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1 **Strengthening Moral Education and Human Rights of Millennial Generation:**
2 **Challenges for Independent Campus in Indonesia**

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12 **Strengthening Moral Education and Human Rights of Millennial Generation:**
13 **Challenges for Independent Campus in Indonesia**

14 **ABSTRACT**

15 The quality of the education process has a major influence on improving the quality and behavior of
16 the community because education is a medium for the transformation of one's personality, character
17 and identity. The fact of demoralization becomes so acute, the values of honesty, politeness,
18 responsibility and social care begin to fade. This study aims to explore the importance of strengthening
19 Moral Education and Human Rights for Millennial Generation Challenges for an Independent Campus
20 in Indonesia. The research method used is a qualitative method with literature review techniques by
21 reviewing and synthesizing articles related to moral education, human rights, and independent
22 campuses in Indonesia. The results of the research findings state that the application of moral
23 education is very lacking, especially in the millennial generation. The importance of moral education
24 and human rights are two components that are interrelated. Especially in the millennial generation who
25 are increasingly dynamic and continue to develop due to technological advances. This phenomenon
26 has an impact especially on the application of the independent campus concept in Indonesia. The
27 urgency of strengthening moral and human rights education is a challenge in efforts to increase the
28 creation of a new curriculum based on moral and human rights education combined with the use of
29 ICT without eliminating the principles of the values of the Indonesian nation.

30
31 **Keywords:** Moral Education, Human Right, Millennial Generation, Independent Campus

32
33 **Introduction**

34 Since the implementation of economic reforms and public openness policies, there have been
35 changes in the application of moral education in society. This is none other than due to the
36 increasingly widespread push of globalization and the emergence of the phenomenon of de-
37 moralization. This wave has caused a decline in moral education, especially in shaping the
38 character of individuals. Social and psychological foundations are important basic

39 components in the formation of moral education which should be considered in efforts to
40 develop school-based moral education (Cheng, 2019). Therefore the application ³² of moral
41 identity greatly mediates the relationship between values and one's behavior. Especially in the
42 world of education, it will also be very visible and formed from the behavior of a student as
43 the interpretation of moral values that they have is obtained from a perceived social and
44 psychological foundation. The moral values adopted by a person will relate to changes in
45 social behavior in society. (Zeng, et. Al., 2020). Fernandez, et. al. (2018) stated that cultural
46 differences from one country to another also cause changes in a person's behavior which leads
47 to actions that are sometimes negative or hostile. This is due to the influence of moral
48 disengagement that occurs especially in adolescents. This tendency results in bullying
49 behavior towards their peers. This is due to past experiences that cause the release of negative
50 behavior in adolescents. This in fact diminishes moral values and human rights. This is
51 especially true of the millennial generation who are known for their importance on freedom
52 and the use of technology at every opportunity. As in the concept of an independent campus
53 which was proclaimed by the Indonesian Ministry of Education and Culture which on the one
54 hand is a form of excellence for the development of the millennial generation, on the other
55 hand, it cannot be denied that with this freedom it will actually diminish the noble values of
56 the Indonesian nation itself. Szumski, et. al. (2020) stated that the development of individual
57 moral identities obtained from classroom learning will result in a reduction in negative
58 attitudes, especially for people with disabilities. This is because the attitudes that are formed
59 are based on individual moral values and are evidenced by the role of moral identity as a
60 determinant of these attitudes. Therefore, the role of the concept of an independent campus is
61 currently seen as a solution in developing student competence and knowledge in supporting
62 the freedom of information they want in accordance with the expectations for the progress of
63 the nation itself. On the basis of that thought, the author tries to examine these issues about

64 the importance of strengthening moral education and human rights for the millennial
65 generation as a challenge to implementing an independent campus.

66

67 **Materials and Methods**

68 This article uses a qualitative method with literature review techniques by reviewing and
69 synthesizing articles related to moral education and human rights for the millennial generation
70 associated with the implementation of independent campuses in Indonesia. The process of this
71 method is used because the author wants to focus on the literature study taken. The stages
72 begin with the first, looking for relevant articles according to the theme, second doing
73 filtering the selected articles, third analyzing the results of the articles obtained as many as ten
74 articles, fourth making conclusions on all articles obtained.

75

76 **Result and Discussion**

77 Yonden (2015) found that initiation training as a child is one of the supporters of pedagogic
78 training needed in cultivating sustainable moral education. This is because there is a close
79 relationship between the role of education and morals which will result in how attitudes will
80 be generated by the individual's views. Therefore the role of moral education is a determinant
81 of individual success in increasing moral attitudes towards others. Liu, et. al. (2019) stated
82 that the millennial generation is the most productive generation in the development of the
83 world economy. They can be said to be very creative and innovative in their behavior.
84 However, on the other hand, this generation can also be said to be very ambitious and
85 arrogant in showing their behavior. Therefore, it is important for the government and related
86 stakeholders to develop behavior for this generation so that it can be directed according to
87 development expectations. Chan (2019) also found the importance of **moral education for**
88 **preschool children** as a **strategic study in the development of moral education** from an early
89 age. This is due to the increase in moral problems that occur during adolescence due to the

90 lack of moral education when they are children. Therefore, the development of moral
91 education from an early age is a trigger in increasing adolescent behavior change. If moral
92 education is applied routinely to the school curriculum as a ²⁸teaching and learning process it
93 will shape the characteristics and developmental experiences of these students. Hand (2018)
94 states that moral is a standard that determines whether to do or not to do it as an expression of
95 necessity that determines one's perception. Morality itself is a choice for humans. Such
96 behavior is not only for restraining oneself but also for restraining other people from certain
97 behaviors and supporting them. Darko, et. al. (2011) stated that the importance of moral
98 reasoning in developing work professionalism is to support the creation of moral education.
99 This is due to the moral reasoning that is obtained based on education which will become the
100 main picture in a moral determination which in turn becomes a change in personal behavior.
101 Joshi (2020) states that the importance of school policies that implement moral education as
102 the main education in character building. This, if implemented in an integrated manner, will
103 greatly assist the proper implementation in the application of moral education. With the
104 existence of policies that regulate in an integrated manner will support the formation of these
105 behavioral changes. Katilmis (2017) found that the importance of an ideological approach that
106 teaches social values to allow for basic humanity and social structure must be maintained.
107 This is because it is applied to educational activities in schools. With this approach, it will
108 allow the achievement of educational goals to instill social values, especially moral values ,
109 and human rights. Therefore education in general ²⁰aims to achieve certain goals both on an
110 individual and on a social basis. Then, the process and outcome dimensions will directly
111 ¹⁸influence each other. Chowdhury (2016) found that morality refers to human behavior where
112 morality is a practical activity, while ethics explains theoretical, systematic, and rational
113 reflections on human behavior. Own values are interrelated with beliefs and attitudes as
114 guidelines for human behavior. The importance of the existence of morals, values , and ethics

115 that are interrelated in the application of character education to teaching in schools. This is
116 due to the complexity of social life which causes friction that occurs in their environment so
117 that if the existence of morals, values , and ethics is not managed properly, it will cause a
118 decline in behavior that leads to negative actions. Faizin (2019) states that the importance of
119 systematic efforts designed in curriculum development in moral education is to build
120 knowledge, feelings, and actions that lead to the composition of students' moral behavior.
121 This is very important to do to develop human values that exist in students so as to shape the
122 quality of education. Gurpur and Rautdesai (2014) state that the importance of the role of
123 legal education in supporting the formation of moral education in schools. This is because an
124 increase in legal education will determine whether or not someone's behavior leads to the
125 development of moral education. The application of this legal education will become a firm
126 rule of what is right and what is not right in accordance with the provisions of the regulated
127 policy. The existence of a proper understanding of this law will be a follow-up to the
128 application of moral education as one of the ongoing outputs. The main role of moral
129 education for human development is in an effort to guard against the negative effects of
130 globalization that cause harm to wrong learning in education. Francis, et. al. (2016) stated that
131 the role of implementing moral actions based on education will be seen as independent
132 actions that build moral judgments. The implication of this moral judgment will be the
133 determination of appropriate and inappropriate actions in the development of moral education.
134 Dong, et. al. (2019) stated that the importance of the manifestation of moral improvement in
135 each individual is directed to moral behavior to avoid hypocritical behavior that is not in
136 accordance with the prevailing norms. This behavior regulation is used in order to maintain a
137 balance between the difference between moral and immoral people. As a result, the role of
138 moral education is to determine the direction of the development of behavior change that is
139 owned by a person. Lisievici and Andronie (2016) state that moral education becomes

140 ineffective at school due to the role of teachers who cannot freely provide education as a
141 whole which causes differences in perceptions between students and teachers. Therefore the
142 importance of the clarification process from the teacher in implementing moral education is
143 regulated according to the real idea of education. As in the example of corruption cases that
144 occur in education itself which causes students to not implement according to the direction of
145 the teacher. The importance of educational techniques and motivation from the teacher in
146 managing the behavior of students in accordance with the policy directions that have been
147 made. Meindl, et. al. (2017) stated that the importance of the role of schools in building moral
148 character which is packed with moral education. The role of the school as a determinant of the
149 success of character building students to create moral behavior. Therefore the role of
150 education as a companion to moral behavior that directs students to behave in accordance
151 with established rules. Sing Suriya, et. al. (2014) stated that the importance of moral education
152 is given an important role not only as a component of human development but also the
153 development of personal character in civic social behavior which is not only applied in theory
154 but also in local practice. Putera and Sugianto (2020) found that the independent campus
155 policy has two sides of view, one side of the students strongly agrees with the freedom to do
156 internships outside of campus, but on the other hand, if students are given complete freedom
157 when they are the outside campus, they will be free to participate thinking and acting which
158 leads to changes in understanding and behavior that can have a negative impact. This is due to
159 the influence of the outside world, not all can be adapted to the framework of the world of
160 education. Therefore the roles of lecturers and teachers remain as facilitators who direct these
161 students to stay on the path that is directed. Prahani, et al. (2020) states that the existence of
162 an independent campus is one form of achieving the quality of education in Indonesia which
163 must adapt to the demands of a better era by focusing on the development of the industrial
164 and business world. This education system will support students to become more independent

165 and develop according to their competencies. Therefore, the campus is not only a learning
166 medium but an innovative means of absorbing information and expertise in accordance with
167 its competencies. Merdeka Campus itself has recently become the ¹center of attention for
168 education in Indonesia. The Ministry ¹of Education and Culture believes that the Merdeka
169 Campus is an effort for freedom for the education system to better support students and
170 lecturers in achieving quality learning that can bridge problems that occur in industry 4.0.

171

172 **Conclusion**

173 Strengthening Moral education and Millennial Generation Human Rights is an important
174 challenge in the realization of an Independent Campus in Indonesia, this is because the
175 application of moral education and human rights will be a proof of the application of the
176 social dimension of improving the quality of education in the industrial era 4.0 which can be
177 aligned with the objectives from an independent campus that meets the demands of the need
178 and is suitable for the world of business and industry, without sacrificing moral values and
179 human rights. As a result, successful students are not only the output of competence and
180 knowledge but also moral aspects and harmony with human rights to create a balance between
181 the two. Moral education is a key witness in the management of student attitudes that will be
182 applied both during the learning process and after graduation. Therefore, with the
183 advancement of science and technology, it will not eliminate moral values, instead it will
184 increasingly cause students to be wiser in behaving to choose the right goals and the
185 consequences of their commitment. Then, a great nation is also determined not only by
186 science and technology and governance but also to what extent the full role of morality
187 education has been carried out by the nation in upholding these human rights values for the
188 welfare of the nation itself, let alone Indonesia is known as a country that upholds a very high
189 value of nobility. The implementation of an independent campus will be even stronger if it
190 gets full support from the balance of moral education and human rights, especially for the

191 millennial generation who are increasingly developing with the influence of information
 192 technology. The existence of a new curriculum based on moral education and human rights will
 193 further strengthen the implementation of moral and human rights education on this independent
 194 campus.

195

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200

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