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The Role of Islamic Education in Developing Community Legal Awareness: A Qualitative Field Study on the Integration of Islamic Education and Islamic Law

Lina Noviati [1a*], Rendi Sucitiawan [2b]
[1]UIN Fatmawati Sukarno Bengkulu, [2]Universitas Bengkulu
[a]Linanoviatipns@gmail.com, [b]Rendisstp@gmail.com

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***Correspondence Address:**
Linanoviatipns@gmail.com

Abstract:
This study examines students' understanding of legal awareness and explores the potential role of Islamic education in developing legal understanding among university students at UIN Fatmawati Sukarno Bengkulu, Indonesia. Legal awareness is an essential component of responsible citizenship, encompassing the understanding of legal norms, individual rights, obligations, and the importance of compliance with applicable regulations. This study employed a qualitative field research design involving eight university students selected as research participants. Data were collected through interviews and analyzed thematically to identify patterns relevant to students' understanding of legal awareness and its relationship with Islamic education. The findings indicate that the eight participants understood the concept of legal awareness, providing a foundation for examining the relationship between legal knowledge, ethical responsibility, and Islamic educational values. Principles such as justice, trustworthiness, and responsibility offer relevant perspectives for discussing the moral dimensions of legal compliance. The study highlights the importance of distinguishing conceptual understanding from actual legal behavior, as awareness of legal obligations does not necessarily guarantee consistent compliance. This research contributes to discussions of legal awareness in Islamic higher education by providing a context-specific perspective from UIN Fatmawati Sukarno Bengkulu. Further research is needed to investigate how students' educational experiences influence the practical application of legal awareness in everyday life.

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Introduction (مقدمة)

Islamic education plays an important role in shaping individuals' moral values, social attitudes, and understanding of normative obligations within society. Beyond the transmission of religious knowledge, Islamic education provides a framework through which students learn to distinguish between acceptable and unacceptable conduct and to consider the consequences of their actions. Legal awareness is an important dimension of this process because it concerns individuals' understanding of legal rules, their recognition of legal obligations, and their willingness to respect the rights of others. In a society governed by both religious values and national legislation, the relationship between Islamic education and legal awareness deserves particular attention. University students constitute a relevant group for examining this relationship because higher education provides opportunities to develop critical thinking, ethical judgment, and an understanding of the relationship between personal conduct and legal responsibilities.

Legal awareness cannot be reduced to the ability to identify legal rules or recall statutory provisions. It also involves understanding the purposes of law, recognizing the consequences of violations, respecting the rights of others, and applying legal principles in everyday situations. Friedman (1975) explains that the operation of a legal system is influenced not only by its institutional structure and substantive rules but also by the legal culture within which people understand and respond to law. This perspective indicates that legal effectiveness depends partly on the relationship between formal regulations and the attitudes and practices of individuals. Islamic education may contribute to this process by connecting legal obligations with ethical reasoning, religious responsibility, and social accountability. The extent to which such learning influences students' legal awareness, however, requires examination through their actual experiences, interpretations, and conduct.

Islamic education has distinctive characteristics because it integrates intellectual development, moral formation, and religious understanding. Its educational objectives include developing responsible individuals who can relate religious teachings to social relationships and contemporary challenges. Halstead (2004) explains that Islamic education encompasses ethical and moral dimensions that influence how learners understand knowledge, responsibility, and human conduct. This perspective provides a conceptual basis for examining whether educational experiences help students understand legal obligations as more than external commands imposed by the state. Legal awareness may develop when students connect religious and ethical principles with the practical requirements of living within a regulated society. Such a relationship should not be assumed to occur automatically, since the influence of education may depend on teaching practices, learning environments, students' prior experiences, and opportunities to apply their knowledge.

The relationship between Islamic education and legal awareness is particularly relevant in Indonesia, where Islamic values interact with a national legal system grounded in constitutional principles and statutory regulations. Islamic law provides normative guidance concerning justice, responsibility, social relations, and the prevention of harm, while Indonesian positive law establishes legally binding rules governing public and private conduct. These frameworks may reinforce one another when religious learning encourages respect for applicable laws and the rights of fellow citizens. Nevertheless, religious understanding and legal awareness are not necessarily identical, because individuals may interpret religious obligations differently from the requirements of national legislation. Erihadiana et al. (2026) identify a reciprocal relationship between Islamic education and Islamic law, emphasizing their roles in moral development, legal awareness, and social practices in Indonesia. This relationship provides an important foundation for investigating how students understand the connection between religious knowledge and legal responsibility.

University students occupy a strategic position in the development of legal awareness because they are exposed to academic discussions, institutional regulations, social interactions, and diverse perspectives on public issues. Their experiences in higher education may influence how they interpret legal obligations, respond to violations, and evaluate the relationship between personal values and public rules. Students at Islamic higher education institutions also encounter religious teachings that can shape their understanding of ethical responsibility and social conduct. The relationship between these educational experiences and legal awareness is important because knowledge of religious principles does not necessarily guarantee consistent compliance with legal obligations. Shabir et al. (2026), in their study of students' awareness and practice of jinayah knowledge at UIN Alauddin Makassar, examine the relationship between Islamic legal knowledge and students' actual practices. Their research highlights the relevance of investigating not only what students know about law but also how they interpret and apply that knowledge in their daily lives.

The development of legal awareness also involves the internalization of values through learning experiences, social interaction, and habitual conduct. Bandura's (1986) social cognitive theory explains that individuals develop patterns of behavior through interactions among personal factors, environmental conditions, and observed experiences. Applied to Islamic education, this perspective suggests that students' legal awareness may be influenced by classroom instruction, lecturers' conduct, institutional regulations, peer interactions, and examples encountered in their social environments. Religious instruction may provide normative guidance, while practical experiences offer opportunities to understand the consequences of compliance and violations. The relationship between these influences requires attention to the ways students interpret and negotiate the values they encounter. A qualitative investigation can therefore help explain the processes through which educational experiences become meaningful to students' understanding of legal responsibility.

The integration of Islamic education and Islamic law offers an additional perspective for examining the formation of legal awareness. Islamic education provides pedagogical processes through which religious values and ethical principles are communicated, while Islamic law offers normative concepts for understanding obligations, rights, and acceptable conduct. Their integration may help students connect religious teachings with practical questions involving social responsibility, public order, and respect for applicable legislation. Azmi et al. (2025) argue that Islamic religious education can contribute to legal awareness among Muslim communities, while identifying cultural practices, social habits, and structural constraints as factors that may limit the translation of educational principles into legal behavior.

This observation suggests that the relationship between education and legal awareness should be examined as a contextual process rather than an automatic consequence of religious instruction. The analytical focus therefore needs to include both the educational content students receive and the circumstances in which they interpret and apply it. Previous research has also begun to examine the formation of legal awareness among university students through the integration of legal studies and Islamic religious education. Maslawani, Paisal, and B (2026) investigate this relationship at Institut Agama Islam Al Amanah Jeneponto using a qualitative case study approach involving students and lecturers.

Their research provides a useful point of comparison because it places students' understanding, attitudes, and legal behavior within an Islamic higher education setting. However, the relationship between Islamic education and legal awareness remains context-dependent, making it important to examine how students interpret these issues within different institutional environments. The present study focuses on UIN Fatmawati Sukarno Bengkulu and seeks to explore students' perspectives through direct engagement with their experiences and interpretations. This contextual emphasis provides an opportunity to examine similarities and

differences in how the relationship between religious learning and legal awareness is understood across Islamic higher education settings.

UIN Fatmawati Sukarno Bengkulu provides the institutional context for examining the relationship between Islamic education and legal awareness among university students. As an Islamic higher education institution, it offers an academic environment in which religious knowledge, ethical development, and contemporary social issues can be explored through teaching and learning activities. Students' perspectives within this environment may reveal how they understand the relationship between Islamic teachings, legal obligations, and the practical demands of social life. The institution is not assumed to produce uniform attitudes toward law, since students may have different educational backgrounds, experiences, and interpretations of religious principles. Examining these differences can help identify how legal awareness is understood and negotiated within a particular academic community. The study therefore treats the university as a specific empirical setting rather than as a basis for generalizing findings to all university students in Indonesia.

Despite growing scholarly interest in Islamic education and legal awareness, several analytical issues require further investigation. Existing research has examined the relationship between Islamic legal knowledge and students' practices, the integration of Islamic education and law, and the role of religious education in shaping community legal awareness. Shabir et al. (2026) focus on students' understanding and practice of jinayah knowledge, while Maslawani et al. (2026) examine the formation of legal awareness through the integration of legal studies and Islamic religious education.

These studies provide important foundations, but their findings cannot automatically explain how students at UIN Fatmawati Sukarno Bengkulu understand the broader relationship between Islamic education and legal awareness. Further qualitative investigation is needed to explore students' interpretations, experiences, perceived influences, and the challenges they encounter when translating religious knowledge into legal responsibility. This focus can complement previous research by providing a context-specific account of how students make sense of the relationship between education and law.

The research gap addressed in this study concerns the need to understand how university students interpret the contribution of Islamic education to legal awareness within their specific academic and social environments. Rather than measuring legal awareness through predetermined indicators, this research explores the meanings students attach to legal obligations, their understanding of the relationship between Islamic teachings and national law, and their accounts of applying these principles in everyday life. A qualitative field study is appropriate because it allows the researcher to examine students' perspectives through direct interaction and contextual interpretation. The study also considers factors that students perceive as supporting or constraining the development of legal awareness. Its intended contribution lies in connecting discussions of Islamic education and Islamic law with empirical accounts of students' experiences at a particular Islamic higher education institution. This contribution should be understood as context-specific and grounded in the evidence obtained from participants.

The significance of this research extends to the development of Islamic education and the improvement of legal awareness among university students. Understanding how students interpret legal obligations can provide insights into the relationship between religious learning, ethical reasoning, and respect for applicable laws. The findings may inform discussions about educational practices that connect Islamic values with practical legal issues, including responsibility, compliance, respect for others' rights, and participation in social life. The study may also help identify gaps between students' normative understanding and their perceived

ability to apply legal principles in everyday situations. These implications are particularly relevant to Islamic higher education institutions seeking to connect religious knowledge with students' broader civic and social responsibilities. Any recommendations arising from the study, however, should remain proportionate to the evidence collected and should not presume that a particular educational approach automatically produces stronger legal awareness.

This study aims to explore the role of Islamic education in developing legal awareness among university students at UIN Fatmawati Sukarno Bengkulu, Indonesia. Specifically, it examines students' understanding of legal awareness, their interpretations of the relationship between Islamic education and Islamic law, and their experiences in applying religious and legal principles to everyday situations. The study also seeks to identify factors that students perceive as influencing the development of legal awareness within their academic and social environments. A qualitative field research approach is used to obtain an in-depth understanding of participants' perspectives through interviews, relevant observations, and document analysis. The findings are expected to contribute to discussions on Islamic education, legal consciousness, and the integration of religious values with national legal responsibilities. By focusing on students' experiences in a specific institutional context, this research aims to provide an empirically grounded understanding of how Islamic education may contribute to the development of legal awareness.

Method (منهج)

This study employed a qualitative approach with a field research design to explore the role of Islamic education in developing legal awareness among university students at UIN Fatmawati Sukarno Bengkulu, Indonesia. The qualitative approach was selected because it enables an in-depth understanding of students' perspectives, experiences, and interpretations concerning the relationship between Islamic education, Islamic law, and Indonesian positive law. The research focused on students' understanding of legal obligations, respect for the rights of others, and the application of religious and legal principles in everyday life. Participants were selected through purposive sampling based on their relevance to the research objectives, particularly their experiences in learning Islamic education and their understanding of legal issues. The selection of participants considered the diversity of academic experiences and the relevance of their perspectives to the research questions.

Data were collected through semi-structured interviews, relevant observations, and document analysis. Interviews were conducted to explore students' understanding of legal awareness, their experiences of Islamic education, and their perceptions of how religious teachings influence legal attitudes and behavior. Observations, where relevant, were used to understand educational and social contexts associated with the research topic, while document analysis examined relevant academic materials, institutional documents, scholarly publications, and applicable legal regulations. The interview guide was organized around the principal research themes while allowing participants to explain their experiences and perspectives in their own words. Ethical considerations were addressed by explaining the research objectives, obtaining informed consent, maintaining confidentiality, and ensuring voluntary participation. Data collection procedures were documented systematically to support the credibility and transparency of the research process.

Data were analyzed using thematic analysis through familiarization with the data, initial coding, theme development, theme review, and interpretation. Interview transcripts, observation notes, and documentary materials were examined to identify recurring patterns concerning students' legal understanding, the perceived influence of Islamic education, the relationship between Islamic law and national legislation, and the factors supporting or constraining legal

awareness. Data triangulation was used to compare information from different sources, while careful documentation of analytical decisions supported the dependability of the findings. The interpretation was informed by the concepts of legal culture, Islamic education, and the relationship between knowledge and behavior. The analysis focused on understanding the meanings students attached to their experiences rather than statistically generalizing the findings to all university students.

Result (نتائج)

1. Students' Understanding of Legal Awareness

The findings indicate that the eight students interviewed at UIN Fatmawati Sukarno Bengkulu understood the concept of legal awareness. This finding provides an initial basis for examining students' perceptions of law, legal obligations, and responsible conduct within society. Legal awareness is relevant to higher education because it involves the ability to recognize the importance of legal regulations and understand their role in maintaining social order. Tjeppy (2021) identifies the development of students' legal awareness as an important objective of civic education, particularly in relation to understanding and respecting applicable rules.

Legal awareness encompasses more than the recognition that regulations exist. It also concerns the understanding of legal rights, obligations, and the consequences of conduct that violates applicable rules. Purwantiningsih and Kusnadi (2024) emphasize the relationship between citizenship education, legal understanding, and the development of community legal awareness. This perspective provides a relevant conceptual context for interpreting the participants' understanding of legal awareness. The present finding establishes that the eight participants understood the concept, although further analysis is necessary to determine the specific dimensions of legal awareness reflected in their individual responses.

The university environment offers opportunities for students to develop an understanding of legal responsibilities through academic activities, institutional regulations, and social interactions. Kesuma et al. (2020) discuss the development of citizenship teaching materials in Islamic higher education through the integration of Islamic and Indonesian values. This perspective highlights the relevance of educational content that connects civic responsibilities with the institutional and social experiences of students. The participants' understanding of legal awareness provides a basis for considering how such educational contexts may relate to their perceptions of law.

2. The Role of Islamic Education in Developing Legal Awareness

Islamic education provides an educational context for examining the relationship between religious values, moral responsibility, and legal understanding. Essabane et al. (2022) discuss the relationship between Islamic religious education and citizenship education through the educational development of shared norms and responsibilities. Their analysis provides a relevant framework for understanding the potential connection between religious learning and students' awareness of their roles within society. The present study examines this issue in the context of Islamic higher education at UIN Fatmawati Sukarno Bengkulu.

The relationship between Islamic education and legal awareness can also be considered through the integration of religious and civic learning objectives. Essabane et al. (2023) explain that Islamic religious education can contribute to citizenship education by addressing identity, rights, legal status, and participation. These dimensions are relevant to legal awareness because students need to understand their responsibilities within the wider legal and social environment.

The participants' understanding of legal awareness provides an initial point of reference for exploring this relationship, although the extent of Islamic education's contribution must be established through evidence from their interview accounts.

Religious education may also provide opportunities to examine legal concepts through ethical and normative perspectives. Rahman and Shipon (2024) investigate religious pedagogy and legal consciousness in the context of higher education, emphasizing the relationship between religious learning and students' understanding of legal and ethical norms. Their study offers a comparative perspective for examining the educational dimensions of legal awareness. The present research contributes a context-specific account of students' understanding at an Indonesian Islamic university, without assuming that the participants' understanding resulted exclusively from Islamic education.

3. Legal Awareness and Its Implications for Students' Lives

Legal awareness has practical relevance when individuals can relate their understanding of legal norms to their responsibilities in everyday life. Students encounter regulations and expectations within the university environment and the wider community. Understanding these rules can provide a basis for recognizing individual rights, fulfilling obligations, and considering the consequences of particular actions. Hidayah et al. (2026) emphasize the importance of developing critical legal reasoning through civic education rather than relying exclusively on memorization of legal norms. This perspective highlights the educational value of helping students understand why legal regulations exist and how they operate in practice.

The relationship between legal understanding and actual behavior requires careful consideration. Students may understand the importance of legal compliance without necessarily demonstrating consistent compliance in every situation. Legal awareness should therefore be distinguished from observable behavior, particularly in qualitative research that examines participants' accounts and interpretations. The present findings establish the participants' understanding of legal awareness but do not independently demonstrate the consistency of their legal conduct. Further analysis of the interview transcripts would be needed to identify examples of how participants relate their understanding to everyday situations.

The findings provide a basis for considering educational approaches that connect legal knowledge, ethical reflection, and social responsibility. Discussions of legal cases, analysis of institutional regulations, and contextual examination of social issues may help students relate abstract legal concepts to practical circumstances. The literature on citizenship education and Islamic religious education supports the relevance of integrating legal understanding with broader educational objectives (Essabane et al., 2023; Purwantiningsih & Kusnadi, 2024). The specific implications for students at UIN Fatmawati Sukarno Bengkulu should nevertheless be grounded in the experiences and interpretations documented in the interview data.

Discussion (مناقشة)

1. Legal Awareness as an Essential Dimension of University Students' Development

The finding that the eight students interviewed at UIN Fatmawati Sukarno Bengkulu understood the concept of legal awareness highlights the relevance of legal knowledge in higher education. Legal awareness constitutes an important dimension of civic responsibility because it concerns individuals' understanding of legal norms, rights, obligations, and the consequences of legal compliance. Friedman (1994) explains that legal culture is closely associated with the ways individuals understand and respond to law within society. This perspective suggests that legal awareness should not be examined exclusively through the existence of formal regulations but

also through the understanding and attitudes that shape individuals' relationships with the legal system.

The participants' understanding provides an initial basis for examining legal awareness as an educational outcome. Knowledge of legal concepts represents an important component of legal awareness, although it does not necessarily demonstrate consistent compliance with legal requirements. Legal awareness also involves the ability to recognize the purpose of regulations, understand individual responsibilities, and evaluate the implications of particular actions. The distinction between knowledge and behavior is essential for interpreting the present findings because the participants' understanding cannot automatically be equated with evidence of their legal conduct.

The educational significance of legal awareness extends to the development of responsible citizenship. Essabane et al. (2023) explain that Islamic religious education can complement citizenship education through shared values and educational objectives associated with rights, participation, identity, and legal status. Their argument provides a relevant perspective for understanding the role of higher education in connecting knowledge with social responsibility. The present study extends this discussion to the context of Islamic higher education in Indonesia by examining students' understanding of legal awareness at UIN Fatmawati Sukarno Bengkulu.

The findings remain context-specific because the study involved eight students from a single institution. The qualitative design provides an opportunity to examine the meanings associated with legal awareness rather than estimate its prevalence across a larger student population. Further interpretation of the interview transcripts is necessary to establish how participants define legal awareness, identify its importance, and relate it to their educational experiences. This approach maintains a clear distinction between the empirical findings and the broader theoretical implications of the study.

2. Islamic Education as a Foundation for Ethical and Legal Understanding

Islamic education provides a framework for examining the relationship between religious knowledge, ethical reflection, and social responsibility. Essabane et al. (2022) demonstrate that Islamic religious education and citizenship education can be integrated through educational objectives that address social participation, rights, and shared norms. Their study emphasizes the importance of how Islamic concepts are interpreted and translated into educational practice. This perspective is relevant to the present research because students' understanding of legal awareness can be examined in relation to the educational context in which religious values and social responsibilities are discussed.

Islamic ethical principles offer a conceptual foundation for understanding the moral dimensions of legal responsibility. The principle of justice (al-'adl) emphasizes fairness and the recognition of rights, while amanah emphasizes trustworthiness and the fulfillment of responsibilities. These principles can support students' reflection on the consequences of individual actions and the importance of respecting the rights of others. Their contribution to legal awareness lies in providing ethical perspectives that complement knowledge of applicable legal provisions. Religious values should not be treated as substitutes for Indonesian positive law, which remains the formal framework governing legally recognized rights, obligations, and sanctions.

Rahman and Shipon (2024) examine the relationship between religious pedagogy and legal awareness through the context of creed-based education at an Islamic university in Bangladesh. Their research addresses the potential contribution of religious education to students' legal consciousness, ethical understanding, and internalization of normative principles. This perspective reinforces the importance of examining religious education as a possible context for

developing legal understanding. The present study contributes a different institutional perspective by focusing on students at UIN Fatmawati Sukarno Bengkulu. The available findings establish that the participants understood legal awareness, although further evidence is required to determine how particular learning experiences contributed to that understanding.

Bahri (2026) discusses fiqh as a foundation for developing Islamic legal awareness and religious maturity among female university students. This work highlights the relevance of contextual religious learning in connecting normative knowledge with students' understanding and practice. The argument is relevant to the present study because Islamic education may provide opportunities to discuss legal obligations through religious and ethical perspectives. The distinction between Islamic legal awareness and awareness of Indonesian positive law remains important, as the two involve related but different normative frameworks. A comprehensive educational approach should therefore help students understand religious principles while also recognizing the requirements of the national legal system.

The integration of Islamic education and legal awareness requires educational practices that connect ethical principles with actual legal issues. Case-based learning, discussion of public regulations, and analysis of everyday legal problems can encourage students to examine how moral considerations relate to formal legal obligations. Such practices may facilitate a more comprehensive understanding of justice, responsibility, and compliance. The effectiveness of these approaches cannot be established from the participants' conceptual understanding alone; evidence concerning their learning experiences and the interpretation of their interview responses is necessary to determine the specific contribution of Islamic education.

3. Integrating Legal Knowledge, Ethical Reflection, and Practical Responsibility

Legal awareness becomes practically meaningful when individuals can relate their understanding of legal norms to situations encountered in everyday life. Students interact with institutional regulations, academic responsibilities, and social expectations that require them to recognize applicable rules and respect the rights of others. Essabane et al. (2023) provide a useful framework for connecting religious education with citizenship through the dimensions of rights, participation, and legal status. These dimensions illustrate how education can address legal awareness as part of students' broader responsibilities within society.

The relationship between conceptual understanding and practical behavior requires careful examination. An individual may understand the importance of legal compliance without consistently applying that understanding in every situation. Friedman (1994) emphasizes the significance of legal culture in understanding the relationship between law and society, providing a basis for examining how legal norms are understood within particular social contexts. The present study offers an initial account of students' understanding of legal awareness, but it does not establish whether the participants consistently apply this understanding in their everyday behavior. Further evidence from the interview data is necessary to examine this relationship.

The educational implications concern the integration of legal knowledge, ethical reflection, and contextual learning. Islamic education can provide opportunities to examine the moral dimensions of individual conduct, while legal education can clarify the formal rules governing rights and obligations. Rahman and Shipon (2024) illustrate the relevance of religious pedagogy to legal consciousness, while Essabane et al. (2022) demonstrate the potential relationship between Islamic religious education and citizenship education. These studies provide a comparative foundation for considering educational approaches that connect religious values with legal understanding. Their findings should be applied critically because their institutional settings and research contexts differ from those of the present study.

The contribution of the present research lies in its examination of legal awareness within the specific context of UIN Fatmawati Sukarno Bengkulu. The interviews establish that the eight participants understood the concept of legal awareness, offering a basis for further investigation of the relationship between legal knowledge and Islamic higher education. The study does not yet establish whether Islamic education was the primary source of this understanding or whether other influences, such as family, social interactions, and previous educational experiences, also contributed. Analysis of participants' detailed explanations would help identify these influences and clarify the relationship between their understanding and educational experiences.

The study has limitations that should inform the interpretation of its implications. The involvement of eight students at a single institution limits the transferability of the findings to other educational settings. The available evidence concerns participants' understanding of legal awareness and does not independently establish their level of legal compliance or the effectiveness of a specific educational intervention. Future research could examine students from different academic programs, compare educational approaches to legal awareness, or investigate the relationship between legal knowledge and reported behavior. Such investigations could provide a more comprehensive understanding of how legal awareness develops within Islamic higher education.

The discussion establishes legal awareness as an important issue at the intersection of Islamic education, ethical understanding, and positive law. The participants' understanding provides an empirical starting point, while the reviewed literature emphasizes the relevance of legal culture, citizenship education, and religious pedagogy. Islamic education can offer an ethical context for reflecting on legal responsibility, whereas Indonesian positive law provides the formal framework for determining legal rights and obligations. The principal implication is the need for educational approaches that connect these dimensions while distinguishing conceptual understanding from demonstrated legal behavior.

Conclusion (خاتمة)

This study concludes that the eight students interviewed at UIN Fatmawati Sukarno Bengkulu demonstrated an understanding of the concept of legal awareness, providing an important basis for examining the relationship between Islamic education and students' perceptions of law. Islamic education offers a relevant framework for connecting religious and ethical values, including justice, trustworthiness, and responsibility, with the understanding of legal obligations and social conduct. The integration of Islamic ethical principles with knowledge of Indonesian positive law may contribute to a more comprehensive understanding of legal responsibility among university students. The findings also highlight the importance of distinguishing conceptual understanding from actual legal behavior, as an understanding of legal awareness does not necessarily guarantee consistent compliance with applicable regulations. The study contributes to the discussion of legal awareness in Islamic higher education by providing a context-specific perspective from UIN Fatmawati Sukarno Bengkulu. Further research involving broader participant groups and more detailed analysis of students' experiences is needed to explore how Islamic education contributes to the development and practical application of legal awareness.

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