

Development of Law and Human Rights Awareness in Civics Education (Case Study of Law and Human Rights Awareness Students Forum (FPSH HAM) West Java)

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ABSTRACT

At present learning about law and human rights is still centered in formal education in schools through learning Citizenship Education. But in reality learning law and human rights in Civics Education is not enough through formal education only, but the idea for developing legal awareness and human rights in Civics Education can also be implemented using other methods such as a forum called Law and Human Rights Awareness Student Forum (*Forum Pelajar Sadar Hukum dan HAM* (FPSH)) West Java that play the role as Citizenship Education. Several programs of law and human rights development activities carried out by FPSH West Java are following legal counseling for professional organization or communication, school socialization activities, training in introducing law to school, counseling legal awareness to schools, coordinating the exploration of legal awareness and human rights development programs, socialization of drug abuse prevention in the scope of family and school, village teaching, etc. This study aims to explore and analyze FPSH West Java programs in improving and developing student's legal and human rights awareness in West Java so that it can overcome violations of law and human rights committed by students. The approach used in this research is qualitative with case study method. Data collection is obtained through documentation studies, observation techniques, interviews, participation, and discussion. Data analysis includes the submission of hypotheses, data interpretation, formulation of meaning, and data organization and categorization. The findings of this study indicate that FPSH West Java, in carrying out its program activities, is in accordance with its objectives and functions. FPSH West Java is able to create a program that collaborates with various parties and related institutions that aims to develop regional progress by involving students and college students. Even though FPSH HAM is still facing obstacles in the implementation of their programs but they strive to carry out good cooperation with various parties and related institutions in order to create a concordance and continuous founding.

Keywords: Law, Human Rights Awareness and Citizenship Education.

INTRODUCTION

This study was inspired from the high number of violations both in law and human rights committed by students nowadays, as we can see from many news reports about cases of such that happened throughout West Java area. Several of the news reports posted by news web portals are: "Committed Robbery in 15 Places, A Group of Students Arrested" (Kompas.com, Thursday, 5 April 2018); "Police Confirmed 3 Suspects in the Bullying Case of a Female High School Student in Bekasi" (JawaPos.com, Friday, 23 August 2019); "Students' High Contribution in Cimahi City's Traffic Violations"

(PikiranRakyat.com, Friday, 13 September 2019); "A 40 seconds Indecent Video of Students Went Viral in Pangandaran" (DeJabar.id, Thursday, 17 October 2019); "The Perpetrators in a Motorcycle Gang Clash in Cirebon Were Students" (TribunJabar.id, Sunday, 5 January 2020); "A Student in Bogor Died Following a Brawl." (Detiknews, Saturday, 25 January 2020); "7 Murderers in Sukabumi Detained, All Are High School Students" (Detiknews.com, Friday, 21 February 2020).

Based on the data from Indonesian Child Protection Commission (*KPAI*), criminal conducts involving children increases every year. The data mentioned that from 2011 until late 2018 there were records of 11,116 Indonesian children involved in criminal cases, dominated by criminal conducts such as street crimes, theft, robbery, motorcycle gang, and murder. *KPAI* Commissioner, Putu Elvina, stated that the number of children crime hit 695 in 2011. Meanwhile in 2018 the total number of children crime increased drastically to 1,434. There were 1,885 cases in the first semester of 2018 where children had to get involved with the law, including cases of drug abuse, theft, and inappropriate conduct. And during January to April 2019 most of the criminal cases involving students are bullying, violence, inappropriate conduct, and student brawl.

These problems, of course, cannot be counted as mere juvenile delinquency. It is beyond that and more likely to be considered as juvenile crime. Surely, juvenile crime is not something to be ignored. Efforts has to be made to save students because they are the future generation of this country.

In Indonesia, based on the nation's historical journey, formal education is set as one of the means to prepare citizens in line with the national aspiration, through social science disciplines in curriculum, and Civics Education is one of them (Wahab & Sapriya, 2011: 290). Civics Education is a subject that is essential for students as young citizens, and as this country's future generation. The objectives of Civics Education are creating good citizens (to have good citizenship).

However, an increase in the development of information and communication technology has create a borderless world, causing a change in social and culture that significantly affecting changes in manner and way of life to be more and more violating law and human rights (cultural shock). The changes, of course, gets even more alarming because the number of crimes committed by students gets higher as a result. This outlined that the study of Civics Education in formal education has yet to achieve an optimal result.

Therefore, as a solution to overcome the problems previously mentioned, the study of law and human rights in Civics through formal education is not enough. Ideas to develop the awareness of law and human rights in Civics can also be implemented through other ways and methods. This can be implemented to become an effort in establishing a breakthrough in Civics studies that not only relying on school but also providing education services that are flexible through out-of-school education so as to create students that possess law and human rights awareness.

A study stated that innovation is necessary in non-formal education and can guide everyone to comply with every regulation imposed in a country (Rao, 2013). Other studies stated that Civics Education can also developed from organizations that has the role of a potential agent in introducing non-formal education to all citizens. A global participation in public area has turn non-formal education into an important activity in earning the experience of studying outside of school and made it possible for citizens to

gain creativities needed to be able to effectively participate in the process of creating virtue in a global scale (Alejo, 2019).

Thus, in this matter, the writer will develop law and human rights awareness in Civics through a forum called Law and Human Rights Awareness Student Forum (*FPSH HAM*). This forum serves as a non-formal educational organization outside of school education system (formal) and is open for Senior High School, Vocational School, Special Education High School, Islamic Senior High School or other of the same level, within West Java Province area. In Civics studies, Law and Human Rights Awareness Student Forum play the role as a citizenship education or education for citizenship. Winataputra & Budimansyah (2011: 11) stated that citizenship education or education for citizenship is a learning experience that can be obtained in or out of school, for example in family environment, religious organization, social organization, or through the media.

About Citizenship Education, Cogan & Derricott (1998: 13) wrote that "The underlying focal point of a study was defined as 'the contribution of education to the development of those characteristics of a citizen'." Wahab & Sapriya (2100: 33), in their interpretation, wrote that Citizenship Education play a role in educating people to be a good citizen and, as is universally accepted, everyone can be categorized as "a good person" and "a good citizen," with a number of obligations to perform certain duties including their responsibility to comply with the law, pay taxes, respect other people's rights, fight for the glory of nation and country, and also fulfil their social obligation, in general, as a citizen.

It is a very positive thing for Law and Human Rights Awareness Student Forum to have a clear vision and mission, contributing to bring change to the better, able to give positive contribution in the progress of nation's and country's development, as well as having a continuous existence. The forum will be able to become a positive role model. Based on the explanation above, this study will answer the importance to develop law and human rights awareness in Civics not only in the context of formal education but also in non-formal education. Therefore, the writer is interested in doing a study entitled: **"Development of Law and Human Rights Awareness in Civics Education (Case Study of Law and Human Rights Awareness Student Forum (FPSH HAM) West Java).**

RESEARCH METHOD

To obtain data, researcher used qualitative approached with case study research method due to the existing connection of the study with current events and is related to the present condition. In collecting data, the technique used are documentation studies, observation, interview, participation, and discussion. In order to obtain credible data, a few steps were taken including submission of hypotheses, data interpretation, formulation of meaning, data organization and categorization. Activities were also held to strengthen data interpretation through continual triangulation until data is saturated and the data analysis component includes reduction, data presentation, and withdrawal of conclusion. Data triangulation covers data collection from participants: Head and Board of Management of Law and Human Rights Awareness Student Forum West Java, Patron and Directors of Law and Human Rights Awareness Student Forum West Java, Civics Education Teachers, Senior High School/Vocational School/Special Education High School/Islamic Senior High School Students. As the next step, to acquire credible data, data collection is performed with documentation study, observation, interview, participation, and discussion techniques. Qualitative data collection utilizes prime and

secondary sources. Prime sources delivered data directly to data collector, meanwhile secondary sources delivered data to data collector indirectly, through other people or through document. (Al Muchtar (2015-256)

RESULTS AND DISCUSSIONS

It is a general standard of success for every nation and country to have every citizen and every organization in the society that possess an acute awareness about law and human rights, which means the nation and country has a low number of law and human rights violation. As mentioned by Tushaus, Gupta & Kapoor (2015) "Legal awareness can also be realized through legal education because knowledge about law will increase, and can even be more effective in teaching how important legal awareness is possessed by everyone."

Human rights awareness is also very important for everyone to possess. According to Prints (2001:8) the importance of increasing knowledge about human rights is aimed to establish human right awareness in order to be able to integrate it in everyday life. Upholding human right awareness is crucial in life at present because by possessing it we will not violate nor robbed other people off their fundamental rights. Human rights awareness is highly important for everyone to have in order to uphold a positive and coercive order of the law so as to overcome violations of human rights because if such violations happens therefore legal suit can be implemented and acted upon (Sorail, 2008).

The development of legal and human rights awareness is in accordance and is a part of Civics Education studies. Civics Education can be broadly formulated including in the process of preparing young generation to take part in their responsibility as citizen, and specifically the role of education such as school, teaching, and learning as part of the process. The study dimension of Civics Education is divided into civics knowledge, civics skill, and civics values. The civics knowledge dimension includes politics, legal, and moral. The civics skill dimension includes skill of participation in life as a citizen of a country. And civics values dimension consists of self-confidence, proficiency in religious, norm, and moral values.

The three study dimensions mentioned will be closely related with the scope of Civics Education. One of the scopes of Civics Education is law and human rights that so far is delivered through the study of Civics Education in formal schools. But the result of Civics Education studies about law and human rights awareness have not yet optimally achieved. Therefore, in this case, law and human rights awareness studies in Civics Education needs to be improved through other ways and methods.

Winataputra (2001) explains that Civics Education as a subject has improved rapidly into science structure known as citizenship education with systematic paradigm that consists of three domains: academical domain, curricular domain, and social and cultural domain. In academical domain, Civics Education evolve within the science community. Curricular domain is a Civics Education praxis concept in the world of formal and non-formal education. Whereas social and cultural domain is a Civics Education praxis concept within the society (Wahab & Sapriya, 2011: 97).

Civics Education, in a research, is said to be an education that aims to establish individual behavior and manner and is implemented in a non-formal way that can also be called citizenship education. The goal is to improve the study of Civics Education to

be more transformative and able to provide an influence to a much better social change (Brown, 2018). Where and how Civics Education can be implemented, according to Branson (1999: 26), is through numerous institutions that helps in improving citizen's knowledge and proficiency and establish their character as well as their commitment as citizen. Family, religious institution, media, and social communities possesses a very effective influence. Based on the explanations, Law and Human Rights Awareness Student Forum West Java acts as a facility to develop law and human rights awareness. Civics Education has to take into account the ability to adjust with what is needed in the current situation, rethink about what is actually needed by students in their studies, which is based on the diverse personal backgrounds and a variety of good Civics study contexts whether it is implemented through formal or non-formal education (Ye, 2019).

Based on the result of the research, Law and Human Rights Awareness Student Forum West Java is established as a citizenship education in developing law and human rights awareness. The forum plays the role as an organization that accommodates *FPSH HAM* and ambassador of Law and Human Rights or other similar organizations in the West Java Province region. Law and Human Rights Awareness Student West Java has held a variety of programs and provide various information to students, especially in West Java, and also for the surrounding communities, including *Parade Cinta Tanah Air*, take part in the introduction and legal counseling in schools, legal awareness counseling in school, take part in socialization activities from institutions or universities, socializing programs related to the upkeep of environmental sanitation, *Human Rights Festival*, charity events to help victims of natural disaster, organizing pick up trash movement, coordinating training in law and human right awareness development, participating in children aspiration bridge, socializing drug abuse prevention in family and school circle, as well as village teaching movement.

The programs organized by Law and Human Rights Awareness Student Forum West Java is in line with law and human rights awareness in Civics Education, and their programs of character building is also in line with Indonesian character values that is actually derived from main character values proclaimed by the government, particularly the ministry of education and culture of the Republic of Indonesia. The crystallization of those character values includes Religious, Nationalist, Independent, Cooperative, and Integrity values (Komalasari dan Saripudin, 2017: 8).

In the excellent programs held by Law and Human Rights Awareness Student Forum as an effort to develop law and human rights awareness, they also collaborate with different related parties and institutions in their goal to support the province's development through the involvement of high school and university students. Legal awareness is possible to achieve if everybody can comply to every regulation of the law effectively. And if everyone's social morality can be strengthened, it can act as an effective approach in developing law awareness (Simatupang, 2017).

Human rights awareness achieved through education is a very important implementation because its goal is to overcome the numerous human rights violations that is currently happening. Achieving human rights awareness through education can be offered effectively via various learning environments, given formally in a learning environment both non-formal and formal (Tibbitts, 2018). From this sentiment, it can be concluded that creating legal and human rights awareness can be conducted through formal, non-formal, and informal education method. Education has to be implemented intensely so as to create a strong synergy in order to achieve a better law and human rights awareness in life.

Thus, in the process of improving law and human rights awareness, *FPSH HAM* West Java has to have a high capability. Compatible with Gillis & Tushaus (2018), the importance of legal and human rights education through a forum aims to build a better nation. And by directly involving students it is expected to create an influence in achieving law and human rights awareness because students can learn from experience, they went through themselves.

In conducting their programs and activities, *FPSH HAM* West Java often face obstacles both internally and externally. The first internal obstacle is miscommunication and misinformation between their board of management positioned throughout West Java region due to the limitation caused by distance. The second internal obstacle is limited funding to support their programs and activities. The third is that there are still several branches of *FPSH HAM* that has yet to operate smoothly. On the other hand, the external obstacles are: first, the lack of support towards *FPSH HAM* from educational academics; second, there are some parties who still doubts in the existence of *FPSH HAM* West Java because the forum hasn't been established for very long; third, there are several *FPSH HAM* in West Java region that are yet to gain full support from local government.

To overcome both internal and external constraints and obstacles in their effort to develop law and human rights awareness, several steps has been implemented. First, to optimize the role of *FPSH HAM* West Java, which means by improving it from its very root, because law and human rights awareness emerged within every individual to change their way of thinking, viewpoints, and personal behavior. Second, by improving coordination related to communication in order to scheduled meetings with every *FPSH HAM* in West Java region along with their patrons and directors for the success of their program in the development of law and human rights awareness. Third, increase the number of interesting programs related to law and human rights development programs. Fourth, establish cooperation with various parties and institutions related to law and human rights development programs. Fifth, maintaining good cooperation with multiple parties and institutions related in order to create harmony and continuation in the development of law and human rights awareness.

CONCLUSIONS

The writer, therefore, concluded that *FPSH HAM* West Java have the responsibility towards students of West Java to develop law and human rights awareness. That is why, in every program, *FPSH HAM* West Java always implement the development of law and human rights awareness that is compatible with materials from Civics Educations studies. Other than through the programs they previously organized, *FPSH HAM* West Java also established several collaborations with various parties and institutions that aims to support regional development involving not only high school but also university students. From what the writer found on the field, so far *FPSH HAM* West Java has made a contribution in the development of law and human rights awareness of students in West Java, as seen from the positive responses given by schools (*SMA/SMK/SMALB/MA*) throughout West Java in the declaration of their participation on being the law and human rights ambassador to *FPSH HAM* West Java.

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