

Inter Islamic Law Simulation in Education as an Effort to Build a Community Legal Culture

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ABSTRACT

The purpose of this article is to analyze the implications of inter-law simulation in education on the formation of a community's legal culture. The writing method used is normative juridical research with a conceptual and sociological approach, supported by a literature study of laws and regulations, legal theories, and relevant scientific literature. The results of the study show that inter-law simulation in education is able to increase students' legal awareness through direct experience in applying legal norms, social, Islamic legal values and cultural values contextually. This approach not only strengthens cognitive legal understanding, but also forms sustainable law-abiding attitudes and behaviors, thus contributing significantly to strengthening the legal culture of society.

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Introduction

One of the main pillars to realize the rule of law, as mandated in Article 1 paragraph 3 of the 1945 Constitution of the Republic of Indonesia, is law enforcement. However, the reality on the ground shows that law enforcement in Indonesia is still experiencing various structural and cultural challenges. One of the fundamental problems that always arise is the lack of public compliance with the law, which is based on the many violations of the law that occur in various lives, daily and on a wider scale. One of the things that is public dissatisfaction with law enforcement is often related to the perception of corruption and lack of transparency in the legal process (Hasbullah 2023).

In practice, the law is often perceived as something intimidating, coercive, and distant from people's lives. The new law is felt when there is a violation and is followed by sanctions. Such a mindset shows that the law has not been fully part of the consciousness and culture of



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society. In fact, the effectiveness of the law is largely determined by the extent to which the law is accepted, understood, and voluntarily obeyed by the community. According to legal theory, law is a social construct that serves to regulate individual interactions in society. In this context, law should be seen as values and norms that live in everyday practice. When society experiences the law only as a tool to sanction, the potential function of law in creating social justice and order cannot be achieved optimally (Hutauruk 2023).

The concept of legal culture in the study of legal sociology confirms that it is the success of the legal system. According to Lawrence M. Friedman, the legal system consists of three main components, namely the substance of the law, the legal structure, and the culture of the law (Maradona 2021), but the success of the law is also by the legal culture of the community. Legal culture reflects people's attitudes, values, and orientation towards the law. If the legal culture is weak, then no matter how good the regulations and law enforcement apparatus are, the law will not run effectively (Tursilarini et al. 2024).

The formation of a legal culture is a long-term process that cannot be done instantly. Therefore, a systematic and sustainable strategy is needed to instill legal values in people's lives. The world of education has a very strategic position in this context. Education not only functions as a means of knowledge transfer, but also as a medium for the formation of character, attitudes, and social values, including legal values. To strengthen the legal culture, legal education is needed that not only emphasizes mastery of theory, but also the understanding and application of legal rights and obligations in daily life. Direct experience in interacting with the legal system, for example through the Community Service program (Mujahidah 2024).

However, legal education that has been implemented tends to be normative and cognitive, limited to the introduction of legal regulations and provisions without being followed by practical experience that forms awareness and attitudes of legal compliance. (Permadi et al., 2025). As a result, students are familiar with the law limited to texts and concepts, but are not used to applying it in daily life. According to research, education that focuses on human and social values can improve legal understanding among students, which in turn creates more law-conscious individuals (Heriyono 2024).

Based on this background, this article examines inter-law simulation in education as an alternative approach in the formation of a community legal culture. (Permadi & Sya'ban, 2025). Inter-law simulation emphasizes the integration of various norm and legal systems that apply in social life into educational practice, so that students are accustomed to living in legal order from an early age.

Method

The writing method used in this article is a normative juridical research method with a conceptual and sociological approach. The normative juridical approach is used to examine the concept of the state of law, legal culture, and legal awareness based on laws and regulations and relevant legal theories. Meanwhile, a sociological approach is applied to understand the relationship between law, education, and social behavior of society in the context of the formation of a legal culture. The technique of collecting legal materials is carried out through library research by examining primary, secondary, and tertiary legal materials, including books, scientific journals, and relevant previous research results. The analysis was carried out qualitatively by drawing deductive conclusions to explain the implications of inter-law simulation in education on strengthening the legal culture of the community.

Results and Discussion

1. Concept of Legal Culture and Legal Awareness

The existence of a legal culture confirms that law does not work in a vacuum. The law always interacts with social conditions, cultural values, and habits that live in society. Therefore, the effectiveness of the law is not only determined by the quality of laws and regulations or the performance of law enforcement officials, but also greatly influenced by the extent to which the public has a positive attitude towards the law. Legal culture is a fundamental concept in understanding the reciprocal relationship between law and society. In the study of the sociology of law, Lawrence M. Friedman places legal culture as one of the main elements of the legal system, in addition to the structure of the law and the substance of the law. Legal culture is understood as society's attitudes, values, and orientation towards the law that determines how the law is received, understood, and implemented in social life (Kore 2025).

The existence of a legal culture does not work in a vacuum. Law always interacts with social conditions, cultural values, and habits that live in society (Izzy Al Kautsar 2022). The effectiveness of the law is not only determined by the quality of laws and regulations or the performance of law enforcement officials, but also greatly influenced by the extent to which the community has a positive attitude towards the law. The law essentially works through the obedience of the legal subject. Good regulations and professional apparatus will not function optimally if the community as the target of the law does not accept, understand, and respect the law. Sociologically, the law is only effective if the legal norms are internalized in public consciousness.

Jubilee Kore in his article said that Legal culture includes cognitive, affective, and behavioral dimensions. The cognitive dimension is related to through public understanding and awareness of the law. The affective dimension is related to attitudes and respect for the law, while the behavioral dimension is reflected in the level of compliance or violation of the law, namely Legal culture reflects the behavior patterns of individuals as members of society towards the legal life they live These three dimensions are interrelated and form the pattern of public relations with the law as a whole (Kore 2025).

Legal awareness is an integral part of legal culture. Soerjono Soekanto explained that legal awareness includes four main indicators, namely legal knowledge, legal understanding, legal attitudes, and legal behavior patterns (Rizky Wisudawan Katjong 2024). First, legal knowledge is a person's knowledge of behavior that is prohibited and allowed by law, both written and unwritten, which is in principle considered to have been known to the public since the regulation was promulgated. Second, the understanding of the concept is that a person knows the content, purpose, and benefits of a legal regulation for the parties it regulates. This understanding does not always require knowledge of written rules, but is reflected in the individual's perception and attitude in dealing with the norms that apply in daily life. Third, the attitude of the Law Thus, legal awareness does not only stop at knowing the rule of law, but also reflects the extent to which individuals appreciate and are willing to obey the law in the practice of daily life. And finally, fourth, the pattern of legal behavior is the main indicator of people's legal awareness because through this behavior it can be seen to what extent a regulation really applies and is obeyed in social life.

Legal awareness has a strategic role in creating social order (Surya Wira Yudhayana 2024). Individuals who have a high legal awareness will obey the law not solely because they are afraid of sanctions, but because they understand the function of the law as a means to realize order, justice, and legal certainty. This kind of awareness-based legal compliance tends to be more stable and sustainable.

The formation of legal awareness does not take place instantly, but through a continuous process of internalizing values. This process is influenced by social experiences, family environment, education, and individual interaction with various applicable norms. social

norms adopted from the surrounding environment, including schools and communities, also serve to shape an individual's perception of the law (Hasbullah 2023). Through this internalization process, legal values are slowly embedded and become part of the individual value system.

In this context, education has a very important role in shaping legal awareness. Educational programs that apply a multicultural approach are also effective in building legal awareness. Through recognition of cultural diversity in education, students can learn about the law within the framework of a broader context (Hasbullah 2023). Satjipto Rahardjo emphasized that the law should be understood as part of human life (Munjiat et al. 2023), the law should not shackle humans in the rigidity of written rules that often ignore the sense of justice of society (Evi Fitriani, Ahmad Ahsin Thohari, and Irsyaf Marsal 2025). Education that emphasizes habituation, example, and hands-on experience will be more effective in fostering legal awareness than an approach that only emphasizes memorizing rules.

Low legal awareness of the public is often the main factor in the weak legal culture. When the law is perceived as something repressive and distant from social life, then legal compliance tends to be pseudo-and depends on supervision and the threat of sanctions. This condition shows the importance of systematic efforts to build legal awareness from an early age through a continuous education process. The family is the first place where individuals learn about the laws and behaviors expected in society. The family environment plays an important role in the formation of children's legal awareness (Br Sembiring et al. 2023).

Legal culture and legal awareness are two concepts that are interrelated and inseparable. The formation of a strong legal culture requires a high level of legal awareness in each individual. Therefore, efforts to build a legal culture of society must be directed to the process of internalizing legal values continuously, one of which is through contextual and habituation-oriented education.

B. Inter-Legal Simulation in the Context of Education

Simulations provide students with the opportunity to experience firsthand how the law is applied in various practical situations. When students engage in simulations that reflect real legal conflicts, they learn to evaluate situations from different points of view and understand the relevance of legal norms. This is very important because law, in essence, consists not only of written regulations, but also represents the social and cultural values that live in society. It is important to note that laws are not just written regulations, but also reflect the social and cultural values that live in the Society (Lucca and Menon 2025).

By focusing learning on simulations involving various types of norms, legal education is able to use local wisdom and cultural values from the community. For example, when teaching legal norms through simulation, religious and traditional values that apply in society can also be used to provide context for each legal situation. This emphasizes that law does not exist in a vacuum, but is deeply integrated with social values, ethics, and family norms.

With learning methods that include a broader legal perspective through inter-law simulations, it is hoped that students' legal awareness will increase. They become better prepared to deal with real-world legal situations and are more likely to behave obediently to existing norms. This kind of learning also contributes to the development of students' character, where they learn about social responsibility in social life.

Through simulation, students are not only exposed to legal theory, but also to real situations that reflect the dynamics of law in daily life. In the classroom, they can participate in scenarios involving legal conflicts, debates about rights and obligations, or even decision-making in a legal context. For example, in a court simulation situation, students can play the role of lawyer, judge, and witness, thus providing a deeper understanding of the legal process

and the judicial system. This approach allows students to see firsthand how the law is applied, how arguments are constructed, and how decisions are made based on existing norms. The importance of this direct experience is in line with Lawrence M. Friedman's view that law does not stand alone; law is influenced by the structure, substance, and culture of law that exists in society (Mubarak et al. 2024).

In addition to applying state law, simulations also allow the integration of other norms, such as school rules, family norms, and religious values. This is important because law is not only concerned with formal regulation, but also with the values held by society. An understanding of these norms helps learners to better understand the context in which they operate as part of a larger society. Students not only learn law as a concept, but also learn to appreciate and integrate the various norms that exist in their daily lives. Simulation-based situations create a safe environment for students to explore the challenges and consequences of various legal actions, as well as develop empathy for the problems of others involved in legal conflicts (Mubarak et al. 2024).

The implementation of simulation methods in education is expected to increase students' legal awareness. By understanding the application of the law in relevant contexts, students will be more sensitive to legal norms and the impact of their actions. Inter-legal simulations in education offer an in-depth and contextual learning method about the law. By providing students with hands-on experience in the application of legal norms, they not only understand the law normatively but also applicatively. The integration between legal norms, social norms, and societal values is the key to building better legal awareness among the younger generation.

In the context of Indonesia's predominantly Muslim society, inter-law simulation in education is also relevant to be associated with Islamic legal values. Islamic law is not only understood as a collection of normative norms derived from the Qur'an and Sunnah, but also as a value system that emphasizes justice (*al-'adl*), benefit (*maslahah*), moral responsibility, and conscious obedience. These principles are in line with the goal of establishing a legal culture that emphasizes voluntary compliance, not coercive compliance.

C. Education as a Means of Habituation to Obey the Law

Education has a strategic role in forming law-abiding habits through consistent habituation. At the early childhood education level, inter-legal simulation can be applied through simple rules that are mutually agreed, such as time discipline, honesty, and responsibility. In early childhood education, the main goal is to build a strong foundation of character. By applying simulations in the classroom, children not only learn about legal norms but also internalize those values in their daily behavior. This habituation process shows that education is an important instrument in shaping positive social behavior (Suhermah and Endang Yunitasari 2023). In this context, character education is very important as part of the PAUD curriculum which aims to instill moral and ethical values (Irawati and Haidar 2023).

Simulation can be an effective method in teaching children about the law and its responsibilities. Through group discussions and interactive activities, children can learn how to apply norms in different situations. This experiential learning strengthens their understanding of the importance of time discipline and responsibility (Susanti et al. 2023). For example, time discipline can be done through games that get them used to being on time in each activity.

Education also needs to pay attention to relevant social and cultural contexts. In this case, character education includes instilling values that are in accordance with the norms that apply in society (Febrisia and Hadiyanto 2023). Education can play a role in facilitating children's understanding of the various identities and cultures that exist around them (Susanti et al.

2023). By teaching children to respect differences and be responsible, they are trained to become good citizens in the future.

Education plays an important role in shaping the legal consciousness of individuals in society, particularly in the context of Islamic law. In the perspective of Islamic law, obedience to the law is not only measured by the understanding and acceptance of formal sanctions, but more than that, determined by the moral awareness and responsibility of the individual before Allah SWT. This is in line with the encouragement in QS. An-Nisa verse 59, which underlines the obligation of obedience to *ulil amri* as long as it does not contradict the principles of justice and benefit, creates a foundation for the habit of obeying the law in the context of education.

The integration of Islamic legal values in the educational curriculum can be done through various methods, such as the teaching of Islamic Religious Education (PAI) which focuses on moral values. The Islamic Religious Education Program in schools aims to shape the character and behavior of law-abiding students in accordance with Islamic norms (Hasan, Azizah, and Solechan 2022). This method supports the discussion of the importance of justice and responsibility in the context of Islamic law and can help students internalize these values in their daily lives. Thus, students are not only required to obey the law, but also to understand and feel moral responsibility in every action they take.

D. Implications of Inter-Law Simulation on Community Legal Culture

Inter-law simulation in education has implications for the formation and strengthening of the community's legal culture. With legal education simulations, students can imitate, understand, experience, and practice the application of law and its consequences directly and contextually. As a pedagogical instrument, inter-law simulation allows the integration of various legal norms in the educational process consistently and systematically. Education within this framework not only serves as a means of transferring legal knowledge, but also as a process of continuous internalization of legal values. Through inter-law simulations, students are introduced to the reality of the applicability of the law in various aspects of life, ranging from simple rules in the school environment to broader legal norms in community and state life.

The simulative approach provides a space for students to experience firsthand how the law works in social practice, including the mechanisms of justice enforcement and the social consequences that arise from compliance and violation of the rules. This experience formed an understanding that law is not just a collection of commands and prohibitions, but a social instrument that functions to maintain order, protect common interests, and realize justice. Thus, inter-law simulation has implications for the formation of students' value orientation towards the law, which is an important part of the legal culture of society.

In line with this, a study shows that comprehensive citizenship education contributes to the improvement of students' political knowledge, which further supports their understanding of the democratic process and law enforcement (Abdelbary 2024). These findings indicate that systematically designed education has direct implications for strengthening legal awareness, especially in understanding the relationship between law, democracy, and social life. Adequate political knowledge is the foundation for the formation of citizens who are aware of the law, understand their rights and obligations, and are able to participate responsibly in the life of society and the state.

Students in an education system that emphasizes the principles of justice, consistency, and exemplary in the application of the law tend to internalize these values as part of their personal character. The internalization of the values of justice and consistency from an early age forms a positive attitude towards the law, so that legal compliance is not understood as a form of coercion, but as a social need. In the long term, this attitude has implications for the

formation of a community legal culture characterized by conscious and voluntary legal compliance. By having a strong foundation in justice, students have the potential to experience a change in perspective, where compliance with the law is no longer understood as a form of coercion but as a social need (Maulana et al. 2024).

Based on other findings, a quality civic engagement model has been shown to have a positive impact on adolescents' political participation, as it is able to increase their involvement in public life while reducing existing socio-economic disparities (Alschner, Graf, and McElvany 2025). Active civic engagement through education has implications for strengthening the culture of law, as it encourages individuals to understand the law as part of social life that must be maintained together. Participatory civic education not only enriches normative understanding, but also strengthens practical experience in applying legal values.

An educational approach that upholds the principles of justice, inclusivity, and active involvement allows students to interpret the law as a mechanism for just and rational social regulation. This perception has implications for the way individuals view the law not as a tool of coercion, but as a common norm born out of social agreement to protect the collective interest. This positive perception of the law is an important foundation in the formation of a strong and sustainable community legal culture.

In the long term, legal understanding obtained through inter-law simulations in education is believed to be able to reduce people's dependence on repressive law enforcement patterns. Ardianto and his colleagues in their research said that people who are educated about legal rights and obligations tend to show a cooperative attitude and awareness to comply with the law voluntarily, so that the need for harsh legal intervention can be minimized. However, the difference is that without adequate awareness and understanding of the law, the application of the law in society will experience various obstacles (Ardiyanto, Saraswati, and Soponyono 2022). This condition shows that the effectiveness of the law is greatly influenced by the quality of the legal culture of the community, not solely by the power of sanctions.

In addition, the application of a restorative approach in legal education simulations has positive implications for resolving social conflicts in a more constructive and humane manner. This approach encourages individuals to understand the legal consequences of each action taken as well as foster a sense of social responsibility. Thus, inter-law simulation in education contributes to the formation of a community legal culture that is not only oriented towards compliance, but also on justice, restoration, and social sustainability (Koza, Kokkalera, and Navarro 2024).

Likewise, the integration of Islamic legal values in inter-law simulations also has implications for strengthening the religious and ethical legal culture of the community. Islamic law places the law as a means to maintain five main goals (*maqashid al-shari'ah*), namely the protection of religion, soul, intellect, descent, and property. These principles can be used as the basis of values in legal education simulations, so that students understand that law functions to protect human interests as a whole.

This approach reinforces the understanding that legal compliance is not only social and state-based, but also spiritual. Thus, inter-law simulations that integrate state law, social norms, and Islamic legal values have the potential to form a legal culture of society that is not only formally compliant, but also has high moral integrity. This kind of legal culture is an important foundation for the creation of a just, orderly, and civilized society.

Conclusion

Inter-law simulation in education is a strategic and effective approach in building and strengthening the legal culture of the community. Through the integration of various state legal norms, social norms, religious values, and customs, including Islamic legal values, students not

only understand the law normatively, but also internalize the values of justice, responsibility, and legal compliance contextually. Simulation-based education encourages the formation of conscious and voluntary legal awareness, which in the perspective of Islamic law is also in harmony with the principles of moral responsibility and obedience based on spiritual awareness. In the long term, the application of inter-law simulation in education has implications for the formation of a strong, sustainable, ethical, and socially just-oriented and social-welfare culture.

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