

THE DEVELOPMENT OF 'AIDDA' SOCIALIZATION MODEL (AWARENESS, INTEREST, DESIRE, DECISION AND ACTION) TO STOP VIOLENCE AGAINST CHILDREN IN RONGGA DISTRICT, BANDUNG REGION

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Abstract

Methodologically, this research employed Research and Development methods to implementation of the AIDDA model as an effective legal socialization. It was conducted in five villages involving RT/ RW leaders, chiefs of village, and heads of households who were residents within the *Pos Pemberdayaan Keluarga (Posdaya)* Rongga district, Bandung Region. Research findings show that society in Rongga district held similar perspectives of the rights and obligations of children and parents, with prior knowledge related to nurturing social awareness. AIDDA in law socialization is achieved through two phases comprising of direct legal obligations for civilization and indirect through legal socialization. The socialization on violence against children was considered across the geographical location of the research site by provision of a form, which collaborated with the AIDDA method, hence resulting in households with high legal awareness. The presentation of AIDDA model was organized in accordance to the materials, methods, media/ source and awareness-value based evaluation. The values on both direct and indirect law socialization were emphasized on awareness of values on respective societies with the assistance of law experts. In this sense, there was a significant positive effect of 38% on the development on AIDDA model in legal socialization towards the quality of socialization in reshaping the society's law awareness.

Keyword: Violence against children, socialization model, AIDDA (Awareness, Interest, Desire, Decision, Action)

Introduction

Children are not small-sized adults. Children are young individuals with their own characteristics. In other words, children cannot be considered the same as adults. However, parents frequently fail to understand their children's desires and ambitions thus they sometimes intimidate their children. The outcome is that the child's psychology is affected, resulting in the child growing up apathetic.

A mandate to provide protection for children is explicitly stated within the

Indonesian 1945 Constitution, in section 28B, subsection 2 which states: "All children have the right to life, growth and to reach maturity, along with the right for protection from violence and discrimination". Within ensuing legislation in 1999, section 39 relating to human rights, subsection 8, there is an explanation that the protection, development and fulfillment of human rights is the responsibility of the government as well as the society. Several legislation decrees made by the government ratify various

conventions, including the Children's Right Convention (CRC) which was ratified through the presidential decree in section 36 in 1990. The convention against cruelty and other violent forms of punishment, inhumanity or human-pride degradation – known as 'CAT' was ratified in legislation, section number 5 in 1998; an agreement regarding economic, social and cultural rights – known as ICESCR was ratified in legislation in 2005, section 12. However, strong commitment has not accompanied the implementation of such legislation and instruments.

The *Child Protection Commission*, an independent state institution, was established in response to legislation section 23 in 2002. The legislation explicitly stated in subsection 74, that the Commission be formed to strengthen the effectiveness of child protection. Children are to be protected in activities which ensure their rights to be alive, grow, mature and optimally participate in within human society, along with protection from violence and discrimination.

However, the increase in negligence and violence against children and their rights in Indonesia in 2011 shows that the state, government, family and parents had failed in fulfilling their obligation and responsibility to provide protection, fulfillment of the legislation and respect of children's rights. The failure is not only visible in the increase of children's rights violations but also in the transformation of violence into sadism.

According to data collected by the Indonesian Statistic Center (2006: 24), nationally, in 2006, 2.81 million cases of violence towards children occurred with 2.29 million child victims recorded. Many cases both in urban and rural areas were recorded as being instigated by disobedience. In these cases violence often took place within a family setting, where the perpetrator is one of those who should have been responsible for child protection. These being: mothers, fathers, grandfathers, grandmothers, siblings or other relatives. Violence against children

was also be committed by teachers either at schools or at *pesantren*. According to the Statistic Center (2006: 25), the percentages of perpetrators were as follows: parents 61.4%, neighbors 6.7%, other family members 3.8% and teachers 3%.

This alarming reality of such a high number of children's rights violations within household settings necessitates urgent socialization of human rights legislation. Legal socialization is aimed at socializing the law, to the society, in order to reshape the community into a more law-aware society. Hence another model, beside the formal legal approach, is needed. A model is needed to facilitate the re-shaping of responsive law socialization and bring about noteworthy change. A model developed by Shoenfield (1987) is the 'AIDDA' model. 'AIDDA' is an acronym for Awareness, Interest, Desire, Decision, Action (Hafied, 2000: 211). Through this model, with focus on human rights, it is expected that the society will gain knowledge, comprehension and awareness about children's rights and actively work towards their protection. This model was utilized to socialize child protection laws in the Rongga district, Bandung region.

Accordingly the research considered the problem of: "*how to increase society's comprehension about children's rights and nurture society's awareness on the urgency of child protection within household setting*". More specifically the research considered the problem with focus on the following questions:

1. How does socio-economic background influence actions of violence towards children?
2. What are the rights and obligations of children, fathers and mothers within households?
3. What is the general description/ understanding of preventive actions regarding violence towards children in the community?
4. What impact does the implementation of the AIDDA socialization model have

in stopping violence towards children in Rongga district, Bandung region?

5. How is the effect of AIDDA socialization model in increasing society's awareness?

Law Socialization

a. Definition and Forms of Socialization

Socialization can be categorized as a communication process. Relatively similar to the definition of communication itself, this is a process where an individual (communicator) conveys particular symbols, usually in the form of verbal symbols to affect the communicant's behavior. In the end, socialization can also be understood as an effort to influence another. An institution, group or individual can conduct socialization. In socialization many factors should be considered and in the case of child protection, consideration and socialization is needed urgently.

Legal socialization can be either direct or indirect. Direct legal socialization is where the tutor/ instructor has a face-to-face meeting with the society, where s/he can have a dialogue by lecturing, discussion, meeting, conference, demonstration, simulation and so forth. Indirect legal socialization is conducted where there is no face-to-face interaction with the audience. Instead, the socialization is done through media such as radio, television, cassette, video, reading materials, film and other media.

Generally institutional socialization utilizes a model. Socialization of legal products can be done through several socialization models. Models can include those introduced by experts, such as the innovation of the diffusion model from Rogers (1983) which was then developed into the AIDDA model by Shoenfield (1987), the social marketing model by Kotler (1989), the communication planning model by Middleton (1980), model by Assifi and French (1982) and also the social mobilization model by McKee (1992). Despite some of the models being based on sociological approach (Rogers) and marketing (Kotler), basically the substance

of all models are the steps to be taken in the sharing of ideas through communication planning. Consequently, there are some arguments suggesting that the approach in sharing development ideas is a socialization management study.

The AIDDA model which has been used in socializing ideas and concepts in agriculture, health, industry and public relations, is essentially a socialization process starting with a communicator arousing awareness of the audience to a problem. This is followed by the attempt to arouse the audience's desire. A client, who shows desire, attention and interest towards an idea, needs then to be further encouraged to make a decision to eventually result in an action.

1. Literature Review on Violence Towards Children

Abuse is a word that can be understood as violence, cruelty, torture or mistreatment. In *The Social Work Dictionary*, (Barker, 1978:1) defines the term 'abuse' as "an inappropriate behavior that results harm or danger physically, psychologically or financially, both experienced by individuals and groups". This definition emphasizes the word abuse as an act which is inappropriate causing physical, psychological or financial harm either being experienced by an individual or a group.

Violence can be committed by an individual, group, or the State (either by the government or the system), by relatives or by strangers. It can be instigated as form of personal problem solving, a form of group manipulation, or the effect of hatred towards other ethnicities and religions and so on.

Meanwhile, according to the legislation on Child Protection section 13, what is meant by violence towards children is "discrimination, physical or sexual exploitation, abandonment, cruelty, violence, torture, unfairness and mistreatment". Thus, it is fair to say that violence towards children is enacted by adults/ older children who use their authority towards powerless children, who should have

been their responsibility, causing suffering, disabilities or death.

The Federal Child Abuse Prevention & Treatment Act (CAPTA) (2004) describes “violence to children to include: (a) all forms of treatment by a parent or caregiver causing death, physical injury and serious emotional, sexual abuse or exploitation: or (b) any form of behavior that causes a very dangerous risk”.

2. Literature Review on Legal Awareness

To formulate an understanding of legal awareness is a difficult thing; this is due to legal awareness being a subject related to one’s mentality or one’s affective process. Legal awareness is an interdependency of mentality and morality which relies on human ego. Legal awareness is an awareness of values within human mentality about existing law or expected law (Soekanto, 1982; Salman, 1989). Hence we can differentiate what’s lawful and lawless, what is allowed and what is not allowed (Scholten, 1986). Thus, legal awareness is living that ascribing value to a social law with knowledge, understanding, realization, devotion and obedience towards the law. Henceforth, the indicators of law awareness are as follow:

- (a) Knowledge of law (law awareness) is an “awareness of the very fact that a certain type of behavior is regulated by law” (Kutchinsky, 1973: 134), it can be understood as one’s knowledge about particular acts being governed by written law.
- (b) Comprehension about the law (law acquaintance) is “the amount of information a person has about the content matter of certain normative regulation” (Kutchinsky, 1973: 134) which can be understood as amount of information one has of the content of a law.
- (c) Attitude towards the law (legal attitude) is “a disposition to accept some legal norm or precept because it deserves respect as valid piece of law..., and a tendency to

accept the legal norm or precept because it is appreciated as advantageous or useful...” (Podgorecki, 1973: 83) which can be understood as a tendency to accept the law due to respect and advantage being obtained by obeying it. A legal attitude will involve social choice towards laws determining which are suitable with their inner values, thus the law is being accepted based on the respect bestowed upon it.

- (d) The pattern of behavior responding to the law (legal behavior) is a “legally desired behavior” (Dror, 1968: 54). This can be understood as the most essential part in law awareness given that the efficiency of law implementation within a society can be determined.

When the legal-awareness indicators have been fulfilled, the level of legal awareness is categorized as high. The level of a society’s legal awareness will have an influence on the level of devotion and obedience towards the law. Each member in a society basically possesses legal awareness, yet the quality of such awareness differs from one another. The level of legal awareness can be divided into four levels as follows (Djahiri, 1985: 24):

- (a) Anonymous awareness, an awareness which is not based on clear foundation or orientation. This type of awareness is the lowest amongst the others.
- (b) Heteronomous awareness, an awareness which is based on varying or changing foundational beliefs and orientation/motivation. This type of awareness is not ideal given its flexibility.
- (c) Sosionomous awareness, an awareness which is based on the mainstream value of the society.
- (d) Autonomous awareness, an awareness based on a concept or awareness emerging from within oneself.

Referring to the four levels, autonomous awareness is the highest level of awareness amongst others. This type of awareness is level needed to be held by the society. Efforts to

nurture such autonomous awareness in society through formal and non-formal education are important. Civic education is being developed through formal education and in non-formal education, either via interpersonal, group or mass-media socialization. These two paths are synergic in Citizenship Education or Education for Citizenship to produce good citizens who are law literate.

Method

This research employed Research and Development (R&D) methods as developed by Borg & Gall (1989: 772) and collaborated with the experience provided by Sukmadinata (2007: 184-189). The three main steps of R&D proposed by Borg & Gall were used in conducting this research. These steps being: (1) introduction (2) model development (3) model experiment.

This research was undertaken in Rongga district which consists of five *kelurahan* (term for the divisions of a village) namely: Sukamanah, Cicadas, Bojong, Bojongsalam and Cinengah. The socialization was delivered to the village governors, RT/RW leaders (sub divisions of a *kelurahan*), chief of village, head of district and heads of households who were grouped within an organization named *Posdaya*. In addition, the researcher also involved a legal-sociology student from the civic education department FPIS (Faculty of Social Science Education).

Data collection techniques used in this research comprised of: (1) observation (2) document study; (3) interview and (4) questionnaires. The qualitative data analysis was expressed in non-numerical form (attribute). The quantitative analysis was done for the data collected through questionnaires to describe the effect of AIDDA socialization model application on society's legal awareness level.

Result and Discussion

1. Comprehension towards socio-economic background

Most of those who studied in the socialization research thought that there were several factors contributing to actions of violence towards children within the family setting. Data collected showed that violence towards children was driven by the combination of several factors and each factor may contribute to the occurrence of different cases. Socio-economic factors were identified as the most influential. Poverty was shown in the critical tendency-analysis to shape society's awareness of the law.

2. Preventive Steps In Preventing The Occurrence Of Violence Towards Children

To prevent and stop violence towards children several approaches were needed. These included:

- a. 'Individual approach' undertaken by nurturing spiritual/religious knowledge. This was applicable given the understanding that individual's possessing an adequate amount of knowledge on religion will have stronger resistance when faced into situations encouraging violence.
- b. 'Social approach' comprising of social-participation in reporting and being aware of every violent act, especially human trafficking.
- c. 'Medical approach' through provision of good physical or mental health services and treatment; simultaneously providing socialization to the parents on how to nurture a child well.
- d. 'Legal approach' consisting of activities undertaken by the government, exercising responsibility to continuously follow-up and respond to every report of crimes and to handle each crime in accordance to the law.

3. Conceptual Model of AIDDA in Law Socialization

a. Materials

The materials used in legal socialization of child protection laws and consequences of violence towards children, were delivered descriptively, with narrative and also persuasively. There was a tendency that rigid and dogmatic deliveries would the cause social confusion and hinder understanding of materials. In the AIDDA model, the materials were modified to suit social conditions and backgrounds where the education level was heterogeneous. Therefore an important consideration for the researcher was to determine the language, suitability to comprehension level, analysis of indicating factors as well as sentence simplification. Attention was give to ensure the given materials would not only be understood but also be rebroadcasted by those involved in the socialization activities to others within his/her society. The delivery of materials used in implementation of the AIDDA model in law socialization is illustrated in Figure 1.

b. Method

Law socialization can be undertaken using two methods, namely indirect and direct law socialization. The indirect law socialization is a type of law socialization

which is done indirectly where the content is delivered through media such as banners, leaflet and posters are used instead of through face-to-face interaction. Such indirect socialization was done by the distribution of antiviolence-towards-children stickers to the society as well as the distribution of books and the placement of banners in several strategic places.

The second method is direct law socialization, where the socialization activity can be through face-to-face interaction, by lecturing, interactive dialogue, demonstration, watching movie, quiz, door prize and spontaneous entertainment given by the audience/committee.

c. Media/ Source

The media in this law socialization through AIDDA model were used within the two methods adopted. In the indirect socialization, several media such as stickers, leaflets, posters, banner, picture and photographs were used. In the direct socialization, power point slides, short-length video/ movie and projector were used.

The content responded to the documents ratifying the policy on violence towards children which comprised of: legislation section 23, 2002 on child protection; legislation section 3, 1997 on children's court,

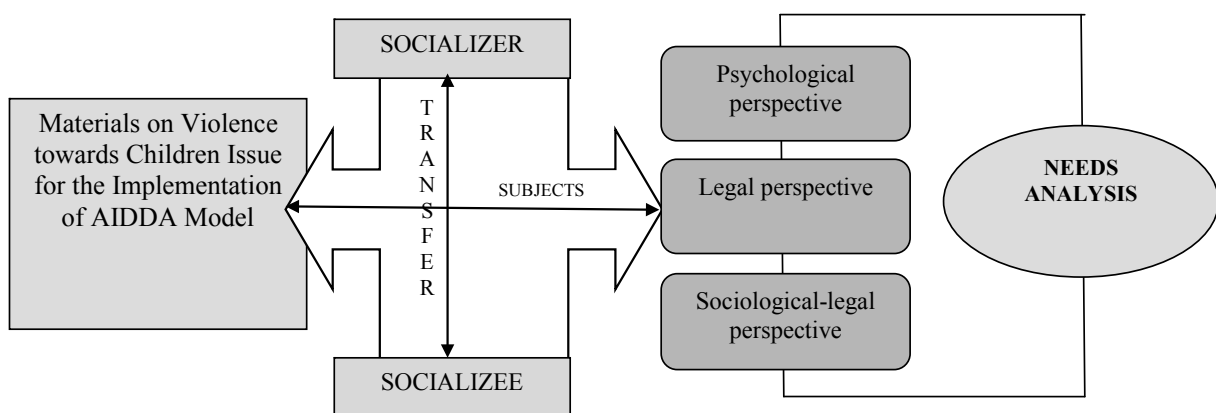


Figure 1
The Process of Material Development in AIDDA Model
 (Source: Developed by researcher, 2013)

legislation of Republic of Indonesia section 39, 1999 on human rights and regional law of Bandung, section 10, 2012 regarding child protection.

d. Evaluation

Legal socialization is a process. Evaluation is urgently needed regarding several aspects of the process namely: (1) program evaluation, to what extent was the program implemented in accordance to the plan and fulfillment of objectives; (2) management evaluation, to what extent had the process run, were there any obstacles or was the program run as planned. In evaluation it is essential to record both challenging and supporting factors in executing the program. The findings of the evaluation will provide insight for implementation in both ongoing programs and future programs.

4. The effect of AIDDA socialization model in enhancing social awareness

The descriptive-statistical analysis using SPSS 20, tested the hypothesis of “Legal socialization focused on the development of AIDDA (Awareness, Interest, Desire, Decision and Action) model, improves the quality of socialization in reshaping society’s legal awareness”. This was done by correlation and regression determining tests.

The result of the correlation test between the implementation of the AIDDA model and the quality of socialization in reshaping society’s legal awareness is visible. The data analysis results are shown in table 1.

The correlation table above used Pearson Product Moment, which shows the depiction of correlation values between the variables being 0,617 which indicates a fair correlation between X and Y variable. In terms of its significance, the value of 0.001 was obtained for X and Y which was less than 0.05 resulting the acceptance of H_0 and the refusal of H_a . It was proven that the X variable had a significant positive correlation on Y variable.

Table 1.
Correlation between Variables

		X	Y
X	Pearson Correlation	1	,617**
	Sig. (2-tailed)		,000
	N	67	67
Y	Pearson Correlation	,617**	1
	Sig. (2-tailed)	,000	
	N	67	67

** . Correlation is significant at the 0.01 level (2-tailed).

The guidance given by Sugiyono in interpreting the correlation coefficient is as follows:

Table 2
Interpretation of Correlation Coefficient

Coefficient interval	Correlation level
0,00 -0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Fair
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

Source : Sugiyono (2011: 242)

Referring to the interpretation proposed by Sugiyono, having obtained the coefficient correlation 0. 617, the level of relationship is categorized as strong, since it falls under the interval of 0,60 – 0,799. Therefore, there was strong correlation between X variable (the development of AIDDA model in legal socialization) with Y variable (society’s legal awareness). Additionally, the result from regression test is shown in Table 3.

Table 3
Regression Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,617 ^a	,380	,371	2,550

a. Predictors: (Constant), X

Referring to table 3, the R square value shows that 38% (0,380 x 100%) from “Y variable”. This can be described as the change within “X variable”. Thus, there was a significant positive effect of AIDDA model development in legal socialization to the reshaping of society’s level of legal awareness. Descriptively depicted, the Y variable was influenced by X variable by 38%. However, the other 62% was influenced by other extraneous factors.

1. Comprehension of Socio-Economic Factor as the Factor Contributing to Violence Towards Children

Referring to the research findings, it is fair to say that after participating in AIDDA model legal socialization, the society developed openness and acquired more knowledge on children’s rights within a family and knowledge of the basic concept of violence towards children within the family setting. Basically the society of Rongga district came to comprehend the need for child protection from physically or emotionally damaging acts, molestation, abandonment, commercial or other types of exploitation which cause either real or potential damage to health, life, growth or maturity committed within a responsibility-relation contexts. This was after socialization of the child protection legislation section 13 which defines violence towards children as “discrimination, physical or sexual exploitation, abandonment, cruelty, violence, torture, unfairness and other mistreatments”.

Such comprehension suggested that they were familiar with the elements or indicators of violence towards children within family setting, including: (1) violence which ranges from physical violence, verbal violence or threat; (2) children being victimized and the parents dominantly play the role as perpetrator; (3) violence harming children physically or psychologically. (4) violence happening within household settings. This aligns with understandings stated by The Federal Child

Abuse Prevention & Treatment Act (CAPTA) (2004): “*violence to children includes: (a) all forms of treatment of a parent or caregiver that causes death, physical injury and serious emotional, sexual abuse or exploitation: or (b) any form of behavior that causes a dangerous risk*”.

Generally those involved in the research activities acquired new knowledge regarding forms of violence in household settings, which not only comprises physical abuse such as hitting but also psychological abuse such the use of harsh words, insult or embarrassment. Additionally, violence can also be influenced by economic challenges such as family abandonment where a husband does not provide financial support to his wife. Violence can also be in forms of sexual abuse where someone forces another to engage in a sexual act.

It is fair to say then that the acquired knowledge and comprehension developed legal awareness within the respective community. Implementation of the AIDDA model is important given the current development of society where the execution of law is not ideal. The cases of legal deviation often times are caused by ignorance towards the law. Hence the target set by the researcher to develop legal awareness has the great potential to shape a society to be aware, intellectual and dynamically responsive to the law.

2. Awareness of the Urgency for Continuous Legal Socialization to Socialize Law to the Society

The participants of the socialization research and development became aware that a continuous legal socialization is important. Some of the people suggested the reimplementation of law-aware-family program (Kadarkum) as a means of law education for the society. Legal socialization, as stated by Legal Department of Republic of Indonesia (1998: 1-5), is an effort to increase society’s legal awareness by delivering and explaining the law to the society within an

informal atmosphere in order for the society to be aware of their rights, obligations and power, thus the legal awareness needs nurtured. Awareness comprises not only of recognition of the law but also to comprehension and devotion to obey the rule.

The process of distribution and socialization to develop ideas, including legal product socialization, can use several models that have been proposed by experts such as the diffusion model, which is an innovation from Rogers (1983) and was further developed into communication-planning model by Middleton (1980) which is considered most suitable to socialize developmental ideas such as legal socialization. There are seven steps done in this model namely: (1) Problem diagnoses; (2) Audience analysis; (3) Statement of objectives; (4) Media selection; (5) Message design; (6) Media production and distribution; (7) Evaluation.

An effective legal socialization includes the following techniques:

- a. Persuasion. Convincing the audience, so as they become persuaded and give their attention and interest to the topic socialized.
- b. Education. Patiently guiding the audience to reach socialization objectives.
- c. Communication. Communicating and creating a supporting atmosphere to facilitate a friendly, open and two-way communication.
- d. Accommodative. Accommodating and providing solutions about legal problems in society with simple comprehensible language to the audience.

The close relationship between the AIDDA model development in legal socialization had a correlation coefficient of 0.617, thus implying the correlation to be strong given the respective value falls under 0.60 – 0.799 interval (Sugiyono, 2010). It is fair to say, then, that there is a strong relationship between X variable (AIDDA model development in legal socialization) and Y variable (society's legal awareness).

By descriptive statistical analysis, the hypothesis tested was "If the legal socialization is focused on the development of AIDDA method (Awareness, Desire, Decision and Action), then the quality of socialization in reshaping society's legal awareness will improve". The results of the analysis was that there was a positive significant effect of 38% on AIDDA model development in legal awareness towards socialization quality in reshaping society's legal awareness. However, the other 62% was influenced by other extraneous factors.

The problem of social legal awareness, actually relates to the factors of whether or not a particular legal rule is well known, understood, obeyed and appreciated (Soekanto, 1983: 122 and Salman, 1985: 17). Consequently, the effort to improve social legal awareness is done through the direction of knowledge, understanding, appreciation and social-behavioral patterns working towards a positive end result. Change of human behaviour is achieved through education. Efforts to improve a society's legal awareness via informing and explaining legal rules to the society in a non-formal setting in order for the society to know and understand what their rights, obligations and powers create legal awareness where knowing, understanding, realizing and obeying law occurs.

The process of education in the improvement of legal awareness should be an integral part of family education process. This is due to a family being the basic reference for every individual, thus the effort to improve legal awareness is done by a participative cooperative and friendly effort, starting from the nucleus of a family, either biologically or sociologically. The participative cooperative and friendly effort is done through the establishment of *Kadarkum* (legally-aware family) which is the target of continuous legal socialization and guidance.

In *Kadarkum*, a group/family, is encouraged to improve their legal awareness, in holding open meetings, called

temusadarhukum. This has been proposed and outlined in Government decrees (Departemen Kehakiman RI, 1998: 5). Through *kadarkum*, it is hoped that the legal socialization can be executed quickly and effectively. The existence of *kadarkum* makes the society no longer feel that they are merely an object in a law development process but also they are directly involved. *Kadarkum* promotes life-long learning within the task of Citizenship Education.

Kadarkum is intended to gather people who, driven by their own free will, attempt to keep on learning and improving their legal awareness. This learning activity is done in forms of an activity called “*temusadarhukum*”. This may include application of several techniques namely:

- a. Problem solving of an urgent problem (critical incident), by ‘sharing’ within the *kadarkum* context. Members’ share daily experiences or problem. This sharing is geared towards the evoking of attention/affection from other group members. It is used to lead a discussion and to enhance skills in analyzing, assessing and solving the problems faced.
- b. Simulation is a reconstruction of real-life situation brought as part of learning activity. Simulation is done to gather new information and to enhance members’ legal awareness towards the problem faced and to encourage them to solve such a problem.
- c. Discussion (*tebaktepat*) is a competition held amongst the members who answering the questions given by the instructor.

This meeting is led by an instructor assigned by the members of the *kadarkum*. The instructor should be able to lead the discussion, create a warm atmosphere of friendliness, togetherness and with interesting language supported by jokes, providing equal chance for the member to express their responses, questions and to summarize the topic after listening to the explanation given by the instructor.

Kadarkum as a part of Citizenship Education can be included in society’s legal awareness education, contributing to being good citizens who possess civic competence especially in terms of law literacy. *Kadarkum* activities reshape social knowledge, attitude and legal behavior as part of civic competence development which is developed in citizenship education comprising civic knowledge and civic disposition (Branson, 1999: 8 – 25). Through *kadarkum*, civic knowledge on the existence of various citizen behaviors governed by law and understanding the law is developed. Civic skills are related to the ability to critically see a legal issue and its implementation as well as the ability to participate in obeying the rules. Civic disposition is related to the value, attitude and commitment towards the implementation and establishment of law.

The education of legal awareness in a society through *kadarkum* is citizenship education as suggested by Cogan (1999: 5).“ ... *the more inclusive term encompasses both these in-school experiences as well as out-of-school or non formal/informal learning which takes place in the family, the religious organization, community organizations, the media etc., which help to shape the totality of the citizen*”.

Many people infer that the halt of effective citizenship education in the *ordebaru* (new order) era is not due to the ineffectiveness of the program yet the halt is due to the factor of how and when the program is implemented. For example P4 training (the BP7 was dismissed), *Kelompok P4* (by currently Communication and Information Ministry), *kadarkum* and *Desa Sadar Hukum* (Judicial Ministry). Often times, the halt is related to the implementation which was teemed with indoctrination to protect the status quo of the ruling regime, thus the society was only made an object burdened by various obligations for the state. In addition, the halt was due to the absence of a sense-of-belonging possessed by the society towards the program, the program was top-down instead

of bottom-up. Furthermore, the self-regulated learning in the society was very low in the process of life-long education which means that society's independency was still very low, the dependency to the government was very high in life-long education (especially in economic development) and in the end this dependency caused the halt when the government no longer provided material and immaterial support. Hence, a change in the pattern of legal socialization in *kadarkum* as part of paradigm shift of citizenship education in this globalization era is needed.

Firstly, the system of legal education should be responsive towards the rapid change locally, nationally, internationally. This demands a fundamental change in social life in terms of more freedom in life, a more democratic life which is based on faith and obedience to God based on the principles of law and fairness, appreciating humanity which is cultural and possessing good morals (Wahab, 2006: 80). In order to come to such goal, a shift in paradigm of legal education, including *kadarkum* is needed. The past legal education put an unhealthy proportion on moral value and put the society only as a subject instead of subjects being only obliged to possess certain moral value and they were not given sufficient guidance towards issues in structure, process and legal institution. The direct effect of such a situation is that the moral value one has acquired is not integrated within one's mentality as how a result of a learned behavior will be. Hence the paradigm in legal education should be shifted by balancing the process development and law institutions along with all its attributes.

Secondly, seen from law establishment in Indonesia, the effectiveness of law in Indonesia depends on the implementation of a fair law. The implementation itself is influenced by various factors namely: (1) the law itself; (2) the mentality and characters of the law enforcer; (3) supporting facilities and media; (4) legal awareness and legal obedience of the society; (5) Law tradition. Each factor supports

one another as a component to support law effectiveness. Society's legal awareness and legal obedience should be accompanied by the law materials which reflect the values believed by the society as well as being supported by the mentality of the law enforcer who should be able to implement the rule and protect the society, the existence of supporting facilities and media as well as the establishment of a fair law tradition. Referring to the five mentioned factors, society's legal awareness is a starting point to control the effectiveness of the law implementation, given that the society's legal awareness values the existing law and processes of law enforcement.

Such legal awareness will be strengthened through means which allow the society to learn about law and reflect on the effectiveness of law implementation by the society and the enforcer. This activity is facilitated by *kadarkum* activity with its main agenda, *temusadar hokum* and critical incident or sharing. As the label 'sharing' suggests, the pattern of the activity should be suitable to its meaning, the activity focuses more on how the society and law enforcer share their thoughts and feeling about the importance of law, the clarity of law content and the most important one is how the law is implemented and enforced as well as facilities and media supporting it. Thus, government's indoctrination is no longer be expected to be given to the society to obey the existing law, instead, it should be focusing more on how to accommodate society's aspiration as well as government's aspiration in implementing and enforcing law.

Thirdly, since legal awareness is values on law which lives within society, legal socialization should use value-education approach. That way, the legal socialization or *kadarkum* will not only comprise of the socialization of law materials but also internalize the law value within and eventually legal awareness will emerge from within themselves or as labeled as autonomous awareness.

Distinguishable from Wynne (1997), in Wolter's perspective (1998), self regulated learning is one's ability to effectively manage his own learning experience using different means to fulfill optimum learning outcomes. Meanwhile, according to Frank & Robert (1988), self regulation is one's ability to monitor her/his comprehension, to select the strategy of information process which is adequate. Self regulated learning comprises of three steps namely pre, whilst and post learning task.

Self-regulated learning always heads towards several ends. There are three goals within self-regulated learning: the first step is the selection or formulation of learning objectives which is determined by: 1) Expectation on self-competence and the output obtained from task fulfillment; 2) Affective factors such as needs, motivation and values; 3). The willingness in self-conception as depicted in individually-formulated life-goal into temporary goals and the behaviors (Markus and Wurf, 1989).

Referring to the various previously-elaborated ideas, there are two special characteristics in identifying and recognizing self-regulated learning. The two characteristics are: Firstly, the society is assumed to possess self-awareness on the potential they have and to utilize it in managing themselves fulfilling the optimum learning outcome. Secondly, the society possesses self-orientation towards a feedback cycle during the teaching/ learning process. In such a feedback cycle, the society monitors the degree of effectiveness of a learning method and strategy along with the responses given to achieve learning outcomes through continuously modified means. Self-regulated learning facilitates implementation of the concept of andragogy from Knowless (1977) and Arif (1990) who utilize the assumption that a society of adults possessing a strong self-concept, accumulation of experience, learning readiness, time perspective and learning orientation.

Once the society has put self-regulated

learning into practice, *kadarkum* activity, a new order government's top-down program, life-long learning will continuously be established by the society. The society thinks that *kadarkum* is theirs and its existence is very beneficial thus regardless of the existence of stimulus from the current government, the activity will last with all its changes and adaptations.

Conclusion

Socio-economic factors were identified as the most influential factor in causing violence towards children. This is evident in the critical tendency analysis where the dominant factors were poverty and inadequate legal-enforcement socialization in nurturing social awareness. At the completion of implementation activities, understanding of violence towards children in the Rongga district's was noted as physical or emotional mistreatment, sexual abuse, abandonment or commercial and other kinds of exploitation which cause real or potential damage on children's health, life, growth and pride, acts which often are committed within the relationships with responsibility to the children.

Legal socialization was undertaken by researchers who utilized various materials, methods, resources/media and assessment tools. The two methods used were direct and indirect, based on the AIDDA model. This was aided by basic learning materials on legal socialization regarding violence towards children. At the conclusion of activities a social assessment was undertaken with a questionnaire and guided interview. The finding from this assessment was that there was significant positive effect with 38.0% increase in the communities' legal awareness, achieved through implementation of the AIDDA model.

Consequently, legal socialization through *kadarkum* to improve legal awareness should be established as an important tool by the government within decrees

for reimplementation. The socialization of law products through socialization process should be executed with attention to good coordination and integration. The society should also be supporting the law establishment program, especially regarding woman's rights in household settings, taking an active role in legal socialization on anti-domestic abuse, preventing abusive crimes, providing protection and aid for victims of abuse and also assist in seeking protection from the responsible institutions.

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