

Civic Education Learning Based on Law-Related Education Approach in Developing Student's Law Awareness

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Abstract— Law awareness is an essential element in the implementation of the life of the nation and state because it is the foundation of citizens' compliance and constitutional awareness of their rights and obligations in carrying out their roles and positions. This awareness also serves to maintain the appropriateness of government implementation with the fundamental norm contained in the contents of the constitution so that it does not deviate and be distorted and can be carried out by the constitutional mandate. This study aims to describe the development of students' legal awareness through learning civic education based on the law related education approach as a treatment of learning within the scope of legal-related material on subjects of civic education. This study uses a qualitative approach with a descriptive method carried out at the UPI Pilot Laboratory High School, West Java, Indonesia. Data collection techniques used are through observation, interviews, questionnaires, and documentation studies with data analysis techniques using data reduction, data occurrence, and conclusion drawing. The results of the research show that the treatment of law-related education approaches in the learning process of civic education can develop students' knowledge, understanding, attitudes, and proper behavior. It shows that the legal awareness of students experiences positive development along with the use of a treatment-related law education approach in the learning process to foster student legal awareness.

Keywords: *civic education, law-related education, law awareness*

I. INTRODUCTION

Law awareness is the basis for citizens' compliance with positive law because the strength of sanctions for violations or legal crimes cannot be a guarantee of citizens' legal conformity. Except for specific conditions or events that are objective in the scope or legal system that result in law enforcement efforts to fulfill a sense of justice. It is directly proportional to the concept of constitutional awareness, which forms the basis of citizens' constitutional compliance and awareness of their rights and obligations because constitutional awareness is part of legal awareness. Constitutional awareness is an essential element in the implementation of the life of the nation and state. A constitution is a form of the legitimacy of the agreement citizens with the government. It is regulating the life of the nation and state that must be obeyed and adhered together. Constitutional awareness, which is part of legal awareness, is a form of citizen awareness in state awareness. Examples

such as obeying the rules of law that apply in society, nation, and state for some people who violate the law, because these people do not have the awareness to obey the law. Obedience to regulations will be meaningful if based on awareness, not because of coercion. Awareness of obeying rules is creating because the knowledge of the rules themselves drives one of them. Building constitutional awareness in the life of the state must begin at a young age [1].

The statement indeed correlates with the awareness of the constitution of citizens, because through this awareness will build the control and active participation of citizens in carrying out their roles and positions. It will build synergy in the administration of the state between the government and citizens to create law and order. However, based on data accessed from the Commission for the Protection of Children Indonesia regarding the number of criminal cases that place children as perpetrators in 2011-2016, there were 5325 cases [2]. This reality implies that legal awareness is still low in children who are none other than young citizens. Therefore a Law-Related Education approach was developed as a form of treatment in civic education learning as an effort to grow legal awareness early through the educational process in the development of knowledge, understanding, attitudes, and behavior by constitutional norms. Civic education strengthens awareness of citizenship rights and internalization of citizenship attitudes that promote citizenship, especially in countries in transition to democracy [3]. Therefore, civic education is an appropriate vehicle in building legal awareness of young citizens.

The Law-Related Education approach is an approach developed from the Law-Related Education program by adopting and integrating its characteristics into the Civic education learning process. Law-Related Education is education to equip people who are ignorant of the law with knowledge and skills related to acting, the legal process, and the legal system, with a commitment to democratic principles and values on which these principles are base [4]–[6]. Related to this, Law Related Education (LRE) helps students respond to laws and legal issues in our society that are complex and continually changing. It makes Education Related Laws appropriate in developing awareness about civic education. That makes LRE an appropriate and appropriate learning approach in the civic education to teach material about the constitution, such as material on Human Rights because it also has appropriate elements to build constitutional awareness for students, namely subject matter,

instructional practice and context, skills, attitude, beliefs, and values. The four elements are the main aspects that are in harmony with the three main elements of education, which include knowledge, affective and psychomotor, and in harmony with indicators of constitutional awareness, which includes knowledge, understanding, attitudes, and proper behavior.

II. THEORETICAL REVIEW

Civic Education

Soemantr explains that Civic education is the selection, adaptation of interdisciplinary social sciences, citizenship science, humanities, technology, religion, necessary human activities organized and presented psychologically and scientifically to participate in achieving one of the goals of social science [7]. The statement revealed that Civic education is an education that is base on transdisciplinary and multidisciplinary science adapted from several social sciences that have been organizing to achieve the goals of social science. It is further elaborating that Civic education comes from the science of Civics, which emphasizes the formation of citizens' character equipped with the knowledge and ability to actively participate in the life of the nation and state [8].

It is in line with Cogan's agreement that Civic education is an essential subject designed to prepare young citizens to encourage their active role after the adult community [9]. This civic education consists of a series of educational activities aimed at promoting rights, values, beliefs, and commitments that will turn students into active members of their national community[3]. In essence, Civic education is education designed to provide young citizens with the knowledge and skills as a provision for social, national, and state life so that they can be active in the transfer of their rights and responsibilities as citizens.

Law-Related Education

Law-Related Education (LRE) is defined as education to equip people (non-lawyers) with knowledge and skills related to law, the legal process, and the legal system, and the fundamental principles and values on which they-based. The above definition has three components, viz:

1. the target is the community, including children, but does not for the lawyer. It is different from formal law school education, which is target at those who want to become lawyers themselves.
2. It discusses the rule of legal itself and the legal process, including the operation of the legal system itself. It also deals with fundamental principles and values that form the basis of law and the judicial order. LRE deals with code in a broad sense, not limited to substantive rules of civil and criminal law, but discusses dynamic, active, and active requirements, processes and values, processes, and values.
3. It fosters 'knowledge and skills' that can use in a practical sense. In addition to gaining knowledge, it is essential to encourage the acquisition of skills and the formation of attitudes to empower citizens to take a more active role in society [6].

Law-related education seeks to help citizens develop an understanding of the legal and judicial system and to provide them with functional knowledge about the operation of legal institutions. LRE aims to dispel the notion that knowledge of the law and legal system is the sole responsibility of lawyers and the judiciary; it presents legitimate as an essential aspect of citizens' daily experiences. It is because, state law is presented not as a collection of abstract concepts compiled exclusively for law schools and courtrooms, but rather as human-centered rules and regulations aimed at inculcating politeness and harmony in interpersonal relations to ensure crime rates which are low in society [10]. LRE aims to recognize the meaning and value of justice carried out through the process of establishing legal awareness so that citizens not only actively participate in the life of the nation and state but also to overcome the problem of discrimination, corruption, and juvenile delinquency [6]. Therefore, the acquisition of knowledge and skills is seen as necessary to help citizens to identify and possibly solve legal problems and related juvenile delinquency. So, law-related education is crucial for citizens includes knowledge, understanding, attitudes, and behavior related to law.

Law Awareness

Law awareness is a conscious and understanding condition of the applicable law, so someone who has a high level of legal awareness will implement the law as well as possible and full of responsibility. Soekanto said that law awareness is awareness or values contained in human beings about existing laws or expected laws, meaning that awareness in the soul becomes an essential point in implementing existing legal rules [11]. Widjaya also asserted that legal awareness is the attitude and actions of humans as members of the community that are physical or outward, which are base on regulations carried out with full responsibility [12]. Soekanto revealed that indicators of legal awareness are relatively concrete clues to the existence of a certain level of awareness. These indicators become a reference for measuring and assessing the legal awareness of a person. In this case, the legal awareness indicator will become a benchmark to find out what is legal awareness, even though it may only be about specific rights. The indicators of legal awareness, according to Kutsncky, namely 1) law awareness; 2) law acquaintance; 3) legal of attitude; 4) legal behavior [11].

Kutsncky's statement can be elaborated into legal awareness indicators as follows:

1. Law knowledge means that someone has insight related to the law and knows that the law regulates the behavior and social order of the community, which aims to create order and security.
2. Understanding the law means that someone has knowledge and understanding related to a set of rules that apply in a society that is binding and forcing, especially understanding of the contents.
3. Legal attitude means that someone tends to make individual judgments about the law
4. Legal behavior, meaning that someone acts and behaves by applicable law.

III. RESEARCH METHOD

This study uses a qualitative approach with a case study method carried out at the UPI Pilot Laboratory High School, West Java, Indonesia. The choice of research and practice in this study is because this study aims to provide an overview relating to the application of the educational approach related to law in citizenship learning and see student responses related to the learning process as an effort to foster student legal awareness. The subjects in this study were students of Class X who concern science consisting of 35 students. Data collection techniques used are through observation, interviews, questionnaires, and documentation studies with data analysis techniques using data reduction, data occurrence, and conclusion drawing.

IV. RESULTS AND DISCUSSION

Observation results showed that students at the first meeting initially participated less actively in the learning process and tended to be passive. However, in the process, students begin to be enthusiastic when the law-related education approach applied to the simulation model and the role-playing model, which will begin at the next meeting because the first meeting only held in the form of preparations. During the process, students controlled by the teacher in the process of applying the syntax of these models, which lasts for five meetings by applying different learning techniques and techniques that are tailor to students' psychology. In the process, students begin to enjoy and are excited about the orientation of learning that based on learning practices that oriented towards learning. Students can feel the applicative form themselves.

In the matter of the results of interviews, which show that through the treatment of the Law-Related Education approach in learning, civic education makes students know and understand the categories of acts of violations and legal violations with the consequences of the punishment they will get. The students' knowledge and understanding of the law more explored because contextual learning is base on the case analysis discussion method, and they do not realize real examples of cases of law violations committed by students. Students also learn to find valid and reliable information and increase knowledge related to various laws and regulations. The Law-Related Education approach also makes students better understand the context of legal violations that have implications for changes in student attitudes and behavior that are by the norms in the community, and builds student self-control.

Law-Related Education becomes necessary as a result of ignorance of the law relating to crime, the legal system, and the judiciary in general. Therefore, integrating Law-Related Education in civic education learning is the right thing to do to develop students' legal awareness. The orientation of Civic education and Law-Related Education broadly has suitability, namely building citizens who have knowledge and skills as citizens in carrying out their roles and positions in the life of the nation, state, and society by fostering awareness of their constitutional rights and obligations. It shows that Law-Related Education is very

much in line with Civic education, both in the context of the Civic education mission, namely as legal, political, and value education, all of which also characterize and form the basis of Law-Related Education. In the aspect of the objectives of civic education and Law-Related Education also have the same orientation to prepare them to be able to participate in the life of the nation and state activity. Therefore law awareness of citizens is needed.

Educational objectives related to the law must be specific, definite, and hierarchical, including individual goals, social goals, and national goals. At the individual level, education related to the law must aim at increasing legal literacy and ability, mastering the essence, enthusiasm, and importance of modern legal rules. At the social and national level, law-related education must strictly be a link to the reality and future development of our society and country, which aims to offer legal talent to maintain social harmony and stability, realize justice and social justice, modernizing society, national governance systems and capabilities[13].

Civic education has the aim to prepare the mentality of citizens who are mind to be and community-oriented [14]. In achieving these goals, citizens must equip with the knowledge and skills in carrying out their rights and obligations as part of the community. Through this LRE, young citizens are preparing early on to learn, which later will become provisions for themselves as adults in carrying out the life of the nation and state. In civic education learning using this LRE approach treatment, students learn to recognize the meaning and value of justice and learn knowledge and skills deemed necessary, provide tools to help citizens to identify and possibly solve legal-related problems[6].

Law-Related Education teaches essential concepts related to law, justice, power, equality, ownership, and freedom as well as an understanding of the primary documents of democracy. It relates to concepts for political, cultural, and community functions [15], [16]. Law-Related Education has four characteristics that serve as the basis for implementing legal-related education, namely 1) learning materials, 2) instructional practices and contexts, 3) skills, and 4) attitudes, beliefs, and values [16]. In general, the characteristics of Law-Related Education can explain as follows: 1) learning materials are those that contain the scope of the context of teaching materials. In this case, the realm of law, 2) practice and instructional context are characteristics that include the strategy, direction, and direction of teaching implementation, 3) skills, which include psychomotor aspects to be developed and 4) attitudes, beliefs and values, includes the orientation of the affective aspects to be learned.

Student responses to citizenship education learning activities using the Law Related Education approach as an effort to foster student legal awareness which divided into three aspects, namely 1) preliminary activities, 2) core activities, and 3) closing activities, showing the average score of teaching and learning activities in an overall has a positive response. The results are classified based on the acquisition of percentage calculation data, which is 28.7%

for strongly agree, and 71.3% for the category agree (A) concerning teaching and learning civic education activities using the Law-Related Education approach to growing student legal awareness. Furthermore, for the category of disagree (D) and strongly disagree (SD) at 0%. It means that in general, students are enthusiastic about implementing learning using the Law Related Education approach in learning Civic education and feel positive changes in increasing their legal awareness both in terms of knowledge, understanding, attitudes, and behavior.

The results of the acquisition of the percentage of teaching and learning activities illustrated in the following diagram.

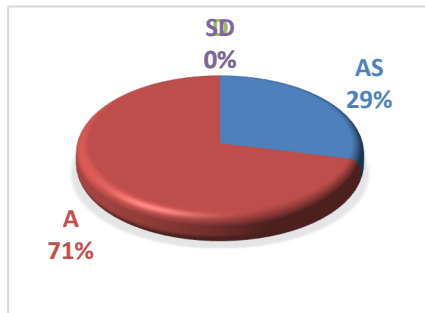


Figure 1. Percentage Diagram of Teaching and Learning Responses to Law-Related Education Approaches in Civic education Learning

Based on these explanations, then adapting and integrating the characteristics of Law-Related Education with Civic education in the learning process and making it a learning approach within the scope of Civic education will bring a new atmosphere in the learning process of Civic education, especially in teaching and learning activities by adjusting it to the curriculum. Civic education learning oriented towards development in terms of cognitive, affective, and psychomotor in learning activities. These three aspects also become the basic orientation of Law-Related Education, which included in its characteristics, which specifically developed in the realm of law. The characteristics in LRE have a positive contribution to learning and developing effective delinquency prevention.

Law-related education is the right approach because LRE also intends to overcome and prevent juvenile delinquency[6]. To ensure the effectiveness of education related to the law in the prevention and control of increased violations and crime. The content must focus on:

1. drug and alcohol use,
2. punishment for drug abuse,
3. the consequences of vandalism,
4. law enforcement issues,
5. individual rights and responsibilities,
6. the duties of law enforcement agencies,
7. consumer protection law;
8. equality before the law,
9. honesty and fairness, and
10. good governance [10].

The components that underlie the LRE program well aligned with the principles proven through research to reduce the risk of delinquency[17]. Law-related education currently consists of two forms, namely 1) classroom teaching. The amount of time spent on legal education is short, and the licensed content discussed at Classes is usually dull, abstract, empty, and theoretical, unable to arouse students' interest, so teaching in class does not play its role well enough; 2) extracurricular activities. Usually held once a week and only for a short period, the contents are always an official report on education related to law[18]. However, there are some severe problems with both types [18]. However, if appropriately implemented, LRE can have a significant positive effect on young people's knowledge, attitudes, and behavior. Besides, LRE also not only contributes to the prevention of delinquency but also has the potential to help maintain the values we uphold as a society by promoting active citizenship [19].

In essence, to overcome these problems requires an appropriate learning approach so that students' legal awareness can continue to develop during the learning process in each school year. Nevertheless, a learning approach cannot stand alone. Practically an approach cannot apply without involving applicative methods, so each learning approach includes several methods that have been selected based on their characteristics by the objectives and competencies to be achieved in every approach [20]. The derivatives of the Law-Related Education approach include cooperative strategies, discussion methods, role-playing, and demonstrations, as well as the use of specific, individual, and unique learning techniques and tactics, and all of these derivatives packaged in role-playing learning models and simulation models.

Civic education learning using the Law-Related Education approach has given the impression of new learning with a learning orientation that can provide opportunities for students to feel, experience and practice what has learned so that the development of learning both cognitive, affective and psychomotor can be achieved more optimally with the learning context interactive and student-centered. The Law-Related Education approach in Civic education has an underlying assumption as an approach that developed to foster awareness of constitutional citizens as a learning strategy in the process of internalizing (indoctrinating) the values and basic norms of the constitution. The Law-Related Education approach is the first and foremost in Civic education, especially for related legal material. Law-Related Education effectively teaches confidence in the rules governing behavior in the classroom, school, and community by showing that the rules and regulations are by the requirements when the rules make sense in their application. Law-related education also teaches citizens about the law, legal processes, and basic principles of democracy. It gives individuals an understanding of complex legal systems and the ability to contribute to society as wise and knowledgeable citizens[21].

It reinforced by the results of interviews that have conducted with students. In contrast, the interview results show that students feel happy to feel civic education learning

using a law-related education approach that packaged in simulation models and role-playing that can develop legal awareness. The two models are a form of applicative integration of the law related education approach by giving students hands-on experience in realizing their rights and obligations by placing students on two sides, namely as an authorized government and as citizens oriented towards active participation in the life of the nation and state. Through learning activities that have carried out students feel not only have knowledge but develop into an understanding, and from that understanding that has applied in simulation models and role-playing models in the form of demonstration practices, students can understand the context of attitudes and behaviors as good citizens in voicing their rights and obligations by applicable legal rules.

In this case, because students feel they are in two different positions, namely as a government and as a citizen, making students more understanding and understanding because it examined from two different perspectives. The understanding that the student has will develop into legal attitudes and behaviors that realized in student discipline and manners during the learning process such as reduced bullying, and students can respect their peers, teachers, and other school members. In teaching and learning activities are also based on the observation. Students are becoming more orderly and polite in giving opinions, voicing aspirations, criticisms, input, and refutation, which are all based on ethical and value governance, which during the process takes place continuously with the habituation of students. So that legal awareness continues into a positive habit for students and can reduce the level of student misbehavior.

This orientation is in line with the goal of the Law-Related Education approach in learning Civic education is to provide academic learning and skills development that will empower students so that at the same time improve the community and understanding citizenship and commitment to its citizens. Educators through the Law Related Education approach strive to develop citizens who can actively participate in the life of society, nation and state by developing awareness of their rights and obligations so that they can contribute positively to society in exercising their constitutional rights. LRE also helps students respond effectively to law and legal issues in our complex and ever-changing society [6].

Law-related education emphasizes law as an essential part of daily life and lays a concrete foundation for understanding the relationship between humans and their legal institutions and their rights and responsibilities as citizens [10]. Law-Related Education in the framework of the Civic education is that students as citizens need to know how the function of the law and the political system, how the law affects them, and how they can influence the law. Then the teacher's role in the Law Related Education approach is to help students become active members of the community who understand the law and the underlying principles, comply with applicable laws, and positively develop students as part of a more pluralistic and democratic society.

V. CONCLUSION

The application of the Law-Related Education approach in Civic education learning oriented to the views or ways adopted in learning activities. It combines the characteristics of Law-Related Education in teaching and learning activities by being integrated and adapted to the applicable curriculum. In this case, the use of the law-related education approach has succeeded in developing student legal awareness and reducing delinquency, such as being late for school and abusive speech habits that are not by the norms and acts of bullying between peers. The students' responses to the use of the Law-Related Education approach as a form of learning treatment in Civic education learning obtained a positive response. The positive response of the students illustrates the enthusiasm of students for teaching and learning activities using the Law Related Education approach both in the content of preliminary learning activities, core activities and in closing activities oriented to the development of student legal awareness in the development of knowledge, understanding, attitudes, and behavior.

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