

Legal Language Symbolic Meaning: Study of Learning Media Based on Forensic Linguistic Perspective in Kindergarten

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Abstract—The inclusion of Bahasa Indonesia for legal field in kindergarten is an integral part of language learning, which is suitable for early childhood development. This study is aimed at determining the utilization of Bahasa Indonesia for legal field as learning media to promote the legal awareness of students. The present study used a qualitative descriptive approach on the strategy of introducing Bahasa Indonesia for legal field in Kindergarten by using road sign images that have legal language symbolic meaning. The source of data was texts on road signs on the highways collected through recording and documentation. Data analysis technique was interpretation based on the forensic linguistic perspective in accordance with literature review of books and scientific journals. The results show that Bahasa Indonesia for legal study as learning media in kindergarten is carried out through role-play model to introduce road signs, Bahasa Indonesia for legal field is packed by using the images of road signs that can be found in daily life hence the concept are exciting and easily understood by students, and explanations of traffic regulations that have legal language symbolic meanings is done by using appropriate words in accordance with the student development based on forensic linguistic perspective as an effort to foster understanding and awareness about the rule of law in children.

Keywords—*symbolic meaning, legal language, learning media, kindergarten, forensic linguistics.*

I. INTRODUCTION

Legal awareness is an understanding of the rules embodied in attitude and behavior of an individual in the social life. It is culture as a manifestation of respecting the rights of others. Moreover, it shall be improved and developed due to the essence of the law which serves to protect human interests. Nevertheless, the culture of legal awareness has not been entirely implemented as indicated by numerous violations due to the deteriorating rule of law over the years.

One of the most common violations is performed by the users of the highway. The use of various means of transportation on the highway is a support element of human activity, yet it has not been accompanied by discipline behavior by road users. Violations of traffic regulations trigger road accidents caused by traffic law violations by road users [1]. Discipline among road users is a sort of legal awareness as the realization of understanding and obeying traffic rules so as to create a traffic order on the highway [2].

Legal awareness actually can be fostered through early childhood education by introducing and teaching several rules in accordance with the children development. Formal education to instill legal awareness can be initiated from kindergarten by encouraging children to conduct good deeds to peers or others and to obey the class rules [1]. It is linked to the golden age in early childhood that occurs only

once in the period of human life, hence children must be educated, guided, directed, and motivated in order to have a good personality as expected by family and society [3].

Bahasa Indonesia for legal field as learning media is an educational strategy to establish the legal awareness culture on students in kindergarten. Early childhood is the stage for children to develop their full potential by learning from the environment that will influence their next phase of development. Hence, it is crucial to provide optimal stimulation for children growth and development at this stage [4]. This strategy is carried out by involving parents to guide and direct their children both within the family and social environment in accordance with the materials provided by teachers at school. Mahdum et al. [5] suggested that education should be addressed to promote noble behavior and moral of the nation based on cognitive, affective, psychomotor, and moral aspects according to the religious teachings.

Communication between the school and parents is crucial due to the significant role of family as the earliest social environment for children in the education process. The involvement of parents in children's education is certainly beneficial for parents, children, and schools [6]. Their roles, among others, are to become role models and to guide children to behave positively in life. Briefly, the basic character education is in the family, yet the school has contribution to strengthen it [7].

The central role of family in the educational process is associated with the characteristics of early childhood in which children have a copious curiosity, particularly on intangible concepts, hence parental guidance is required. Parents' active role in the learning process both at home and school will encourage children' enthusiasm to engage in learning activities since parents is the first and primary educators for children and have an important role in children's achievement [8]. An example of abstract knowledge is traffic regulations which have symbolic meaning and relatively not understood easily by children.

Bahasa Indonesia for legal field is constructed as learning media to explain the symbolic meaning of the rules of law. Legal language has distinctive characteristics that are symbolic and difficult to understand. Language becomes a liaison tool for conveying messages by using linguistic symbols in the form of spoken, written, and symbols. The sequence of texts in the symbolic meaning of legal language contains particular clues since language is a means of expressing a desire, feeling, mind, experience of one conveyed to another [9].

Thematic and center-based role play model is an effective method to explicate the symbolic meanings of traffic rules to students. It is related to childhood education as the initial foundation for determining the

success in the future, including through center-based role play that will assist children to face the reality [10]. Role playing model is a learning activity required by children to improve logic and rationality without putting aside the level of understanding according to a child's developmental age [8].

Based on the background, several problems were formulated, namely: (1) What texts are in traffic regulations that have legal language symbolic meaning; and (2) How the utilization of Bahasa Indonesia for legal field as learning media in kindergarten based on the forensic linguistic perspective is applied.

The objectives of this study are: (1) to describe the form of texts in traffic rules that have legal language symbolic meanings; and (2) to elaborate the utilization of Bahasa Indonesia for legal field as learning media in kindergarten based on forensic linguistic perspective.

II. RELATED WORKS/LITERATURE REVIEW

The study of early childhood by [4] suggested education as an effort to guide children to have better behavior. The purpose of this study was to foster moral education in children from an early age through exemplary given by parents and teachers to develop intellectual and emotional intelligence in order to have good behavior and speech in accordance with the expectations of the society. The results of the study are: (1) early childhood education can provide assorted stimulations to support the development and growth of children; one of them is by creating a conducive learning environment for children; (2) parents are the first teachers for children in which their behaviors, speeches, and appearances will be imitated thus they shall become role models in building children morality; (3) moral education at early childhood in formal educational institutions is commenced by teacher personality that shall be role models for students by incorporating moral elements in the educational component considering the process of children moral development is derived from direct education, imitation, and trial.

[11] investigated the introduction of traffic discipline in early childhood and elementary schools, which is associated to the social impact of technological advances in children. The study is aimed at encouraging parents to guide children according to their development. The sociological/empirical/juridical optical method based on the reality of community (*dasein*) was employed, namely the rules of driving car and motor according to the Road Traffic and Transport Regulation. The qualitative descriptive analysis was presented based on the results of legal counseling on traffic to students at kindergarten and elementary schools. The results of the study are: (1) underage children who drive motor or a vehicle is caused by undisciplined parents, and (2) discipline is started from early childhood and

primary school-aged children in order to motivate the attitude of responsibility and awareness in obeying rules on the highway for the safety of self and others.

Anisyah [10] carried out a study on center-based role play model to improve interpersonal and linguistic intelligence at early childhood in kindergarten. The study was aimed at finding and analyzing the lesson plan of center-based role play model in the development of interpersonal and linguistic intelligence at early childhood in Al-Muthmainnah Kindergarten, Jambi. The method was qualitative approach by performing field research with qualitative paradigm, or research that involves data collection, description, classification, and followed with interpretation. Primary and secondary data were obtained through observation, documentation, and in-depth interviews. Data analysis used Miles and Huberman's method with several stages, i.e., data deduction, data display and making conclusion. The results of the study were: (1) the lesson plan of center-based role play model aimed to develop interpersonal and linguistic intelligence of students in Al-Muthmainnah Kindergarten had been implemented by teacher but it was sup-optimal due to various obstacles; (2) the implementation of center-based role play model in the development of interpersonal and linguistic intelligence of students in Al-Muthmainnah Kindergarten had not been done optimally due to several obstacles, i.e., lack of educational and supportive tools; and (3) evaluation of center-based role play model consisted of direct observation by recording child development, performance, works and portfolio.

Some of previous studies have similarities with this study—which is linked to early childhood education by using role play model to inculcate character values in children. The difference of the present study with previous ones is mainly about the theme of this study, which is Bahasa Indonesia for legal field as materials in kindergarten. The novelty of this study is on the introduction of Bahasa Indonesia for legal field as learning media in kindergarten, which is in the form of text on traffic or road signs that have symbolic meanings in the legal language and explained to students based on the forensic linguistic perspective.

III. MATERIAL AND METHODOLOGY

A. Data

The source of data was the texts on traffic or road signs on the highway. Data was collected through record and documentation techniques. Data verification was adjusted on the level of understanding of the age of kindergarten students. Triangulation of data was done based on literature study as the secondary data in the form of books and scientific journals.

B. Method

The study used the descriptive qualitative approach. The source of the study was literature review of books and scientific journals related to learning media for kindergarten students and traffic rules on the highway. Data analysis technique was interpretation based on the symbolic meaning contained in the language of traffic rules on the highway. The results of analysis were presented based on the interpretation of the symbolic meaning of the rule of law, which was in the form of texts on road signs on the highway as described based on the forensic linguistic perspective.

IV. RESULTS AND DISCUSSION

A. *The symbolic meanings of legal language in thematic and center-based role play model*

Thematic and center-based model with role play must be adjusted to the school environment and the individual characteristics and circumstance. Moreover, teaching materials and teaching methods should be in accordance with the tempo and rhythm of the development of a child [12]. The applied learning is a combination of classical and individual approach. Hence, children can conveniently receive and understand the material presented by the teacher. Role playing in the thematic and center-based learning model is opted to uphold the children development, i.e., to provide a scaffolding for attaining a higher level of cognition by using a set of play tools that serve to stimulate the whole intelligence of children [10].

Bahasa Indonesia for legal field as learning media in kindergarten is an endeavor to develop character building in children through the thematic and center-based role play model. Role play method becomes the means of actualization to promote the cooperation and tolerance among students. Role playing has an important role for the development of children, such as to develop creativity, motor, language skills, social skills, self-esteem, manners, discipline, respect to others, and literacy skills [13].

Furthermore, the utilization of road sign images as the learning media for Bahasa Indonesia for legal language in kindergarten is adjusted to the individual ability, i.e., the chance for students to observe, speculate, analyze, and evaluate the environment. Teachers provide guidance to students in developing their abilities, particularly to express and work in team and to motivate others in obtaining information from their environment so as to develop imagination, expression and creativity as inspired by the characters or objects in the story [12]. Therefore, center-based learning is more suitable for early childhood development due to its main characteristic of providing a scaffolding to build the concept of rules, ideas, knowledge, density, and intensity of play in children [10]. Thematic and center-based role play

model also provide space for students to socialize and cooperate with peers.

Implementation of thematic and center-based role play model is linked to the introduction of road signs as an effort to instill a culture of legal awareness from early childhood is described as follows.

1) *Learning centers around classroom*

The classroom can be modified into several learning centers in accordance with specific theme. Each center is equipped with materials, tools, and other sources related to the theme such as tape recorder, earphone, cassettes, props, and images.

In the creativity center, books and magazines related to Bahasa Indonesia for legal field are provided. Nevertheless, the provisions should be modified based on the capacity of the school and in case the procurement is not possible, it can be replaced with images of traffic signs and officers.

2) *Teacher activities*

Teachers serve to provide general explanations to students who visit the learning center according to the respective theme. They must direct, supervise, and observe the students when using the available tools and examine the difficulties experienced by students. Furthermore, teachers must observe the development of each student in performing the task in order to follow-up the student's comprehension process toward the materials in accordance with the task.

3) *Materials and tasks*

Each learning center is equipped with minimum and additional materials. Minimum materials are teaching materials that contain the description of the development of the minimum ability that must be mastered by each student. Student's mastery of materials is a target of minimum ability in learning at each center.

If the student has mastered the minimum material, the additional materials are presented in order to enrich the mastery of previous materials. Enrichment is given either individually or in groups to students with equal competence. Enrichment material is adapted to the environmental conditions so as to prepare students to face the reality with total responsibility.

Themes and centers related to Bahasa Indonesia for legal field are elaborated as follows.

Theme	:Traffic order on the highway
Goal	: To build the culture of legal awareness by promoting traffic discipline
Language center	: role play of 'activity on the highway'
Musical center	: singing a song about going to school
Arithmetic center	: counting minutes of traffic light

Highway center : role play as traffic officers and road users.

The visual and audio visual images are: (1) the images of road signs that have certain symbolic meaning as a traffic controller on the highway; (2) images of children in traffic police uniforms, and (3) images and texts on road signs. Several supporting tools are modified to the situation and conditions in the school environment that serves to assist teachers in providing explanation to students.

4) *Student activities*

Students are guided by teachers to select the learning center based on their interest and to complete the tasks. Certain tasks may be undertaken collectively to advocate solidarity with mutual cooperation or togetherness, thus they have the opportunity to socialize, cooperate, and help each other [12]. Students who have finished their tasks may participate in other centers as an additional task according to their interests.

5) *Evaluation process*

Evaluation is aimed at finding the progress of students that is done by communicating it with parents. It is motivated by the intensity of togetherness of parents and children, which determines the quality of understanding and knowledge in the learning development process. In addition, parents always control and accompany their children in learning activity [8]. Evaluation or assessment is the main activity that should be performed by teachers to assess child's competence, the implemented program, and the program development [10].

Furthermore, parents can monitor their children's comprehension on the material of road signs provided by teachers at school. In case children encounter any difficulties in understanding the concept, parents have to re-explain the material in accordance with the results of regular communication between parents and school. Parents also report the child's activities outside the school regarding road signs on the highway since child usually conveys the teacher's explanation to parents. Communication between parents and teachers is an evaluation stage to determine the progress of students' understanding of learning materials received at school.

B. Character values in the culture of legal awareness

The introduction of road signs as a component in teaching Bahasa Indonesia for legal field in kindergarten is an attempt of character building in early childhood. Character is strongly linked to personality, since an individual is perceived to have characteristics based on the behaviors, which are in accordance with the prevailing rules, moral and ethics in the society [14]. Obedience to traffic rules on the highway is a characteristic behavior in social life.

The purpose of this learning center is to promote appropriate behavior in accordance with the rules on the highway to children in kindergarten. The character values in the legal awareness culture are fostered in students through the material of Bahasa Indonesia for legal field with the forensic linguistic perspective. They are related to road signs on the highway that can be described as follows.

1) *Order*

Order is the value nurtured among children hence they will learn to be patient, understand the rules, and do not impose their own will. Rules in role playing are a medium for students to practice their culture of order. The learning process by using role play method is performed in accordance with the rules and discipline as directed by teachers [15].

The culture of order in the role play center is carried out by students by performing their respective roles in an appropriate manner, such as traffic officers who maintain the traffic order on the highway. Teacher divides students into groups based on their respective roles and directing them in performing the activities.

2) *Discipline*

The character of discipline can be instilled in students through habituation activities related to their daily activities at school, at home, and the environment around them. An attempt to construct the character of the nation, namely the habituation of discipline value in early childhood, is better done by parents in the family and by teachers in school since kindergarten is a formal education institution that provides basic provisions for the development of intact and integrated personality of students (Susanto, 2017: 19). Discipline is a moral behavior consisting of the element of volunteerism and self-awareness to behave according to the rules without any coercion with the aim that life becomes better for the self-contentment associated with social skills and self-esteem or self-concept [16].

The development of the disciplinary character is fostered in students by obeying traffic rules on the highway. Teacher explains and guides students to have discipline culture by obeying traffic rules on the highway.

3) *Fairness*

The character of fairness in association with the legal awareness culture is the consciousness that traffic rules are established to provide fairness and justice to all road users since regulations are enacted to bring justice to the community. The value of fairness can be inculcated in early childhood education by giving equal opportunities for all children, both males and females, in performing the tasks. In case there is a dominant child, understanding shall be given to take turn with others [17].

Habituation on the fairness value is carried out by the student by obeying the traffic lights, i.e., when to stop and go. The arrangement of the stop and go has a symbolic meaning of fairness in legal field. In this learning center, teachers direct students to understand traffic rules as they become road users. Activities conducted in the center where students are situated at the intersection of roads arranged by traffic lights and they have the opportunity to pass the intersection according to traffic light settings.

4) *Responsibility*

The character of responsibility can be built on students by habituation to complete their respective tasks. Personality or characteristic is a crystallization of a habituation or deeds that are frequently repeated through the senses of human being, i.e., eyes, ears, and other parts of the body [18]. Responsibility relates to the attitude of discipline among group members, thus creating a cooperative situation with a sense of attachment and responsibility to the group's rules [19].

The culture of responsibility to the students in the center is instilled by performing and completing the role according to their respective duties in accordance with the provisions. Activities undertaken by students in the center in which some students has a role as a violator of traffic rules and teacher will provide understanding that they have to be responsible by receiving sanctions or warnings from traffic officers. In promoting the responsibility value, teacher plays a role in supervising and directing the students to perform roles and tasks according to the division in the center.

5) *Respect the rights of others*

The character of respecting the rights of others is inculcated through habituation as children have interaction with peers in the center. Respecting the rights of others, among others, are manifested by the attitude of sharing with peers, willing to help others, willing to wait their turn, inviting friends to play together, having reasonable emotions, using polite language, being charming, being polite and courteous, saying thank you, obeying the rules, finishing tasks, and showing empathy to peers [20].

The culture of respecting the rights of others is fostered in children through role play in the intersection, which gives the other road users the opportunity to pass through the intersection in accordance with the traffic signs. Teacher guides students to recognize and understand that as road users, they must respect the rights of other road users to uphold the traffic order on the highway.

C. Learning media with forensic linguistic perspective

Bahasa Indonesia for legal language as learning media in kindergarten as discussed in the present study is linked to road signs on the highway. Traffic

or road signs have symbolic meaning hence they are not easily understood by children. Therefore, materials related to road signs shall be explicated from a forensic linguistic perspective by using appropriate words, which are easily understood by children. The explanation of the symbolic meaning in road signs should be given to students since the study of forensic linguistics is a concern for the Center for Language Strategy and Diplomacy Development of Language Development and Cultivation Agency, Ministry of Education and Culture related to the use of language both oral and written with strategic issues developed in Indonesia: the issue of law enforcement [21].

The description of the symbolic meaning contained in traffic rules can be initiated by introducing texts on the road signs often encountered by students in everyday life. Students are given the understanding that traffic signs, which are installed on the highways, provide warnings and information to road users, both pedestrians and motorists on the road [22]. The texts of traffic rules are communicated and explained to students based on a forensic linguistic perspective by using understandable words. The presented material is part of language development efforts in early childhood that includes cognitive, physical, emotional, aesthetic, social, and spiritual dimensions [23]. Bahasa Indonesia for legal field as learning media in kindergarten is conveyed to students by adjusting it to the situation and condition of school environment and student individual development. Pudjaningsih [24] suggested that the application of language development methods in kindergarten must be in accordance with the goals, themes, and centers.

The tools used to assist teachers in giving explanations to students are visual images of road signs that include the traffic rules and regulations. Teacher begins by describing the meaning of red, yellow, and green in the traffic lights. The points introduced to the students are: (1) if the light is red, they must stop, (2) if the light is green, they may go, and (3) the yellow light is a notification that it will change from red to green or vice versa, hence the rider/driver must be careful and reduce the speed of vehicle or be ready to move again.

Introduction and explanation presented to students from the forensic linguistic perspective is commenced by showing texts on road signs that surround the student environment, which can be described as follows.

- (1) The sign of '*Belok kiri ikuti isyarat lampu lalu lintas*' (Left turns follow the traffic light). Teacher explicates to students that the sign shows every road user must stop if the light is red.
- (2) The sign of '*Belok kiri ikuti lampu apil*' (Left turns follow the traffic signal). Teacher explains to students that if the light is red, the passing

vehicles must stop and may go when the light is turning green.

- (3) The sign of '*Belok kiri tidak boleh langsung*' (Straight left turn is restricted). Teacher explains to students that if the light is red, road users should not directly turn left and when the light is green, they may turn left.
- (4) The sign of '*Tanah longsor di musim hujan*' (Landslide in the rainy season). It can be explained to students that they must be careful since it warns them that landslide frequently occurs on the road in the rainy season.
- (5) The sign of '*Licin di waktu hujan*' (Slippery in the rain). Teacher can explain to students that the warning shows the road is slippery when raining hence road users must be careful when passing the road.
- (6) The sign of '*Dilarang mendahului dari sebelah kiri*' (Restricted to precede from the left). It can be explicated to students that the sign warns the road users for not preceding or overtaking other vehicles from the left.
- (7) The sign of '*Hati-hati 100 meter mendekati perlintasan kereta api*' (Caution, 100 meters approaching railway crossing). Teacher explains to students that the sign is a notification that there is a train crossing at a distance of 100 meters forward thus road users must be careful.
- (8) The sign of '*Anda memasuki kawasan tertib lalu lintas*' (You enter a traffic order area). It can be explicated to students that the sign is a warning that road users are in an area or territory that is maintained by the traffic officers hence they must be careful and must obey the traffic rules.
- (9) The sign of '*Zona selamat sekolah*' (School safety zone). Teacher explains to students that it is a sign that there is a school in the area, hence road users must be careful and should reduce the speed of their vehicles since it is a route to school.

The school must communicate about role play activities conducted by students to parents, thus the learning process can be continued in the environment outside the school. It is an integral part of communication between schools and parents as an attempt to achieve learning objectives optimally. Communication between school and parents is carried out by organizing a regular meeting. At the meeting, explanation related to Bahasa Indonesia for legal field as learning media in the role play on traffic signs on the highway is given to parents.

V. CONCLUSION

Study on the process of including Bahasa Indonesia for legal field as learning media in kindergarten with role play model to introduce traffic signs on the highway has been done. The concept is the utilization of legal language that is appropriate to the development of early childhood. The tools are in the form of the images of road sign, which are

frequently found in daily life. It is expected the student would be interested and the concept will be easily understood.

The explanation of traffic regulations that have symbolic meanings of legal language based on the forensic linguistic perspective is performed by using words that are perceived 'understandable and comprehensible' for students. It is an effort to foster understanding and awareness about the rule of law from an early age. The introduction of traffic or road signs based on linguistic perspective to students in kindergarten is a means of character building related to the legal awareness culture within the society.

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