

**IMPLEMENTATION OF LEGAL STUDIES LEARNING FOR
EARLY CHILDHOOD EDUCATION AT RA KAWAKIBI DELI
SERDANG**

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ABSTRACT

This research was conducted to determine the legal learning strategies and models for early childhood education which were implemented at RA Kawakibi Deli Serdang . This research uses a qualitative case study method, & uses the Miles & Hubberman model analysis technique. This research was conducted at RA Kawakibi Deli Serdang . The focus of this research is on models of learning legal aspects for young children, with the hope of internalizing and increasing understanding of legal values from an early age, so that young children are able to implement legal values both in the family , school and community environments, as quoted by Zeece states that the development of children's sensitivity and understanding of what other people think, feel and do is important for the effective functioning of their social world. This understanding is able to enable children to recognize, organize and explain, and sometimes predict, the behavior of other people (Zeece , 2000). Based on research conducted, the legal learning model for early childhood is: (1) introducing law in the simplest way, (2) integrated with learning in other aspects, (3) learning in a contextual way. Meanwhile, the influencing factors are: (1) teachers' knowledge of the law, (2) parents' knowledge of the law, and (3) capacity and ability to be responsible for the law.

Keywords: Learning, Legal Studies, Early Childhood Education

Journal History

Received	: November 21, 2023;
Reviewed	: November 27, 2023;
Accepted	: November 29, 2023;
Published	: November 30, 2023;

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INTRODUCTION

The law is seen as Wrong One aspect important in purposeful society _ For realize formation A comfortable , peaceful community And fair , though on in fact law often violated , the law often No executed by people who don't own awareness law with Good

. Questioning importance application education law for student since early Because very related with values awareness their laws have.

According to Ellya Rosana : Awareness law often linked with arrangement law , formation law , and effectiveness law . Awareness law is awareness existing values _ in self man about existing laws. ¹

Development process knowledge law in history to connection law with existence And role awareness law in society , in body law positive there is ebb and flow process in great time long . Role the can shared in a number of group as following: ²

1. Law public primitive in total it is incarnation from awareness law its people . Book Constitution trusted as incarnation from will And trust public about deed Good or bad .
2. Understand Scholastic , believe it that law originate from order God (medieval). In matter This awareness No important for the law , most importantly is commandment Lord .
3. Mahzab Law Modern Nature (c 18th and 19th) , believe that law is results reflection man with use the ratio .
4. Understand Sociology (end century to 19th and beginning century 20th). Awareness law society role in formation , implementation And analysis law .

In its development, currently the school age for early childhood children according to Law no. 20 of 2003 concerning the National Education System determines the age of 0–6 years, but the study of educational science in tertiary institutions is 0–8 years. ³ Early childhood is often said to be the golden age, meaning the most appropriate age for personal formation, especially those related to religion, norms, values, intelligence (reason, mind/heart, body and taste), discipline, tolerance and so on . ⁴From several experts' opinions that the golden period of early childhood is an important period in the formation of aspects that support life after adulthood, early childhood education (PAUD) in Indonesia is starting to develop rapidly. And this was followed by an increase in the quality and quantity of PAUD teachers.

The quality of this capability is strengthened by the laws contained in Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 8 states that teachers must have academic qualifications, competence, an educational certificate, be physically and spiritually healthy, and have the ability to realize national education goals. These teacher competencies include pedagogical competencies,

¹Ellya Rosana , “Kepatuhan Hukum Sebagai Wujud Kesadaran Masyarakat Hukum”, (<http://ejournal.radenintan.ac.id/index.php/TAPIS/article/view/1600>, accessed December 23 , 2021)

²Munir Fuadi, “Sosiologi Hukum Kontemporer, Kekuatan Interaksi Hukum dan Masyarakat”, Bandung, Citra Aditya Bakti, 2007, p. 80

³ Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional

⁴Santoso, Soengeng, *Peluang dan Tantangan Perkembangan PAUD di Indonesia*, Makalah diberikan pada *Launching JSIT*, Cibubur, 21 Maret 2009

personality competencies, social competencies and professional competencies obtained through professional education.⁵

Not only teachers, all parties have a responsibility to provide learning to young children, whether in the family, school or in a wider environment, namely the community environment, through the design of learning processes that are integrated with each other in broad fields, such as religion, psychology, anthropology, biology, culture, law and policy, and so on. Aspects that are in direct contact with society, specifically, of course require a complex educational model and must be well structured, such as drugs, traffic, religious law and others.

Specifically, the learning and outreach model for early childhood subjects for these aspects has been implemented by parties who have responsibility in certain areas, for example regarding socialization and learning of traffic rules from an early age by the police, socialization on drug abuse by BNN, and religious laws that have been socialized from an early age by schools with a particular religious basis. This process aims to be able to foster well-formed behavior from an early age in order to form a strong society in the future both personally and socially.

Even though the specific process of internalizing legal values for early childhood has been implemented in several aspects in schools, families and in the community, the general process of internalizing legal values that must be obeyed in society is still not well structured. In general, early childhood teachers at RA Kawakibi Deli Serdang have not been able to explain in a structured manner the process of internalizing and learning legal values in general, and parents of students have also not been able to identify the legal values that will be taught to their children. Under these conditions, there is still a need for a well-structured and correct design for teaching legal values in general to young children, with the aim of internalizing legal values from an early age, so that a law-and-order order society will be formed more quickly.

The focus of this research is on the implementation of learning aspects of law for young children, with the hope of internalizing and increasing understanding of legal values from an early age, so that young children are able to implement legal values both in the family, school and community environments, as quoted by Zeece states that the development of children's sensitivity and understanding of what other people think, feel and do is important for the effective functioning of their social world. This understanding is able to enable children to recognize, organize and explain, and sometimes predict, the behavior of other people .⁶

⁵ Undang–Undang RI No. 14 Tahun 2005 tentang Guru dan Dosen

⁶ Zeece, Pauline Davey, *Supporting Children's Social Cognitive Development: Literature Choices That's it Make a Difference* , Early Childhood Education Journal, Vol. 27.No. 4, 2000

METHOD

The research was carried out using qualitative methods which aim to understand the natural context and understand the research subject in depth and are interpretive, meaning looking to find facts. The research approach used is a naturalistic qualitative method. This method was chosen because the researcher wanted to see directly the various realities in the field carried out by research subjects without adding to or changing events that occurred in the field or trying to understand the behavior of research subjects in terms of the research subject's own frame of thoughts and actions .⁷

The data collection techniques used were interviews, observation, FGD, and documentation analysis. Data analysis in this research uses the Miles & Huberman model. ⁸According to Miles and Huberman, there are 4 (four) types of activities in qualitative data analysis, namely data collection, data reduction, data modeling and conclusion drawing/verification. To obtain data validity, researchers use 3 (three) data validity checking techniques, namely: triangulation , peer examination through discussion, and auditing .⁹

DISCUSSION

Introducing In The Simplest Way

The first and most common model for the socialization and internalization of legal values to young children from informant subjects for researchers is to introduce the basics of legal values that exist in society in the simplest way, namely the basic values and essence of law which forms the basis of behavior. early childhood.

Parents and teachers understand that the legal values that must be socialized to young children are not in the form of memorized criminal or civil law articles and laws, but the essential legal values that parents and teachers pay attention to are attitudes of honesty , tolerance, discipline. , obey the rules wherever you are.

The process of learning legal values is carried out by teachers and parents by example (role modeling), effective communication, role play for specific legal aspects which can be implemented through practices such as traffic. The learning process does not stop with practice and examples. The learning process is also carried out through a collaborative mechanism between parents and teachers in searching for information about the law and its aspects in existing sources, both by visiting and digging up information on the internet and books. Teachers and parents agree to be role models for learning legal values for young children on the basis of responsibility and competent

⁷ Moleong, Lexy J, *Metodologi Penelitian Kualitatif*, Bandung: Rosdakarya, 2010

⁸ Putra, Nusa, *Kajian Pendidikan Anak Usia Dini Kualitatif*, Jakarta: Raja Grafindo Tanah Air, 1994

⁹ Miles, Matthew B. And Huberman, A. Michael, *Qualitative Data Analysis: A Source Book of NewMethods* , London: Sage Publications, 1984

knowledge of legal values to be conveyed to young children in a way and language that is easy to understand.

The ability to become a role model is obtained through the collaboration of teachers and parents of students both in terms of content and methods carried out in the school and family environment, especially for vocabulary in the field of law which is often heard by young children. Teachers and parents provide specific explanations of the content and meaning of words in the legal field, in the simplest way and can be understood well by young children.

By becoming a role model in accordance with applicable laws, it is hoped that children can imitate the patterns used by their parents when facing their own problems or challenges.

Integrated With Learning In Other Aspects

Learning legal values for young children is assessed by teachers and parents as learning that has the same identity as the character, norms, moral and social emotional aspects of early childhood learning. Learning about legal values for early childhood is also considered to have the same aspects and content as the application of religious values to early childhood. With this understanding, parents and teachers choose the same strategies or methods as learning programs for social emotional, value, religious and moral aspects, with the aim of convenience and programs that have the same strategies and goals.¹⁰

The legal content that can be given to young children is not complicated articles, but is sufficient from the basis of general legal formulation, namely justice. The values of justice that are instilled in children are not the value of equal weight balance, but the conformity of rights and obligations that are applied to children, either through social emotional learning, religious-moral values, discipline, character, or instilling local wisdom values.

Social emotional learning, religious-moral values, discipline, character, and the cultivation of local wisdom values are assessed by teachers and parents as having the same learning program and design and are programmed with the school curriculum, so that the internalization and instillation of legal values for Early childhood children are considered not to need special programs in their development process .¹¹ For the program for implementing legal values with a traffic theme in schools, it is integrated with learning strategies with the themes of work (Police) and land transportation (Cars) which are practiced through role play in the school environment. In general, the process of learning legal aspects and values for young children is assessed as certain parts that already exist in early childhood learning programs in the aspects of religious, moral,

¹⁰Zeece, Pauline Davey, *Supporting Children's Social Cognitive Development: Literature Choices That's it Make a Difference* , Early Childhood Education Journal, Vol. 27.No. 4, 2000

¹¹ Ibid

social emotional, character and discipline values which are considered to have existed before.

Learning on social emotional aspects, moral religious values, has a specific and similar program on legal values that will be taught to young children. With the same learning program, teachers and parents do not need specific tools in the process of teaching legal aspects to young children. With the existing tools for social emotional learning programs, moral religious values, character and discipline, it is considered sufficient for learning legal aspects for young children.

Pattern Implementation of " Education Law ". Implementation of the " Education " program Law " in environment institution education customized with objective education on every type And level school .¹² Education law the has implemented in material learning that is :

1. First at the elementary/secondary level through eye lesson " Pancasila Education " (PPKn), with No ignore lasting success _ This has achieved , Pancasila Education / PPKn during This Not yet produce out comes/ graduates who have well integrated personality pattern-attitude-behavior-insight nationality political awareness law in accordance with trustworthy constitutional and moral performance professional . –
2. Second, at the high school/vocational school/MA level material education law is - constitutes substance material on eye lesson PPKn And in a way theoretical science Also integrated on eye lesson other both "Statecraft- Sociology " and eye lesson the like . However almost similar with at the elementary/secondary level during This Not yet give birth to figure si educated into "good citizenship" in particular own values awareness high law . _ –
3. Third in tier college high , esp on major / discipline knowledge law That alone , as long as This according to writer only applied in two facet just that is First from facet theoretical (development in a way science) for development science law That Alone and the second is in a way intended profession _ for " completion problem law in a way practice " or application knowledge law in practice . Naturally in level reality during This law Not yet felt optimally can _ give guarantee protection-certainty-effect deter - build awareness for individual And inhabitant public in context life nationality And patriotic .

According to view writer in development strategy " Education Law " at least There is four a must thing revitalized For build return values awareness law Good for si educated nor inhabitant public among them is ;

¹² Kosasih Djahiri, Strategi Pembelajaran PPKn di Era Reformasi Menuju Indonesia Baru, 2000, hal. 2 (2000). Strategi Pembelajaran PPKn Di Era Reformasi Menuju Indonesia Baru. Jakarta: Kementerian Pendidikan Nasional.

1. First revitalization substance material that is feel all over material law with values (during This dry will values) and not enough touch essence education law That Alone or only nature theoretical-formal (get up substance available material _ develop No just intelligence IQ and EQ, but more Far get up intelligence SQ), so felt that law is part from himself who doesn't inseparable in life society , nation And patriotic .
2. Second must revitalized methodology his learning Good through the fortopolioVCT -Role Playing- model and the like , or conception development conception more exemplary _ can increase all over potency self si educated in develop values awareness law .
3. Third system evaluation must developed something possible assessment _ give description portrait self si educated character _ comprehensive And can give bait back , that's on turn on himself attached a " waskat " (supervision attached good in nature formality nor a need (needs-demands)).
4. Fourth must exists moral courage does not half heart from all over component country For putting return something system education that can “ build values awareness law ” ie with return return education "civic education" or Education Grounded citizenship _ on values philosophical requirements _ will values (religious- Pancasila - social / cultural) that can be strengthen teak self (si educated) good level local-national and globally.

Principle Implementation of “ Education Law ” in Schools . As reference in development of “ education law ” no regardless from essence System National Education and policy The Ministry of National Education stated it principles maintenance as following :

1. No change system applicable education _ moment This .
2. Ethics socio - religious nation based Pancasila values can be integrated .
3. Learning use the principles of learning to know, learning to do, learning to be, learning to live together and learning to cooperate.
4. Application management based school And society , is collaboration all element existing related ones in public can accommodated . Maintenance education must always direct participant educate to:
5. Help they For going to life Healthy And quality .
6. Get knowledge And more insight _ wide .
7. Own access For capable fulfil standard his life in a way worthy
8. Get education meaningful law _ And means .¹³

Education law his contribution towards "National Development". Implementation education law in context culture school This will materialized in a way conducive while

¹³ Tim Pendidikan Berbasis Luas, Konsep Pendidikan Kecakapan Hidup (life skill), Departemen Pendidikan Nasional pada tahun 2001.

various component public in a way proactive follow as well as involved in build supremacy law with things as following :

1. Develop culture law in all layer society for the sake of creation awareness And obedience law in framework supremacy law And upright country law .
2. Organizing system law comprehensive national _ And integrated with confess And honor religious law and law custom as well as renew legislation inheritance colonial And law national in nature discriminatory , including gender inequality is not in accordance with demands reform , through a legislative program .
3. Enforcing law in a way consistent For more ensure certainty law , justice , truth , and supremacy law as well as respect human rights.
4. Continue ratification convention international in form uu , especially those related with human rights, in accordance with need And interest nation .
5. Increase moral integrity and professionalism apparatus enforcer law , incl Police country Republic of Indonesia, via enhancement well-being , support means And infrastructure law , education , as well effective supervision _ For grow trust public .
6. Develop regulation supporting legislation _ activity economy in facing the era of trade free without harm interest national .
7. Organizing court proceedings in a way fast , easy , cheap , and open , as well free from KKN with uphold high sense of justice And truth .
8. Increase understanding And awareness , as well increase protection , respect , and upholding human rights in all over aspect life .
9. Finish various judicial processes to violation law and human rights that have not handled in a way finished . Hopefully effort glorious This get response And attitude proactive from all over layer inhabitant public in going to life public fair civility And prosperous , and those who are not lost importance is the "political will" of government as well as attitude No half heart in straighten up supremacy law in our homeland beloved.

Learning In A Contextual Way

Teaching values and legal aspects to young children is considered by teachers and parents to have their own complexities and difficulties. Legal aspects that are only seen as articles and laws will not be given contextually or theoretically to young children. Legal aspects and values that are considered necessary for early childhood learning are the essential aspects of legal values, namely obeying regulations, discipline, honesty and tolerance in social life, and these aspects are considered by teachers and parents to have been applied for a long time in social emotional learning, character and learning. moral religious values.

In the process of learning legal values for young children which has been integrated with social emotional learning, character and moral religious values, teachers and parents of students have an understanding in the learning process, namely contextual learning, namely learning through direct experience, whether through experience in the

community, as well as through role play plans at school.¹⁴

Role playing and drama methods can be a special way or strategy to introduce professions related to law to children with themes such as judges, lawyers, police, prosecutors and so on. Contextual learning for legal values is assessed by teachers and parents as having advantages in the process of identification and observation as well as understanding the feelings experienced by young children themselves, which are adapted to the stages of understanding and development of each child who has their own uniqueness.

Based on the results of observations & interviews at RA Kawakibi Deli Serdang, data was obtained on factors that influence law learning for young children as follows: (1) teacher knowledge of law and (2) parents' knowledge of law and (3) capacity and ability to be responsible to the law:

a. Teachers' And Parents' Knowledge Of The Law

The main ability that parents and teachers have in determining the legal education model for children is to understand each child's ability to understand the meaning of the law. Each child has different abilities in understanding the law in various environmental settings. This initial understanding becomes the main basic capital for parents and students to determine the appropriate legal learning model for young children.

Teachers and parents of students do not deny that knowledge about law in general is still very lacking. This lack of knowledge and understanding of teachers can be overcome by teachers and parents to always update information about the law, both through informatics media (the internet) and through existing books, especially for aspects that are assessed as questions, sentences or legal words. basic questions that are often asked by young children, such as suspects, laws, articles, judges, lawyers and defendants. If the teacher or student's parents have not been able to explain questions about the law given by young children, then the student's parents and teachers will immediately look for the correct information so that the child's understanding of the law can be obtained properly. Teachers and parents of students have concerns if in providing information from questions given by young children, it is translated with other words by young children, so that knowledge about law by parents of students is considered as the main factor in the process of learning aspects and values of law to young children.

b. Capacity And Ability To Be Responsible To The Law

The capacity and ability to be responsible for the law is assessed by teachers and parents as factors that can influence the learning of legal values in young children. These capacities and abilities are considered to be effective tools

¹⁴ Djamarah, Syaiful Bahri dan Zain, Aswan. 2006. Strategi Belajar Mengajar. Jakarta: Rineka
Buat

for parents and teachers in providing role models or imitating legally responsible behavior.

This factor is of particular concern to parents and teachers, because these abilities are able to reflect real social life in the early childhood environment. With an environment that is still permissive or an environment that is considered to be less compliant with the law, parents and teachers have their own obstacles in providing explanations for violations that exist in the community.

CONCLUSION

Based on research conducted, the implementation of legal science learning for early childhood education at RA Kawakibi Deli Serdang is as follows: (1) introduced in the simplest way, (2) integrated with learning in other aspects, (3) learning in a way that contextual and factors that influence legal learning for young children are as follows: (1) knowledge of teachers and parents about the law and (2) capacity and ability to be responsible for the law.

The model of introducing and learning legal values in early childhood in a simple, contextual and integrated manner with other aspects of learning is very effective learning implemented for learning legal values in early childhood, in accordance with Lukman Al-Hakim's opinion regarding an integrative basic education system, namely: (a) the basics of aqidah education, (b) the basics of moral and character education, and (c) the basics of social education and policy/prayer charity .¹⁵

The knowledge, abilities and capacities possessed by parents and teachers play an important role in learning law for young children, apart from being the easiest model to provide legal learning with role models, in accordance with Gunning's opinion, that an effort to educate children to major religion (Godliness), namely by placing the child in a place and atmosphere full of religious spirit and feelings, and if you want to educate children with religious feelings, parents and their household must first carry out religious demands and guidance carefully .¹⁶

This the process of learning law for young children in various aspects, both for values and practice, starts with parents and teachers who try to understand the capacities and abilities of young children based on existing laws, and will be better carried out by conditioning the existing environment and subjects. around early childhood to comply with legal demands and guidance properly, so that legal learning for early childhood will be carried out in an integrated and sustainable manner.

¹⁵ Ali Hassan, Draf Pendidikan Lukman Al-Hakim , *DINAMIKA -Jurnal Ilmiah Th.IV* No.8 Juli – September 1998, Fakultas Hukum Universitas Islam Malang.

¹⁶Ibid

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