

Strengthening Legal Knowledge Through E-Legal Basic Learning Methods

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ABSTRACT

This article examines the importance of conducting effective learning for non-law faculty students who study law comprehensively. The problem that occurs is during the covid-19 pandemic where lectures are required to be carried out online. The learning process carried out by lecturers to students in practice cannot be carried out optimally, so there is a need for a solution to solve this problem, especially in the study of legal science clusters which are essentially a course that examines the gap between *das sollen* and *das sein* and compare the results of the analysis with existing laws and regulations. Legal knowledge is a very important element to build a legal awareness, a legal culture based on strong legal knowledge will create a character of a law-abiding society. The basic legal method is a legal learning that focuses on the development of legal knowledge, in this study researchers and the research team are trying to develop scientific learning in legal education, one of which is by applying the E-Case approach, where students are not only introduced to only normative elements but also practical elements that may be different from previously studied theories. It is hoped that with this research, a new learning model will be born that can accommodate the needs in legal learning

Keywords: *E-Case Approach, Learning Model, Legal Basic Methods, Legal Knowledge.*

1. INTRODUCTION

Forming the character of a citizen with character is the goal of every country in the world, this is also done in the Republic of Indonesia. This is evidenced by the sound of the second principle of Pancasila, namely "just and civilized humanity". The word "civilized" is a word that represents human character who loves one another, is tolerant, and is not arbitrary towards others [1]. The two principles of Pancasila indicate that Indonesia wants to create civilized citizens, namely citizens who obey and live up to the values and norms prevailing in society. The Indonesian government as the national skipper has embodied the contents of the two principles of Pancasila in the National Development priorities which are compiled into the National Long-Term Development Plan (RPJP) for 2005-2025. One of the priorities for national development is to create a society with noble, moral, ethical, cultured and civilized character based on the philosophy of Pancasila [2].

Indonesian government's efforts to make this happen is through national character education. This effort aims to shape and develop Indonesian people who are devout to Ketuhanan Yang Maha Esa, obey the rule of law, maintain internal and inter-religious harmony, carry out intercultural interactions, develop social

morals, apply the noble values of the nation's culture, and have pride as a nation. Indonesia in order to strengthen the spiritual, moral and ethical foundation of national development. The aim of creating citizens with character is also emphasized by the government in Article 3 of Law Number 20 of 2003 concerning the National Education System which states that: "National education has the function of developing capabilities and shaping the dignified character and civilization of the nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

Forming citizens with character is a statutory mandate that is obliged to be carried out by the government as the party that has been given the mandate by the people. So, it has become a logical consequence if all educational pathways in Indonesia are directed to create a society that has character according to the noble values of Pancasila which are the philosophy of the Indonesian nation. The term character itself in social life is often associated with various positive things in an individual or it can also refer to various behaviors that are in line with prevailing social values and norms.

Individuals with character are often used as role models for other individuals in the pattern of social life. Berkowitz explains that, "character as an individual's set of psychological characteristics that affect that person's ability and inclination to function morally" [4]. Character is a set of psychological characteristics possessed by each individual and has an influence on human abilities and tendencies to function or act in accordance with morals. So, character can be interpreted as part of a person's personality that influences their mindset and actions in social life.

The concept of character in it does not only consist of one form of attitude, but consists of various attitudes that have positive values in people's lives. One of the attitudes that reflects this character is a conscious and law-abiding attitude which Branson categorizes into the realm of public character, namely the individual character shown in his actions in social life. Legal awareness is a condition where there are no conflicts of life in society, so that the community here is in a state of balance, harmony and harmony [5]. Legal awareness is accepted consciously, not as coercion, even though there are restrictions from outside humans and society itself in the form of laws, regulations and provisions. The awareness of law here is that people are not only obedient and obedient because there are rules that apply, and are not only ordered and or monitored because they feel they are compulsion, but rather dynamic and responsible awareness. This dynamic and responsible awareness is where humans and society have a strong desire to improve and develop further.

The importance of fostering a law-aware character is based on the purpose of the existence of the law itself in society, namely to create a harmonious life where each individual can live in an orderly and peaceful manner [6]. Without the law, the order of society's life will be messy, where each individual is free to act according to his own wishes without caring about the rights of others. This has been mentioned by Hobbes, who called humans as *homo homini lupus*, that is, humans become wolves for other humans. As for the meaning of Hobbes's words that in essence humans will oppress other people who have a lower degree and strength than themselves, therefore we need a set of rules that can restrict human movement so as not to oppress the rights of other humans.

The development of legal awareness is not a short and simple process, but a long process that must pass through several stages along the way. The first requirement that is absolutely necessary for any individual with a legal character is knowledge of the law, namely a condition in which a person knows that certain behaviors have been regulated by law. Legal regulations referred to here are written or unwritten laws, such behavior is related to behavior that is prohibited by law or behavior that is permitted by law [7]. The logical rationalization of legal knowledge is said to be the first and absolute requirement for raising legal awareness lies in the assumption that if someone does not know what law is, they certainly cannot carry out the law properly,

society knows that law is important to society because it protects people from various kinds of things that violate the law. Therefore, in an effort to foster legal awareness, it must first place a focus on efforts to increase legal knowledge.

In order to increase legal knowledge, the formal education pathway through legal learning is a strategic step to instill legal knowledge in the student's frame of mind. The legal learning process must be used as a 'workshop' for coaching students 'legal knowledge, starting with educators' efforts to design an effective and efficient learning process in an effort to increase student knowledge. The initial focus of educators to design such learning must start from designing appropriate learning methods to achieve predetermined goals. The lecture process, learning methods play an important role in improving the quality of learning. This is because no matter how good the material has been prepared without the use of appropriate learning methods, the learning objectives will not be achieved optimally [8]. So, as an effort to foster legal knowledge in students in the legal learning process, educators must design or choose the right learning method.

Legal basic learning through the e-case studies approach as a learning method in the realm of legal learning is a new idea aimed at fostering legal awareness of students in the classroom. This learning method is designed online to present case study-based learning in which students are asked to study a particular case in order to find the legal elements in it. The e-case studies approach is a learning method on the basis of an educational unit in the form of an explanation regarding a particular problem, event, or situation which is then studied by students and the best alternative solution to the problem presented is sought [9]. The use of this method aims to train students' cognitive abilities to be able to find out various facts and elements of law in a particular case which in the analysis process is based on applicable legal principles.

2. LEGAL KNOWLEDGE AND ITS RELATIONSHIP WITH LEGAL AWARENESS

Legal knowledge is a vital part of the process of building legal awareness which is also the first stage of the whole procedure. The basic stages of legal awareness are knowledge of the content of regulations which on the one hand is influenced by age, level of study and length of stay, on the other hand, influences legal attitudes and legal behavior, knowledge of the contents of regulations occurs because of the process [7]. Internalization and the imitation process of the behavior patterns of legal officials, both of which take a relatively long. There are four indicators of legal awareness which are consecutive (step by step), namely [7]:

1. Knowledge of the law is someone's knowledge of certain behaviors that are regulated by written law, namely about what is prohibited and what is allowed.
2. An understanding of the law is a number of information that a person has regarding the contents of a (written) rule, namely regarding the content, purpose, and benefits of the regulation.
3. Attitude towards law is a tendency to accept or reject the law because of appreciation or conviction that the law is beneficial for human life, in this case there is already an element of appreciation for the rule of law.
4. Legal behavior is about whether or not a rule of law applies in society, if a rule of law applies, the extent to which it applies and the extent to which society obeys it.

3. LEGAL BASIC LEARNING METHODS BASED ON E-CASE STUDY APPROACH

The e-case studies approach is a learning approach that directs students to examine a particular problem based on various related concepts and principles to then formulate the right solution [9]. The main procedure in this approach is the role of the lecturer in finding, determining, and providing a description of a situation that requires students to make certain decisions to solve a problem. The Directorate General of Learning and Student Affairs explained that there are four main objectives of case studies, namely:

- 1) sharpen analysis, problem solving and decision-making skills;
- 2) increase understanding of the value system, perceptions, and attitudes of students related to situations/cases;
- 3) show students the role and influence of values and perceptions on decision making;
- 4) foster group synergy in solving a problem.

All of these goals can be achieved if the lecturer or educator can present cases that are contextually related to the material and psychological state of students. Of course, a good case in learning is a case that can be studied for its meaning by students. Therefore, Stake explained that the weight of case quality should be the main consideration, because not all issues or cases at the individual, group or institutional level can be used as case studies [10]. Legal basic learning is one of the learning methods based on legal materials. This method is the method used to implement lesson plans that have been compiled into activities in order to achieve learning objectives. Through this method, educators have guidelines in presentation techniques in presenting learning material to students, which are intended either individually or in groups with the aim that the subject matter can be absorbed, understood and utilized by students properly.

The learning method is basically a tool used in operationalizing the conceptual learning design to be implemented (learning strategy). This indicates that there is a conceptual difference between the method and the learning strategy, in which the strategy is a plan of operation achieving something and the method is a way in achieving [11]. In this context, the learning method is defined as a unique way or pattern in utilizing various basic principles of education as well as various techniques and other related resources so that the learning process occurs in the learner [12], [13]. Legal learning or legal basic learning itself is oriented to the formation of legal knowledge in constructive legal awareness, so that students can have a framework of thinking construction based on legal logic that constructs the competence of students as problem solvers. This goal can be achieved by synthesizing all aspects of legal material which are generally divided into two components, namely the science of the rule of law and the science of the basic understanding of law. The science of the rule of law or the so-called *normwissenschaft* discusses materials such as:

- 1) formulation of legal rules;
- 2) abstract legal rules and concrete legal rules;
- 3) content and nature of legal rules;
- 4) essentialia in the rule of law;
- 5) the task or use of the rule of law;
- 6) statement and sign of statement of legal rule;
- 7) deviation from the rule of law; and
- 8) Applicability of the rule of law.

The second component in the structure of legal scholarship is about the basic understanding in law or *begriffenwissenschaft* which basically describes the following things: (1) the legal community; (2) legal subjects; (3) rights and obligations; (4) legal events; (4) legal relationship; and (5) object of law. All in the components of legal science must be mixed in a series of learning processes in the classroom so that learning objectives can be realized.

4. STRENGTHENING LEGAL KNOWLEDGE THROUGH LEGAL BASED LEARNING METHODS

Increasing legal knowledge can basically be done through formal education which is carried out in the legal learning process. This is a strategic step to internalize legal knowledge in the frame of mind of students. The constructive development of legal knowledge is based on the development of legal awareness which is not a short and simple process in its formation, but through stages to constructive awareness formation. The first requirement that absolutely must be owned by each individual with a law-conscious character is knowledge of the law, namely a situation in which a person knows that certain behaviors have been regulated

by law [7]. The legal regulations referred to here are written and unwritten laws, these behaviors involve behavior that is prohibited by law and behavior that is permitted by law. The logical rationalization of legal knowledge is said to be the first and absolute requirement to foster legal awareness lies in the assumption that if a person does not know what the law is, of course he cannot carry out the law properly, the public knows that the law is important for the community because it protects the community from various kinds of problems. kinds of things that are against the law. Therefore, in an effort to foster legal awareness, the focus must first be on efforts to increase legal knowledge.

The legal learning process must be used as a 'workshop' for fostering student legal knowledge starting with educators' efforts to design effective and efficient learning processes in an effort to increase student knowledge. The initial focus of educators to design such learning must start from designing appropriate learning methods to achieve the goals that have been set. In the lecture process, learning methods play an important role in improving the quality of learning [8]. This is because no matter how good the material that has been prepared without the use of appropriate learning methods, the learning objectives will not be achieved optimally. So, as an effort to foster legal knowledge for students in the legal learning process, educators must design or choose the right learning method.

Legal basic learning through the e-case studies approach as a learning method in the realm of legal learning is aimed at fostering legal awareness of students in the classroom. This learning method is designed online to present case study-based learning in which students are asked to examine a particular case in order to find the legal elements in it. The e-case studies approach as the basis for this legal basic learning method is oriented towards explanations related to a particular problem, event, or situation which students then examine and find the best alternative solution to the problem presented. The use of this method aims to train students' cognitive abilities to be able to find out various facts and legal elements in a particular case which in the analysis process is based on applicable legal rules [9]. Legal basic learning method through e-case studies approach is a part of the effort to realize students' legal knowledge in the legal learning process.

5. CONCLUSION

Legal Basic Learning Method is a learning method based on legal materials based on the basis of the e-case study approach in its conceptual construction. The orientation of the legal basic is to form legal knowledge in constructive legal awareness, so that students can have a framework of thinking construction based on legal logic that constructs the competence of students as problem solvers. This is because legal knowledge is the basis of awareness of the law, without legal knowledge legal

awareness cannot be formed. Referring to the urgency, this method is a method that can be used in the legal learning process to implement legal learning plans that have been prepared in the form of teaching and learning activities in order to help achieve learning objectives in developing students' legal knowledge, so that educators have guidelines in presentation techniques. in presenting learning materials to students aimed at either individually or in groups with the aim that the subject matter can be absorbed, understood and utilized by students properly.

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