

The Internalisation of Law Awareness in Developing Students' Characters

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This study aims to shape the character of students through the internalisation of law awareness. This arises from the problem of the degradation of citizens' characters, including students who violate many rules (of law) both in the school environment and society in general. The process of forming the students' characters can be carried out through learning in the classroom, environment and supporting programs that provide law education so that the internalisation of law awareness in students will also strengthen their characters as good citizens. The research approach used is a case study with a qualitative research method. The results of this show that the internalisation of law awareness to strengthen students' characters can be carried out in three ways, namely: (1) the internalisation of law awareness through effective civic education learning which is meaningful and participatory learning, (2) the habituation of the implementation of rules (of law) at schools, and (3) a supporting program, namely through special forums that provide law education in the form of the Forum Pelajar Sadar Hukum (FPSH) or the Law Awareness Student Forum which instills law awareness so as to create an obedient attitude to the norms, regulations that apply at schools and community environment.

Key words: *Habituation, Law awareness, Lawfulness.*

Introduction

The Indonesian nation is now experiencing a moral crisis which has an impact on the crisis of the nation's character values. Rejekiingsih (2015) even mentions that citizens' behaviour in this global era often creates moral dilemmas. The symptom of eroding these basic values is very apparent from the behaviour exhibited by younger generations (Murdiono, 2014, p. 15),

most of which display behaviours that are judged to be unfavourable and are often in the form of deviant behaviour (Sumantri, 2001, p. 1). This can be seen from the reality happening right now dealing with the character of society such as corruption, violence, sexual crimes, destruction, mass fights, etc. which shows the bad characters of its citizens (Publication Center for Curriculum Research and Development Board of the Ministry of National Education, 2010, p.1). If such behaviour is reviewed, it is a violation of the rules (of law), whereas law awareness is an indicator of good citizens (Belladonna, 2013).

Citizens' behaviour which violates the rules (of law), especially in the awareness and compliance with the rules (of law) shows the decline in law awareness and lawlessness (Rosana, 2014, p.5). The absence of a legal compliance culture in society makes many citizens not behave in accordance with the rules (of law). In fact, without law and law enforcement as well as the legal compliance culture, in the end, it is impossible to realise the purpose of a rule of law (Godson, 2004). This is caused by the influence of the environment as one of the factors triggering many students to display behaviour which is considered unfavourable and is often in the form of deviant behaviour (Sumantri, 2001, p. 1). In addition, Mukhlas (1999, p. 13) states that deviant behaviour and disobedience to the law are caused by a lack of spiritual awareness, low legal knowledge, which makes the apathetic side about the law increase more, where citizens should have moral considerations consisting of many values as a code of conduct to be a good citizen (Rejekiningsih, 2015).

The behaviour indicates the ineffectiveness of fostering moral values at schools (Wahab, 1999, p. 2). Similarly, Mahfud M.D (2010) expresses that moral decline occurs because education in Indonesia only educates brains to get diplomas rather than educating character. Thus, the world of education is still unable to produce good citizens (Kuncorowati, 2009, p. 67). It is assumed that education as a process of inculcation of good values is only limited to the transfer of knowledge, and it has not touched the aspect of instilling values. In the end, students are only able to memorise and comprehend without understanding and applying the knowledge they have gained during the learning process. So, these values require us to orient the truth, and the task of educators is how to internalise these values to students. In this context, the character education process needs to be designed in a holistic and contextual perspective so that it is able to build dialogic-critical thinking in shaping humans to have characters at all levels of society, namely family, school, community and country (Mulyono, 2017, p. 219).

Thus, the most strategic vehicle needed to shape the morals and characters of adolescents early on is through education. As stated by Sanusi (1998, p. 267), the process of educating students is assumed to have several functions such as being able to grow or transform positive values while empowering and developing students' personality potential. Understanding rights and obligations as citizens also means obeying the applicable law rules.

A similar opinion was also stated by Kuncorowati (2009, p. 68), explaining that legal awareness can be carried out through education, both at formal schools and non-formal schools, aiming at making good citizens who understand the rights and obligations of a citizen. Having knowledge of the applicable laws, understanding the contents of these regulations and raising law awareness (Hasibuan, 2013), as well as the legal compliance culture are some of the main features of civilised society (Zuriah, 2010, p. 45).

Research Method

This research begins with a preliminary study that aims to determine the objective conditions of law awareness in Bandung Pasundan High School. In accordance with the objectives to be achieved, the type of research employed is qualitative. Researchers use a case study method using a qualitative approach. As stated by Nasution (2003, p. 5), the nature of qualitative research is to observe people in their environment, interact with them, try to understand their language and interpretation of the world around them. In line with the characteristics put forward by Bogdan & Biklen (1982, p. 28), *qualitative researches are concerned with processes rather than simply with outcomes or products*. The qualitative emphasis on the process specifically benefits research in education which can be seen in daily activities. This research focuses on the internalisation of law awareness of students in Bandung Pasundan High School as smart and good citizens, namely through the process of learning in the classroom and a supporting law education program at school. This can be revealed through a qualitative approach where researchers interact directly with civic education teachers through a process of observation and interview, as expressed by Mc Millan and Schumacher (Moleong, 2006), who state that phenomena and events are interpreted properly if interactions are carried out through observation and in-depth interviews with information sources. A case study is deployed because this method is carried out intensively, in detail, and in depth with certain individuals, groups, organisations or symptoms. The specific symptom which is typical in this study is Bandung Pasundan High School, that not only conducts the learning of law education through a civic education subject, but also does the habituation and develops a forum as an effort to internalise law awareness in order to strengthen the students' characters. Qualitative data analysis in the field is based on the Miles and Huberman model, which consists of four activities, namely data collecting, data reduction, data display, and conclusion drawing/verification.

Discussion

Character building needs to be done as early as possible, including in the scope of education, because through character education, it can be applied by schools as a vehicle to raise awareness of the rules (of law) so that students' characters will be formed as a manifestation of a good citizen. This is related to what has been expressed by Kilpatrick in Megawangi

(2004, p. 113), who states that one of the causes of a person's inability to behave properly, even though the person is cognitively aware of it, is that, they are not trained to perform virtuous or moral actions. In line with Wiranata (2011, p. 94), even though humans with all their intellect have developed various systems of action for the sake of their lives, the mastery must still be based on the concepts of habituation and learning.

Habituation is a process of forming attitudes and behaviour that are relatively sedentary and automatic through a repetitive learning process. In line with Wiranata (2011, p. 94), even though humans with all their intellect have developed various systems of action for the sake of their lives, the mastery must still be based on the concepts of habituation and learning. On the other hand, according to Budimansyah (2010, p. 63), habituation is the process of creating a variety of situations and conditions (persistent-life situation) which contains various kinds of reinforcement that allows students in their education units, at their house, or in their community environment to get used to behaving according to a value, and making a set of values that has been internalised and personalised through the process of developing spiritual values and emotion (olah hati), intellect (olah pikir), physic (olah raga), affection (olah rasa), and creativity (olah karsa) as characters. The habituation process referred to in this paper is a form of habituation carried out in the school environment and through a learning process in the implementation of the applicable law awareness so that ultimately it forms the characters of students as good citizens.

In a micro perspective, Winataputra and Saripudin (2011, pp. 37-38), state that character development can be divided into four pillars, namely (1) teaching and learning activities in the classroom; (2) daily activities in the form of school culture; (3) extra-curricular and co-curricular activities, and (4) daily activities at home and in the community. In teaching and learning activities in the classroom, character development is carried out by using an integrated approach in all subjects (embedded approach). Through learning civic education as a subject that has a law education mission, namely developing characters and behaviour that is aware of law, then character development must be the main focus that can use a variety of strategies/methods of character education (value/character education). Within the framework of a civic education subject, characters are developed as an instructional effect and also a nurturant effect.

Law Education can be obtained through a Civic Education subject that has a field of study possessing a corridor of "value-based education." Civic Education focuses on three components of development, namely civic knowledge, civic skills and civic disposition (Suryadi and Somardi in Setiawan, 2008, p. 754). The most important thing is that, in the end, students are able to reflect these three components in the lives of citizens, nation and state. This indicates that Civic Education is expected to be meaningful to the students' lives.



The scope of a Civic Education subject covers several aspects, one of which is norms, laws and regulations, including: orders in a family life, rules at schools, applicable norms in citizens, regional regulations, norms in the national and state life, national law and justice system, as well as international law and justice. Thus, learning law awareness through education can be applied by schools as an excellent vehicle in an effort to build students' characters, where the purpose is to foster a strong sense of law awareness as a good citizen.

Civic education at school can convey the knowledge needed for students to understand the importance of the rule of law and how to apply this understanding in practice (Hansen, 2011). Of course, the school is a place to develop or build civic disposition through character culture in its environment (Susanto, 2016, p. 97).

Furthermore, character development is also carried out through habituation in the school environment. This is based on Kilpatrick's thought that one of the causes of a person's inability to behave properly, even though the person cognitively knows it, is that, the person is not trained to perform virtues or moral actions (Megawangi, 2004, p. 113). So, this is as a person's nature in responding to situations morally manifested in real actions through good behaviour, honesty, responsibility, respectful of others, and other good character traits. This opinion is in line with what is expressed by Aristotle (Megawangi, 2004, p. 113), that the character is closely related to the "habit" that is continuously done.

Habituation activities of law awareness can be applied in the classroom, school or family environment, because educational institutions (schools) must become positive character-based learning places and produce graduates who have characters as good and smart citizens. In line with this, Bierstedt (in Kuncorowati, 2009, p.61), states that the emergence of law awareness is driven by the extent of compliance with law based on: indoctrination, habituation, utility and identification.

Law awareness is carried out through the habituation of the smallest things so that people understand the rules that exist in society (Arwiyah and Machfiroh, 2014). Thus, the habituation of law awareness is the necessity for creating good character of students, for example, someone will obey the law because of the routines that he performs. That is because forming a human who has good morals is not a sudden thing. One needs a long process that requires stages, and needs a condition that allows an individual to behave as a person who has the expected morals (moral action). Therefore, a habituation which implicitly implies modelling is needed (Rohman, 2012, p. 46). Teachers can give examples of attitudes in accordance with the applicable law, so it raises the legal awareness of students as good citizens. It would be better if the introduction of the rules and law awareness is inserted in all subjects and in the school environment by the entire academic community through the provision of examples, so not only will the process of habituation form knowledge and



understanding, but also behave in accordance with the existing rules and laws. According to Rimang (2011, p. 38), the personality of educators is an asset that must be nurtured and fostered continuously so as not to go out of the established path. Personality as a determinant of the relationship between educators and students will be reflected in the model of coaching and guidance given at all times. As role models, teachers and academics need to have personalities that can be used as figures/profiles. All parts of their lives are plenary figures, and it is the impression raised by a teacher as an ideal and perfect figure, so that students have a desire to emulate the good things of what they see.

For this reason, it is clear the role of education in developing the character of citizens through law awareness can be carried out through habituation, which over time can build good characters of students. In line with these thoughts, Budimansyah (2010, p. 63), reveals that habituation is the process of creating various situations and conditions (persistent life situation) that contain a variety of reinforcements that allow students in their education units, at their house, in the community environment, to accustom themselves to behave according to values and make a set of values that have been internalised and personalised through the process of developing spirituality and emotion (olah hati), intellect (olah pikir), physic (olah raga), affection (olah rasa), and creativity (olah karsa) as characters. Therefore, not only does education instil new knowledge, but is also intended to arouse feelings and form positive traits. Through this follow-up process, it is hoped that a sincere obedience can be raised, then the law will work effectively (Kuncorowati, 2009, p. 69).

Guidance and habituation of noble morality for high school students must be carried out in an integrated manner between three centres of the educational environment, namely home, school and community. These three environments need to create a rhythmic atmosphere, because they are places where children live to meet their needs. At the initial stage, the process of habituating noble morals can be undertaken with a bit of coercion so that good values are embedded in the souls of students, and manifested in positive behaviour that appears easily and spontaneously. The process of instilling this value becomes the duty of every teacher, that must be done jointly with the parents of students, supported by a community environment that also develops noble moral values in their social relations, so students are not faced with conflicting values amongst the experiences gained at school, at home and in the community.

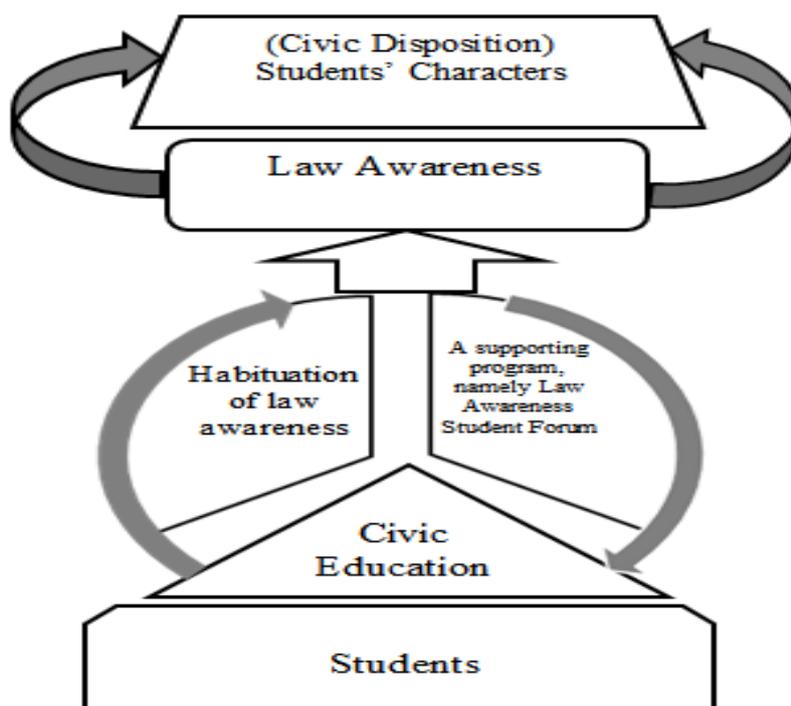
Overall, the law awareness of students in Bandung Pasundan High School can be said to be good. It can be seen from their adherence to the rules set by the school daily, such as time discipline, dressing modestly, doing tasks with full responsibility and avoiding conflict, no bullying, and no serious violations of the law are found which lead to criminal offences. School participation also looks very dominant in creating characters through student discipline and compliance. Students who violate the school regulations will be followed up in

accordance with the established rules. This is unwittingly constituting law education as a mission of the Civic Education subject. This can be proven by the attitudes and behaviour of all school residents in Bandung Pasundan High School who are disciplined in applying the rules, and students are present according to the schedule in attending learning activities in the classroom. Each teacher also has their own rules (of law) in providing sanctions if there are students who are not disciplined in time or attitude when the learning activities take place.

After the integration of law awareness education through a Civic Education learning program, the law awareness habituation program in the school environment as a support of this law education can be made better with the support of a non-learning program, namely the establishment of the Forum Pelajar Sadar Hukum (FPSH) or the Legal Awareness Student Forum at Bandung Pasundan High School. The Law Awareness Student Forum is a forum that houses organisations at the school in understanding the law awareness and rules in social life with ethics, morals, characters, and manners through disciplinary enforcement activities at school.

This forum is attended by students as an extracurricular activity. Through this activity, the internalisation of law awareness education exists but it is neither explicit nor as real as Civic Education learning. Especially, the existence of the forum really supports the implementation and realisation of law awareness education to strengthen the civic education learning obtained in the classroom.

Figure 1





Conclusion

- a. Law awareness learning programs implemented in high schools are formed through a learning driven from a Civic Education subject. This shows that Civic Education as a curricular program at school can be a vehicle for law education in developing citizens who obey the applicable law. In connection with this research, Civic Education learning as a subject integrates law awareness education at Bandung Pasundan High School.
- b. The process of internalisation of law awareness is also continuously assisted with the habituation pattern which is carried out routinely and spontaneously. Also, exemplar behaviour which is shown by all school members gradually forms students' characters so that they obey the rules (of law), reflected from their discipline, obedience in wearing school uniform, etc. In addition, the role of the teachers as role models is very crucial in improving the students' law awareness in their daily lives.
- c. A supporting program of law awareness learning is also provided through an extracurricular activity in the form of the Forum Pelajar Sadar Hukum (FPSH) or the Lawful Awareness Student Forum, in which the forum becomes a place for students to exchange ideas freely about the law with the guidance of legal counsellors so that students understand and obey or comply with the legal norms and applicable laws and regulations.

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