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## Law and Human Rights Awareness School Group: A Multi-Dimensional Study to Build a Law-Cultured Society

Yenny Aman Serah<sup>1</sup>, Rini Setiawati<sup>2</sup>, Sri Ayu Septinawati<sup>3</sup>, Resmaya Agnesia Mutiara Sirait<sup>4</sup>

<sup>1</sup> Faculty of Law Universitas Panca Bhakti, Pontianak, Indonesia, [yenny.upb@gmail.com](mailto:yenny.upb@gmail.com)

<sup>2</sup> Faculty of Law Universitas Panca Bhakti, Pontianak, Indonesia, [rini090366@gmail.com](mailto:rini090366@gmail.com)

<sup>3</sup> Faculty of Law Universitas Panca Bhakti, Pontianak, Indonesia, [septin2006@yahoo.co.id](mailto:septin2006@yahoo.co.id)

<sup>4</sup> Faculty of Law Universitas Panca Bhakti, Pontianak, Indonesia, [agnesiamutiara@gmail.com](mailto:agnesiamutiara@gmail.com)

Corresponding Author: [yenny.upb@gmail.com](mailto:yenny.upb@gmail.com)

**Abstract:** The purpose of this study is to examine the effectiveness of the establishment and development of Law and Human Rights Aware Schools that commit to instilling legal values in their students in improving and building a law-cultured society. Through qualitative research methods and multi-dimensional studies, the results of the research show that the Law and Human Rights Awareness School coaching programme is effective in increasing students' knowledge and understanding of applicable laws and regulations. In addition, the programme also succeeded in shaping students' positive attitudes towards legal compliance and encouraging their active participation in law-related activities. A further implication is that there is a positive impact on the legal awareness of the community as a whole, where students who have participated in the Law and Human Rights Aware Schools programme become agents of change who spread legal values to their surrounding environment. Therefore, it is recommended that the Law and Human Rights Aware Schools programme be expanded and integrated more widely into the education curriculum to build a law-abiding society.

**Keyword:** Legal Awareness; Legal Culture; Law and Human Rights Aware School; Legal Effectiveness; Legal Education.

### INTRODUCTION

Public legal awareness is one of the important factors in realising a just and prosperous legal state. (Mulyani et al., 2021) Legal awareness is something to achieve the value and purpose of law. (Puspa Yuliasari, Idrus Affandi, 2019) Public legal awareness can be interpreted as understanding and compliance with applicable law. (Azmi Faendri, 2011) Legal Awareness, which means awareness of what we should do or do or what we should not do or do, especially towards others. This means awareness of our respective legal obligations towards others. (Rosana, n.d.) Legal awareness is an important component to realise the rule of law (Roihanah, n.d.), but at its empirical level, there are still many challenges faced in its realisation.

Fostering legal awareness requires legal knowledge and understanding, which is often still sidelined in terms of legal education. In fact, efforts to foster legal awareness take time and process across generations.(Absori et al., 2022; Evendia et al., 2022) Fostering legal awareness is a demand for social reform that is currently the government's concern and has begun to be promoted in various development efforts. (Musjtari, 2015)

Public legal awareness can be built through various efforts, one of which is through legal education. Legal education can be provided to the community through various channels, one of which is through formal education in schools. Therefore, education for legal awareness should be carried out since the scope of primary and secondary education. School is a very important level of education for the formation of children's character and personality.(Absori et al., 2022) At this level, children begin to learn about various things, including the law. Legal education in schools can provide children with a basic understanding of the law so that they can grow into law-aware citizens.

However, in practice, legal education in schools is still not running optimally. This is due to various factors, including the lack of teachers' understanding of the law, the lack of legal education facilities and infrastructure as well as the lack of support from the government and the community. Therefore, fostering schools' awareness of law and human rights is one of the efforts to increase public legal awareness. However, the implementation of this guidance is not easy and faces various challenges, including the level of community participation, where the development of law-aware schools is not only the responsibility of the government but also the community. The community needs to participate in supporting the implementation of this coaching. However, in reality, community participation in fostering law-aware schools is still not optimal.

Law-aware school development is one of the efforts that can be made to increase public legal awareness. Law-aware school development can be carried out through various activities, including legal learning in schools; extracurricular activities related to law; and cooperation between schools and legal institutions. With the development of law-aware schools, it is expected that students can understand and comply with applicable laws. This will be an important asset for students to become law-aware citizens.

Legal education (Purbacaraka & Soekanto, 1983) is one of the efforts that can be made to increase public legal awareness. Legal education can be carried out through various channels, one of which is formal education in schools, extracurricular activities related to law to increase students' awareness of the importance of law; and cooperation between schools and legal institutions can provide direct experience to students about the application of law.

This research examines the effectiveness of coaching Law and Human Rights Aware School Groups to realise community legal awareness. Law Awareness School and Human Rights is a formal educational institution that has a group of law-aware students and has been fostered because the initiative has fulfilled the criteria, among others, dimensions of Access to Legal Information, Access to Law Implementation, Access to Justice and Access to Democracy and Regulations from the Ministry of Law and Human Rights.

## **METHOD**

This research is descriptive using qualitative methods with a sociological juridical approach (Qamar et al., 2017) This research seeks to describe in detail the social phenomena that are the subject matter without conducting a hypothesis and statistical calculations. In sociological legal research, what is studied initially is secondary data, and then proceeds with research on primary data in the field or community. Field research is conducted with methods and data collection tools in the form of questionnaires, interviews and observations.

## RESULTS AND DISCUSSION

### Understanding the Concept of Public Legal Awareness

Discussing the issue of law as a system (Santoyo, 2008), Lawrence M. Friedman suggests there are three components contained in the law. The first component; is the structural component of the law, namely the parts that move in a mechanism. The second component is the substance of the law, which is the actual result issued by the legal system. Structure and substance constitute what is generally called the legal system. The third component; is the legal culture which is the human attitude towards law and the legal system - beliefs, values thoughts and expectations. In other words, legal culture is the atmosphere of social thought and social forces that determine how the law is used, avoided or misused. Legal culture is the overall factors that determine how the legal system gets an appropriate and acceptable place within the cultural framework of society.

Lawrence M. Friedman (Santoyo, 2008) describes culture as not just a collection of forms of behaviour and thought that are mutually exclusive, but culture is defined as a category of values that includes all social values related to law, along with attitudes that affect the operation of law but which are not the result of deduction from substance and structure. This includes respect or disrespect for the law.

It can also be said that humans are the result of society. Both clearly show the dialectical characteristics found in society as a social phenomenon. (Roihanah, n.d.) Society as a process can be viewed from two aspects which in reality are not separated from one another because they are one. First, society can be viewed in terms of its members who form, support, support and continue a certain pattern of common life that we call society, or who seek to change it. Secondly, society can be viewed in terms of the influence of its structure on its members. This influence is so important that it can be said that without it humans could not live, let alone develop. So, 'society as process' means two things at once, namely that the individual upholds society and is responsible for its state, and society plays such a role in the individual that his existence as a human being depends on it.

Reality shows, that almost every area of life today is governed by legal regulations. Through this norming of human behaviour, the law explores almost all areas of human life. For a society that is developing the law is always associated with efforts to improve the standard of living of the community towards a better direction. Faced with this situation, the role of law is increasingly important. The function of law is not enough just as social control, but more than that. The expected function of law is to make efforts to move the community to behave following new ways to achieve legal goals.

To act or behave following the provisions of the law, there needs to be legal awareness from the community, because this factor is a bridge that connects legal regulations with the behaviour of community members.

The legal awareness of the community, by Lawrence M. Friedman, is closely related to the issue of legal culture. What is meant by legal culture here is a category of values, views and attitudes that influence the working of law. (Hermawan Usman, 2014)

Fostering legal awareness is a demand for social reform that is currently the concern of the government and is promoted in various development efforts. Thus, the enforcement of a new legal regulation will become a reality if it is supported by the legal awareness of all citizens. Awareness of the applicability of the law is the basis of the implementation of the law itself.

Legal awareness here is awareness to act following legal provisions. Public legal awareness is a kind of bridge that connects legal regulations with the legal behaviour of community members. L.M. Friedman is more inclined to call it part of the 'legal culture', namely values, and attitudes that affect the operation of the law.

In the process of working the law, every member of society is seen as a legal address. (Hermawan Usman, 2014) Indeed, the growth of public legal awareness is strongly

influenced by the operation of various factors and forces. In this case, the actions that will be taken by citizens as a response to legal regulations are highly dependent on the content of the legal norms themselves, the sanctions, the activities of the implementers of the law and all extrajudicial factors that work on him.

Therefore, there needs to be efforts towards fostering public legal awareness. The development should be oriented towards efforts to instil, socialise and institutionalise the values underlying the legal regulations. For this reason, it is necessary to pay attention to the problem of legal communication, following the dissemination of legislation so that it can be known by members of the community as the target of legal regulation. Legal communication efforts can be carried out through legal education and counselling (Ernis, 2018)

### **The Effectiveness of the Establishment and Coaching of Law and Human Rights Aware Schools in Building Community Legal Awareness.**

Community legal awareness is a value that exists in society in the form of understanding in the form of obedience and compliance with existing regulations. (Medaline, 2017; Susmiarsih et al., 2019) The community is included in the category of legal awareness if the community generally obeys the applicable law because it is based on community understanding, not because of coercion for fear of sanctions that must be faced.

Lawrence M Friedman coined the term legal culture to emphasise that law is best understood and described as a system of products of social power and equal channels of power. Although the law was and is generally defined as a set of written or unwritten rules or norms about right and wrong behaviour, obligations and rights. (Masson-Zwaan, 2001)

Legal culture is a complex and comprehensive phenomenon that occurs in social life and includes norms, principles, legal awareness, legal relations, and legal behaviour in the process of realising life goals in society. (Farma Rahayu, Mella Ismelina, Nenu Ruhaeni, Arinto Nurcahyo, 2010; Samekto, 1989)) The need to improve legal culture is also fully supported by the rapid introduction of new technology, which requires discipline, concentration, professionalism, and a high work culture. (Hermawan Usman, 2014)

People understand and are aware that there are laws that regulate human behaviour to achieve the goals of the Indonesian state contained in Pancasila. To carry out these goals we are obliged to obey the rules or laws that apply in Indonesia so that people recognise the existence of the law even though sometimes indifferent. And less concerned about the existence of the law. (Sumartini, 2021)

The Law and Human Rights Aware School Group was launched to improve students' knowledge, understanding and awareness of law and human rights. This programme is expected to create a young generation that obeys the law and upholds human rights values.

Law and Human Rights Aware School is a formal educational institution that has a group of law-aware students and has been fostered or through self-initiative has fulfilled the criteria of Law and Human Rights Aware School, including the dimensions of Access to Legal Information, Access to Law Implementation, Access to Justice and Access to Democracy and Regulation.

The objectives of the declaration of the Law and Human Rights Awareness School programme include (1) Increasing students' understanding of the law and human rights, to avoid exposure to criminality which in turn will prepare them as agents of change in realising a law-abiding society. (2) Encourage educational institutions to integrate legal and human rights issues into the school curriculum, so that it becomes an important part of daily education. (3) Educating students in particular about the importance of the rule of law and human rights in the life of the nation so that they can become pioneers in supporting efforts to respect human rights and the rule of law throughout the country.

The Ministry of Law and Human Rights concept of law- and human rights-aware schools is an approach that aims to ensure that teachers and students have a good understanding of the law, human rights and justice values that live in society:

1. Legal Understanding: Providing students with information and understanding of fundamental legal principles, including an understanding of laws and regulations, legal processes, and the role of law in maintaining social order to realise a school culture.
2. Human Rights: Students are taught about understanding the concepts and values of justice. and Social where taught how to understand and implement the value of justice and values Students and social
3. Ethics and Justice and Social Values: This concept also includes learning about ethics within the school environment, as well as how to solve social problems and conflicts in a fair manner.
4. Social Participation: A school that is aware of the law and human rights encourages students to participate in social life and understand their rights and obligations especially involvement in democratic processes and how to play an active role in bringing about positive change in the school environment.

The Law and Human Rights Awareness School Group has great potential to raise community legal awareness through formal education. However, its success depends on good design, effective implementation, proper measurement, and support from various relevant parties. By addressing the challenges, such a programme can be an important instrument in building a more law-aware society that respects the principles of justice.

For this reason, it is necessary to assess the potential and effectiveness of this group of Law and Human Rights Aware Schools in building a legal culture in the community through legal education, as can be seen in the following table;

**Table 1: Opinions of Respondents and Teachers related to the establishment of Law and Human Rights-Aware School Groups**

N=55				
No	Question	Answer (Yes)	Answer (No)	Answer (Don't Know)
1	Are respondents aware of the Law and Human Rights Aware School programme?	43 (78,18%)	7 (12,72%)	5 (9,10%)
2	Is the Respondent a member of the Law and Human Rights Aware School Group?	28 (50,90)	22 (40%)	5 (9,10%)
3	To what extent does the Law and Human Rights Awareness School Group provide benefits?			
	a. The Law and Human Rights Awareness School group helps to improve Respondents' knowledge of the law.	35 (63,64%)	2 (3,63%)	18 (32,73%)
	b. Law and Human Rights Awareness School groups help Respondents understand the importance of obeying the law.	37 (62,27%)	-	18 (32,73%)
	c. The Law and Human Rights Awareness School group encouraged respondents to behave following legal norms.	36 (65,45%)	2 (3,63%)	17 (30,92%)
4	Respondents' opinions on the effectiveness of forming and fostering school groups aware of law and human rights in increasing community legal awareness	40 (72,73%)	-	15 (27,27%)

5	Respondents' expectation to increase the effectiveness of coaching the Law and Human Rights Aware School group;	21 (38,19%)	-	-
	Increased socialisation activities on the law to students.	10 (18,18%)	-	-
	Law and Human Rights Awareness School Group activities are more interesting and interactive.	4 (7,27%)	-	-
	Involving parents and the community in the Law and Human Rights Aware School programme.	20 (36,36%)	-	-
	d. All correct			-

Data Source: Processed Field Research Results

Based on the data in the table above, it can be revealed and analysed, among others:

1. A total of 43 (78.18%) student and teacher respondents were aware of the Legal and Human Rights Awareness School programme in their school environment, so the existence of the Legal and Human Rights Awareness School Group has been socialised.
2. However, only some, namely 50.90%, have joined the Law and Human Rights Aware School Group.
3. There are more than 60% of respondents think that the Law and Human Rights Aware School Group provides benefits in terms of building community legal awareness and culture, namely in the form of (a) increasing respondents' knowledge of the law as revealed by 35 (63.64%) respondents, (b) helping respondents understand the importance of obeying the law as revealed by 37 (62.67%) respondents, and (c) encouraging respondents to behave following legal norms as revealed by 36 (65.45%) respondents.
4. The Law and Human Rights Awareness School group is considered effective in increasing students' knowledge of the law to build legal awareness and culture in the community, as revealed by 40 (72.73%) respondents.
5. The expectations of students and teachers as respondents to increase efforts to foster Law and Human Rights Aware School groups to be more effective in building community legal awareness and culture include (a) More socialisation about the law to students, which was responded by 38.19% of respondents; (b) Activities of the Law and Human Rights Aware School Group to be more interesting and interactive, such as by utilising digital media, which was revealed by 18.18% of respondents; (c) Involving parents and the community in the Law and Human Rights Aware School program, which was responded by 7.27% of respondents; and (d) a total of 36.36% of respondents gave hope to all of these things at points a, b and c.

Based on this, the formation and guidance of the Law Aware School Group can be considered effective in building awareness and legal culture of the community that is built since a person grows up so that they are accustomed to and can shape themselves to behave following the norms that apply in the social order of human life in society, where they can become pioneers in the future in supporting efforts to respect human rights and the rule of law in the school environment,

Based on the results of interviews with Legal Counselors of the West Kalimantan Regional Office of the Ministry of Law and Human Rights, information was obtained regarding the effectiveness of the establishment and development of Law and Human Rights Aware Schools, including from the positive aspects, Law and Human Rights Aware Schools have proven effective in increasing students' knowledge and awareness of law and human rights. This can be seen from the enthusiasm of students in participating in the socialisation and training activities organised. The program helps foster a culture of law-abiding and

respect for human rights in the school environment. Students become more accustomed to resolving conflicts peacefully and respecting the human rights of others. The activities at Sekolah Sadar Hukum dan Hak Asasi Manusia train students' soft skills, such as communication, leadership and teamwork. This is beneficial for their future self-development. Therefore, the Law and Human Rights Aware School Programme is in line with the national education goals to educate the nation and build Indonesian people with character.

In the framework of fostering Law and Human Rights Aware Schools, several challenges require several aspects that need to be strengthened, including the lack of human resources and budgets that become obstacles in implementing the Law and Human Rights Aware School programme to the fullest. This has led to the limited reach of the programme and the lack of variety of activities that can be carried out. Furthermore, the lack of coordination between stakeholders, such as schools, the Regional Office of the Ministry of Law and Human Rights, and civil society organisations, can hamper the effectiveness of the programme. The learning methods used are sometimes less interesting for students, so they are less enthusiastic about participating in the activities. Teachers who have not received adequate training on law and human rights can make it difficult for them to guide students in Law and Human Rights Aware Schools.

Law and Human Rights Aware School is an effective programme for raising awareness of law and human rights, building a culture of law and human rights in schools, and improving students' soft skills. However, the programme still needs to be strengthened by improving resources, coordination, learning methods, and teacher coaching. With joint efforts from various parties, the Law and Human Rights Awareness School programme can become a more effective and beneficial programme for Indonesia's young generation.

## CONCLUSION

The research concludes that the establishment and nurturing of Law and Human Rights Aware School Groups has a significant role in increasing legal awareness among students. Through this programme, students gain better knowledge of laws and regulations and develop more positive attitudes towards legal compliance. The results also show that students involved in the program not only comply with the law but also actively spread legal knowledge in their environment, thus contributing to the overall improvement of legal awareness in the community.

Based on the results of the study, several things are recommended, including The law and human rights awareness school development programme should be expanded to more schools and regions to achieve a wider impact in the framework of building a legal culture in the community. Then there is a need for continuous capacity building of teachers to improve their knowledge and skills in guiding students in Law and Human Rights Aware Schools.

For the sustainability of the programme, the government needs to increase budget allocations and human resources to support the implementation of the Law and Human Rights Aware School programme, and the Regional Office of the Ministry of Law and Human Rights needs to improve coordination with schools, civil society organisations, and other relevant agencies to ensure the smooth running of the programme and develop more interesting and interactive learning methods to increase student enthusiasm.

Finally, this research can be followed up with a more in-depth study to achieve its effectiveness by developing a policy of continuous and sustainable guidance, monitoring and evaluation of the implementation of the Law and Human Rights Aware School programme. With proper implementation and development, the law-aware school coaching programme can be an effective strategy in building a society that is more aware of the law and compliant with applicable regulations.

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