

Reframing Teacher Training Strategies for Legal and Human Rights Education: An Analytical Study on Strengthening National Civic Competence

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Article History

Received: 9 Januari 2026;

Revised : 10 March 2026;

Accepted: 13 March 2026.

Keywords

Legal Education;
Human Rights;
Teacher Training;
Education Strategy;
National Insight.



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Abstract

This study aimed to develop effective training strategies for teachers of Senior High Schools, Vocational Schools, and Islamic High Schools in strengthening education on Pancasila, human rights, law, and national insight to support the formation of a more just society. By implementing a Training of Trainers (ToT) approach, the study focused on enhancing teachers' understanding and capacity not only to teach these values conceptually but also to integrate them meaningfully into their classroom practices. The research employed a qualitative method with a case study approach, involving teachers from Bandung and Cimahi who participated in the training program. The findings indicated that the training successfully improved teachers' competencies in delivering theoretical and contextual learning related to Pancasila, human rights, law, and national insight in a more effective and engaging manner. Furthermore, the program encouraged teachers to internalize and transmit these values to students, fostering the development of individuals who possess legal awareness, respect for human rights, and active participation in national and civic life. The study also demonstrated that structured and reflective training activities can strengthen teachers' pedagogical confidence and promote value-based learning environments in schools. Overall, this research contributes to the development of a teacher training model that emphasizes strengthening education on Pancasila, human rights, law, and national insight as fundamental pillars for cultivating responsible citizens and advancing the realization of a socially just society.

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How to Cite : Belladonna, A. P., & Hidayah, Y. Reframing Teacher Training Strategies for Legal and Human Rights Education: An Analytical Study on Strengthening National Civic Competence. *Mindset : Jurnal Pemikiran Pendidikan Dan Pembelajaran*, 6(1).
<https://doi.org/10.56393/mindset.v6i1.4069>



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Introduction

Education plays a central role in shaping civic life by cultivating legal awareness, equality, and democratic responsibility within society. Legal education, human rights education, and national civic insight are not merely complementary components of schooling, but constitute an integrated framework for fostering citizens' understanding of rights, obligations, and public responsibility. Previous studies emphasize that education functions as a strategic mechanism for identity formation and value internalization, enabling individuals to situate themselves within broader legal and social systems (Du & Wang, 2022; Soares et al., 2022). In contemporary societies, where social cohesion and legitimacy increasingly depend on shared civic values, education serves as a key institutional space for reinforcing normative commitments and collective identity (Jiang & Jiang, 2025).

Within this context, teachers occupy a pivotal position as mediators between legal norms, human rights principles, and learners' lived experiences, translating abstract civic values into pedagogically meaningful practices. Teachers function not only as transmitters of curricular knowledge but also as agents of civic socialization who shape students' ethical reasoning, legal consciousness, and democratic dispositions through everyday classroom interactions and institutional practices (Sarker & Sharma, 2020; Grimes, 2020). Recent scholarship highlights that teacher professionalism in civic and legal education is closely linked to broader policy frameworks and accountability structures, positioning teachers as key actors in sustaining democratic education systems (Wahlström, 2022; Bertolin, Tavares, & Sin, 2022).

Empirical studies further demonstrate that early and systematic exposure to legal and human rights education within formal schooling significantly enhances students' capacity to interpret legal norms, respect diversity, and participate responsibly in civic life (Balan, 2024; Ray et al., 2024). Such outcomes, however, are contingent upon the quality of teacher preparation and ongoing professional development, particularly in equipping educators with critical pedagogical competencies and contextual legal knowledge (Muetterties, 2021; Park et al., 2025). Therefore, strengthening teacher training strategies in legal and human rights education should be understood not merely as a pedagogical intervention, but as a structural and policy-relevant requirement for developing civic competence and sustaining democratic societies.

Despite the legal education, human rights, and national awareness have become part of the national education curriculum, there are still many challenges faced in their implementation in the field. According to Jaysawal, N. (2013), civil society viewed the growth of civilization in a way that placed society in an "orderly form," which indicated the importance of strengthening educational structures to ensure directed and sustainable development. One of the main challenges were faced that is the limited competence of teachers in delivering such complex material effectively and in line with the times. In this context, a structured and sustainable training strategy is needed to strengthen teacher's capacity that provided this education. Effective teacher training is expected to encourage teaching that is not only theory-based but also integrates practical aspects relevant to the social and legal challenges that exist in society, thereby it could produce a generation that was not only had knowledge but also it was applicable skills in dealing with emerging legal and social issues.

The teacher's training strategies aimed at strengthening education on law, human rights, and national awareness have to involve a holistic and adaptive approaches to local needs and dynamic legal developments. According to McIntosh, S., & Wilder, R. (2022), teacher's training should be able to create an environment that supports learning that did not only emphasize theoretical understanding but also the ability for applying it in real-life contexts. Meanwhile, the teacher's training program should prioritize the development of a deep theoretical understanding of law and human rights, while also was sharpening the practical skills in teaching these issues effectively. Moreover, the needs are to be supported by the use of innovative, technology-based learning methods and the use of various digital tools for increasing the appeal and relevance of the material for students. Thus, teachers can not only deliver the material in an interesting way, but also in a way that is relevant to the increasingly complex needs of the times, the program have enabled students to better understand and internalize the values of law and human rights in their daily lives.

By implementing the development of comprehensive and sustainable training strategies, it was hoped that an educational environment would be created which could shape the youth who understood and cared about the importance of law, human rights, and national awareness. A just and equal society could be formed by implementing the legal awareness that began in the classroom, the societies were mediated by competent and dedicated teachers. In this regard, the teacher's competence development was an important step in creating an education system that could produce citizens who were not only academically intelligent, but also had a high level of the legal and ethical awareness.

The issue in this study was the lack of competence and adequate training for teachers in teaching the legal education, human rights, and national insight, even though these topics had been included into the education curriculum. Accordingly, the results involved the student understanding low of the principles of law, human rights, and nationality, which should be the basis for forming a just and civilized society. In addition, the absence of an integrated and comprehensive training strategy had improved teacher's skills in delivering the learning material. That had resulted in a learning process which was ineffective and did not meet the demands of the times and the needs of society.

Research objective in this study is: How do high school/vocational school/Islamic high school teachers experience and perceive ToT based training strategies in strengthening education on Pancasila, human rights, law, and national insight to form a just society? This study aimed to develop effective ToT strategies for high school/vocational school/Islamic high school teachers in strengthening education on Pancasila, human rights, law, and national insight. By conducting this training, it was hoped the teachers could improve their competence in delivering materials related to Pancasila, human rights, law, and national insight more effectively and relevantly. Moreover, this study also aimed analyzing the impact of training on teacher's ability to inspire students to have legal awareness, respect human rights, and actively participate in national life. Thus, this study contributed to the development of a training model that could facilitate the improvement of the quality of civic education in Indonesia.

In the other hand, this study contributed to the field of Pancasila and Civic Education by developing a training model based on improving teacher's competence in teaching the values

of Pancasila, human rights, law, and national insight. Therefore, this research also placed a gap in the literature on effective training strategies for teachers in teaching these topics, by using a Training of Trainers (ToT) approach that was expected to have a positive impact on the formation of a fair and socially just society. By observing from a legal perspective, this research contributed to integrating human rights and citizenship values into legal education and examined the importance of education in forming a better understanding of law among the youth generation, which in turn could create a society that respected and obeyed the law.

Method

A qualitative approach in case study method was conducted by this study aimed to explore phenomena related to the development of teacher training strategies in strengthening legal education, human rights, and national awareness. Meanwhile, the main focus of this study was considering to understand the process and impact of training provided to teachers in the cities of Bandung and Cimahi. Case studies were chosen because they allowed researchers to obtain an in-depth picture of teacher's experiences and perceptions of the training material and its application in the classroom learning process. The participants in this study were teachers who took part in training designed to improve their understanding of legal, human rights, and national issues. Data were collected through in-depth interviews, participatory observation, and documentation of training results. Data analysis was conducted inductively by identifying themes that emerged from the participant's experiences and matching them with relevant theories in the context of citizenship education and strengthening the values of justice in society. Thus, this study aimed to contribute to the development of more effective training strategies in forming a just society through education.

Results and Discussion

Results

The results of this study demonstrate that the implementation of teacher training strategies aimed at strengthening education on Pancasila, human rights, law, and national awareness in Cimahi City produced significant improvements in teachers' professional competencies and pedagogical perspectives. The training program, implemented through a Training of Trainers (ToT) approach, enabled participating teachers to enhance their understanding of civic values while simultaneously improving their capacity to integrate these values into the learning process.

The findings indicate that the training program contributed to the development of teachers' competencies in delivering instructional materials related to legal awareness, human rights, and national identity. Teachers demonstrated increased readiness to present these themes within classroom learning by connecting normative civic concepts with real-life social contexts. As a result, the learning process became more contextual and relevant to students' experiences.

In addition to improving teachers' pedagogical competence, the training program also encouraged a shift in teachers' professional mindsets. Teachers became more reflective and innovative in designing learning activities related to civic education. This transformation was

reflected in their increased ability to develop contextual teaching strategies, such as integrating discussions on legal norms, social responsibility, and civic participation into classroom instruction.

The empirical findings also show that the training program generated two main outcomes, namely improved teacher competence and inspiration for teachers to strengthen civic-oriented learning practices. These outcomes functioned as interconnected elements that contributed to the development of a more values-based educational environment. Improved teacher competence refers to the enhancement of teachers' knowledge and skills in explaining concepts related to law, human rights, and national awareness. Teachers demonstrated stronger abilities to structure learning materials that emphasize civic values and ethical responsibility. At the same time, the inspirational dimension of the training encouraged teachers to motivate students to develop civic awareness and social responsibility as part of their roles as citizens.

These outcomes are illustrated in Figure 1, which presents the conceptual relationship between the training process and its educational impacts. The diagram shows that the strengthening of teacher competence and pedagogical inspiration serves as a foundation for shaping students as individuals with character. This character formation is reflected in three main dimensions: legal awareness, respect for human rights, and national participation.

Legal awareness refers to students' understanding of legal norms and their ability to apply these norms in everyday social interactions. Respect for human rights represents the development of attitudes that acknowledge and uphold the dignity and rights of others within diverse social environments. Meanwhile, national participation refers to students' willingness to actively engage in civic and social activities that contribute to the life of the nation.

Furthermore, the results reveal that the teacher training program contributed to the strengthening of values-based education within the school environment. By integrating the principles of Pancasila, human rights, and civic responsibility into teaching practices, teachers played a strategic role in fostering students' civic character and ethical awareness.

The findings suggest that teacher training programs focused on civic and legal education can significantly enhance teachers' professional competencies while simultaneously supporting the development of students' civic character. The integration of Pancasila values, legal awareness, and human rights education within classroom practices provides an important foundation for strengthening civic education and promoting responsible citizenship among students.

Discussion

Based on research on the development of teacher training strategies to strengthen legal education, human rights, and national awareness in Cimahi City, this training had been shown to successfully improve teacher's understanding and skills in delivering material related to Pancasila, human rights, law, and national awareness. By implementing the ToT approach, teachers in Cimahi City could understand the importance of integrating these values into the learning process and were able to apply them effectively in the classroom. In the other hand, this training also inspired teachers to further motivate students to have a high level of legal awareness, respect human rights, and actively participate in national life. In addition, the impact

of this training could be seen in the change in teacher's mindsets, which had become more critical and innovative in teaching materials related to law and citizenship, which was in turn supports the creation of a more just and socially equitable society.

.According to Webb, S. M. (2016), teacher's skills were linked between theory and practice were very important for improving the quality of teaching, especially in the context of legal education, human rights, and national insight. The results of interviews with several interviewees including teachers participating in the training revealed a high level of enthusiasm for this training program. One source, Budi S. (G₁), a senior high school's teacher in Cimahi city, said, "This training had given me a lot of new insights, especially on how to relate the concepts of human rights and citizenship to the daily lives of students. I felt more ready to prepare for teaching these values in greater depth." Another interviewee, Rina M. (G₂), a teacher at a vocational high school, stated, "Before this training, I found it difficult to relate legal material to existing social situations. After the training, I felt more confident in integrating this material into my teaching and providing relevant examples for students." The interviews showed that training did not only improve the teacher's teaching skills but also enriched their perspectives on educating students to become individuals with character and social responsibility.

According to Belladonna, A. P., Hidayah, Y., & Tripuspita, N. (2024), in their article entitled "Integration of Legal Awareness and Citizenship with a Holistic Approach", it stated that effective teacher training had to include the development of the depth practical skills, it was not only in theory but also was in the ability to apply legal and human rights material in a social context that was relevant to students, in order to shaped them into caring and ethical citizens. In detail, the researchers described the results of their study in Figure 1 below:

Figure 1. Captured of The Research's Result Pictures



Source: The data were processed by researchers, 2025

Based on Figure 1, which illustrated the results of teacher training in strengthening education on Pancasila, human rights, law, and national awareness. At the top, there were two main results of the training, namely "Improved Teacher Competence" and "Inspiration for Teachers. Furthermore, the results from there, the training aimed to shape "Individuals with

Character,” which consisted of three aspects: “Legal Awareness” (understanding and obeying the law), “Respect for Human Rights,” and “National Participation” (active in national life). This diagram showed the result by implementing the effective training, teachers did not only improve their ability to teach the subjects, but also inspired students to have a better understanding of law, human rights, and citizenship.

Teacher training focused on strengthening education on Pancasila, human rights, law, and national insight played an important role in shaping the character of the nation's future generation to be people of integrity and responsibility. As shown in Figure 1, this training produced two highly strategic main outputs, namely “Improved Teacher Competence” and “Inspiration for Teachers,” which complemented each other in creating a positive impact in the world of education. Improving teacher competency was the foundation for developing their capacity to convey the values of Pancasila, human rights, law, and nationalism more effectively and impactfully, thereby they focused not only on academic achievement but also they was on shaping student’s character as civilized and responsible individuals. Additionally, the training implicitly assumed that by improving the quality of teacher’s professionalism, an educational environment would be created which supported the understanding and practice of these noble values. As stated by Belladonna, A. P. (2013), teaching students about the values of law and human rights was not only about theory but more about its application in everyday life, thereby they could understand the importance of obeying the law and respecting the rights of others. One of the teachers who participated in this training said, “This training had given me new insights on how to teach Pancasila and human rights in a more practical way to students, thereby they could understand the importance of obeying the law and respecting the rights of others,” emphasizing that the training did not only provide new knowledge, but also motivated teachers to implement this knowledge in the daily lives of their students.

Only by restoring the lost dimensions of nature in society, the education system, and schools could achieve holistic change from modern to contemporary. (Ye (叶澜), L, 2024). This training aimed to shape “Individuals with Character” by emphasizing three main aspects, namely “Legal Awareness,” “Respect for Human Rights,” and “National Participation,” which were pillars of civic education to slowly educate the fundamental values for the development of a just and democratic society. The legal awareness did not only include understanding regulations, but also their application in daily life, reflecting an attitude of obedience to the law. This is in line with the statement of one of the training participants, APB, who emphasized the importance of legal understanding in encouraging students did not only know what was right and wrong, but also how to implement it in real life. In addition, by respecting human rights and participating in national life are essential social skills for reducing the potential for social conflict and strengthening solidarity among citizens, in line with the opinion of Hidayah, Y. (2020), who emphasized the importance of citizen engagement in the digital era as part of character forming that could create a more harmonious and just society.

The diagram illustrating the relationship between “Teacher Competency Improvement” and “Inspiration for Teachers” showed the importance of teaching quality in creating individuals who had legal awareness, respect for human rights, and active participation in national life. Teachers who received appropriate training could inspire students to understand and respect

their rights as citizens, while the teaching them that was importance of obeying the law and playing an active role in nation forming. “I feel more capable of encouraging students to think critically about their rights and obligations as citizens after participating in this training,” said another teacher, who also emphasized the importance of connecting theory with everyday practice.

Thus, the implementation of teacher training programs focused on strengthening professional competencies generated impacts that extended beyond instructional effectiveness to the broader formation of students’ civic character. When education is systematically integrated with the values of Pancasila, human rights, and national civic principles, teachers move beyond the role of technical instructors and assume positions as agents of social change who mediate legal norms and ethical values within classroom practices. This perspective is consistent with recent scholarship emphasizing that values-based and citizenship-oriented education, when embedded within coherent and reflective pedagogical frameworks, contributes substantially to students’ moral development, ethical reasoning, and civic responsibility (Gustavsson et al., 2022; Zelazo et al., 2024; Johnson et al., 2021).

Moreover, empirical studies underscore that teacher professionalism and pedagogical intentionality are decisive factors in translating normative civic ideals into meaningful learning experiences. Hartman and Squires (2024) argue that teachers equipped with civic-oriented pedagogies are better positioned to foster students’ legal awareness and democratic engagement. Similarly, Awada et al. (2022) and Camacho-Cardenosa et al. (2024) demonstrate that structured, value-integrated educational interventions enhance learners’ self-regulation, social responsibility, and participatory dispositions. Collectively, these findings reinforce the argument that strengthening teacher training in values-based legal and human rights education constitutes a strategic and systemic approach to developing civic competence, rather than a narrowly defined pedagogical intervention.

Empirical findings from this study are further reinforced by the work of Eneng Sri Rahayu and Aprillio Poppy Belladonna (2025), who demonstrate that character education grounded in national values positively influences students’ understanding of civic rights and obligations while strengthening the social competencies required for democratic participation. Similar conclusions are drawn by Brown, Wohlgemut, and Hobby (2025) and Kemp et al. (2023), who argue that teacher professional development plays a decisive role in translating abstract civic ideals into meaningful learning experiences. Moreover, Stanley et al. (2024) highlight that educators who are equipped with integrative civic and ethical pedagogies are more effective in fostering students’ active participation in public life. Collectively, these findings suggest that strengthening teacher training in values-based legal and human rights education constitutes a strategic investment in civic competence and democratic sustainability rather than a narrowly defined pedagogical initiative.

The success of this training was expected to strengthen the foundations of inclusive and democratic citizenship in Indonesia, in line with efforts have been created a youth generation that is not only academically intelligent but also highly aware of the importance of playing an active role in the life of the nation and state. As expressed by a senior SA teacher, “I believe by considering good education, we can create a youth generation that is not only smart, but also

aware of the importance of contributing to the nation.” This statement reflected to the belief that education has a strategic role in shaping individuals who were not only focused on academic achievement, but also focused on understanding and implementing civic values. This is in line with the views expressed by Suyato and Hidayah (2025), who emphasized that an educational approach based on human values and democratic principles was essential for forming a youth generation that was critical, inclusive, and responsible. Thus, this training aimed not only improving educational skills but also fostered a sense of social responsibility among students, which was in turn that could contribute to the development of a more just, equitable, and sustainable society.

Conclusion

Based on the results of the study, it could be concluded that Training of Trainers (ToT) was effective in improving teacher’s competence in teaching the values of Pancasila, human rights, law, and national awareness. This training also inspired teachers to be more enthusiastic in teaching these values to students, thereby creating individuals who were legally aware, respect human rights, and actively participate in national life. Thus, this training had a significant impact on improving the quality of civic education and shaping a more just society. As a follow-up, it was recommended that the training would be expanded to more regions and involved more teachers to ensure that the values of Pancasila, human rights, law, and national insight, thereby they could be widely applied in education in Indonesia. In addition, there needs to be continuous evaluation of the training program to ensure that teachers continued to receive updates on materials and methodologies that were relevant to the times. In this way, the training program could continue to adapt with educational needs and helped creating a society that was more law-abiding and had a greater sense of national identity

Acknowledgments

We would like to express our deepest gratitude for the opportunity provided by Sultan Syarif Kasim State Islamic University of Riau. The full support given for the development of university research has significantly contributed to the completion of this study.

Authors’ Note (Do Not Delete)

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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