' engagement

The students showed engagement in the learning process by tackling challenging problems. The civics education lesson is mostly shaped by recalling the facts which lead to the shallow learning. Therefore in this lesson, students' engagement becomes important in students learning, especially for leading to students' empowerment. Students with high levels of engagement had a positive emotional response to the learning and, according to Connell (1990) and Connell & Wellborn (1991) they will survive in the face of challenges). Conversely, students who had low student engagement will be passive learners, will not try hard, they will be bored, give up easily, and display negative emotions such as, anger, blame and denial (Skinner & Belmont, 1993). The level of students engagement is exemplified in the interview results below.

We engaged with the case study given and discussed the bullying which also happened in our situations. The bullying has become an issue in society, which we debated in the group to solve the problem. In this case, we learnt that we should help and care for our friends

(Student 2, interview, March 8, 2017)

I'm not just listening to the teacher in front of class, the case has stimulated us to be active in our learning. In the bullying case, I learned to become more caring for others in the class. If we bully our friends it means we didn't care about human rights, so we have to stop it.

(Student 3, interview, March 8, 2017)

The interviews with students showed that they need motivation to keep their spirits up during the class. Where opportunities were provided for students to help classroom teachers, it made the student feel valued. Through civics education, students can learn that teachers not only value smart and active students but that all students can have the opportunity to help teachers in the preparation of the learning process. Through these activities, a positive relationship can be established with all teachers and students in a class. Teachers play important roles in developing interactions and collaborations among class members in the group as stated below.

The discussions helped us to appreciate each other's opinions and different perspectives without offending friends.

(Teacher 1, interview, March 8, 2017)

I did not feel fearful in class but the teacher made us feel comfortable to learn and yearn for civics education classes. There is such a relationship of friendship that exists between teacher and pupil in class without losing our respect for the teacher.

(Student 4, interview, March 8, 2017)

The teachers and students stated that student engagement made them feel comfortable learning civics education and there was no discrimination to make passive students become active. In the learning process, there was no tension between the teacher and the students but rather they complemented each other. Teachers not only gave lectures but also provided motivation and opportunities for students to give their opinions.

Students' Critical Voice

The students learnt to express their critical voice by discussing the issues raised in the case studies mentioned above. It is commonly challenging for students to express their critical voice and participate actively in the classroom. Therefore the case-based learning has stimulated them to provide their opinion which was related to their lives. The cases studies provided opportunities for students to analyse the issues in relation to civics education outcomes. The students reported on their experiences as per the statements below:

I have opportunity to provide comments on the interesting case. I felt that the case has stimulated me to think critically from different perspectives. My friends also listened to my opinion and we discussed the solutions. In the bullying case, we need to consider the human rights and situation given

(Student 6, interview, March 8, 2017)

In discussing the case, we discussed about the related topic in civics education of human rights. It is the violation of human rights, in which we need to develop a good environment by creating the rules, including rewards and punishment.

(Student 7, interview, March 8, 2017)

Human-rights based learning, in civics education lessons, improved students' critical voice in the classroom. The students provide the opinions that considered different practices and values such as human right, relationship with others, and society. The students' critical voice in this research became initial stimulation for developing students' critical thinking. In addition to student activeness was directed positively and the teacher's response made students feel valued.

Teacher pedagogical practices engagement

Learning civics education, which encourages students to think critically, analyse and improve the student overall potential in order to be smart, good, eager to participate, democratic and responsible citizens, and then teacher can practices the constructivist pedagogy. So that case-based learning given by the teacher is received by the students well. From the observation, case-based learning through case studies on bullying provides teachers with opportunities to practice teaching of human rights materials.

Human-rights, case-based learning helps me to transform learning experiences in order to create meaningful learning experiences within students' context

(Teacher 2, interview, March 9, 2017).

I feel there is a change of students' views on civics education which they always become excited when I come to class and (they are) ready to learn. In addition to I came to a better understanding of students with different characters and could appreciate their opinions and their critical thinking

(Teacher 1, interview, March 9, 2017).

Perceived changes are not only by the teacher, but also by the students as stated bellow.

The teacher motivated me to be active in class by giving me the opportunity to comment on the results of the discussions. The cases given were always interesting which gave us opportunity to learn about each other.

(Farrell, interview, March 8, 2017)

From observing the teachers it appeared that they felt confident about transferring the information about civics education to the students. Case-based learning in civics education requires that the teacher ensures students think critically about the issues raised. Students learn to analyse human right issues such as bullying through discussion with their teacher. The results show that case-based learning, as an active learning tool, has given students. The knowledge about human right isn't just for understanding but they need to implementation the theory of human right to real life situations such as in school area or in their surrounding environment. Based on the interview and observation students can give critically about complex situations in bullying cases.

Discussion, Conclusion and Implications

The findings of the study on case-based learning encourages civics education teachers to implement the desired changes in their teaching and promote student participation in the classroom. Human-rights based learning requires an enormous effort on behalf of the teacher as they are challenged to consider the vagueness and broadness of their understanding of human rights. These challenges are documented in the literature by (Brunner, Cassidy, & Webster, 2014; Jacott & Messina, 2013 and Zembylas et al., 2015). The first time a teacher gives a human-rights based lesson, students appeared not to care about it. The teacher introduced an issue and students chose a group to work with. The teacher then talked about the issue and asked the students to consider the implications. During the lesson, several students remained silent. From the results, the teaching challenges can be partly attributed to the elusiveness of the concept of human rights, that is, how human rights are defined and understood differently by different scholars (Dembour, 2006). For that reason case-based learning provides a different understanding of human rights in civics education. Participants in this study provided their comments individually. They gave their opinions as to why they chose their statement. There was almost no discussion of the rights of people in Cyprus (Okafor & Agbakwa, 2001).

In Indonesia shows that human rights violations can happen anywhere, especially in schools. The case-based learning in civics education provides an opportunity for teachers to instill an understanding of student concerns for human rights. In the research study the class practiced how to accept human rights when they gave their opinions. From the interview with one of student, he said the subject of civics education in discussing human rights violations. The application of

human-rights based learning in civics education has implications for improving student engagement, their critical voice, and for teaching pedagogical practices.

The case-based learning as an active learning tool have been studied by Williams (2004). The Case-based learning can develop self-knowledge and identify one's own assumptions according to Martijn van der Steen, Mark Van Twist and Paul Frissen's (2016). The case study where a didactically strong and interactive way of teaching has helped millions of students to better understand theory. Case study Create groups and monitor them showing the teacher clarifying personal beliefs about teaching, comparing and evaluating their own and others' perceptions and developing the practice of reflection when group members are assigned broad perspective seems like Winter (1994) statement about The term 'case study' 'CBL has been linked with the effective development of critical thinking, problem solving, clinical reasoning and analysis Based on Dunne and Brooks (2004) research results where case-based learning was also used to facilitate a model of self-directed and reflective learning that served students very well in future courses and careers. Case-based learning through case studies facilitates students' engagement and critical voice. Based on findings, case-based learning facilitates students to think critically, analyse and act democratically the demands that teachers are able to teaching pedagogical practice the learning effectively. So that the teaching given by the teacher is received by the students well and have same understanding about civics education such as influencing policy change in Florida, Tennessee and Hawaii. Although civics education takes place every day in homes and community centers, K-12 schools in the United States are in a unique position to nurture and reinforce the civic development of all young people (Circle working paper, 2014:37) In Pakistan, civics education is citizenship education that involves a wide range of different elements of learning including knowledge and understanding, skills and aptitudes and values and dispositions (Khush, Ajmal, Fazalur and Nabi, 2011:42). . Iwan Muharji (2014) in his research shows civics and citizenship teaching in Indonesia. Students think creatively and critically about political and social issues. The students try to put the matters forward in classroom discussions relevant to the material covered in class. From that research conclude case-based learning in civics education can be used as a solution to encourage creativity, analysis and reflection by students. It has also been observed by Winter and Dunne that practical activities needed to be emphasized in order to have a sense of good citizenship among students. The result and discussion shows the case-based learning gives improvement in civics education especially for Indonesia students.

The understanding of civics education by applying an effective case-based learning curriculum in public junior secondary school. Implementation of the five values of Pancasila could be developed into civics education. Once in a while, teaching and learning strategies can be disseminated. In addition, this study could guide teacher who are interested in changing the learning process for students, especially in the context of civics education. This study identified student perceptions about the interpersonal behavior of teachers as an important element in classroom practice. The conclusion that civics education through case-based learning has improved student engagement, their critical voice and has enabled the teachers to teaching pedagogical practice.

In addition, cooperation between the school of education and culture in school can be achieved through case-based learning. The connection with the understanding of human rights needs to be improved in order to reduce bullying cases, especially in schools. Case-based learning can become a model of learning that can be implemented by teachers in the learning process of civics education. Based on the results, case-based learning can improve the teaching pedagogical and then the teachers can appreciative and respect the students as subjects of learning. Then the teacher must build a conducive atmosphere in order to assist students in learningTeacher should provide training on lessons concerned with human rights aspects.

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