



Social Justice Character in Early Childhood Legal Education Online: A Literature Review

Muhammad Yusuf^{1✉}, Suci Ramadhona², Iman Jauhari³

Hukum Keluarga, Fakultas Hukum, Institut Syekh Abdul Halim Hasan Binjai, Indonesia^(1,2)

Studi Hukum, Fakultas Hukum, Universitas Syiah Kuala Banda Aceh, Indonesia⁽³⁾

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Abstract

This study examines how online learning can be optimized to strengthen social justice character within early legal education contexts. Employing a traditional literature review, the research synthesizes global and Indonesian scholarly works published between 2020 and 2025 that address social justice education, digital pedagogy, and early childhood moral development. The findings indicate that online learning, when intentionally designed, can support the cultivation of fairness, empathy, and civic responsibility among young learners through interactive, story-based, and participatory digital activities. Parental involvement and teacher facilitation emerge as critical factors in translating legal awareness into child-appropriate moral experiences. The review further highlights that value-based digital pedagogy grounded in Pancasila principles and ethical frameworks enhances the integration of cognitive, moral, and social learning. This study implies that early childhood teachers should adopt ethically guided digital strategies, curriculum developers need to embed justice-oriented competencies into online learning designs, and policymakers must ensure equitable digital access and professional support to sustain justice-oriented early legal education.

Keywords: *Social Justice Character, Online Learning, Legal Education*

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✉ Corresponding author:

Email Address: muhammadyusuf@insan.ac.id (Binjai, Indonesia)

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Introduction

The global transformation of education has increasingly emphasized value-based and socially conscious pedagogical paradigms. In this shift, legal education plays a central role in fostering civic responsibility and ethical awareness among future professionals. As Kilic & Atay (2024) and Moran et al (2024) note, social justice education enables learners to critically engage with systemic inequalities while promoting empathy and inclusivity. Inclusive and anti-racist pedagogies, as illustrated by Maclatchy et al (2025), empower students—especially those from marginalized backgrounds—to become co-constructors of equitable learning environments. Smagorinsky (2024) further underscores that emotional engagement and empathy are vital to nurturing humane and socially responsive learning communities. Within this global discourse, legal education must be reimagined not merely as doctrinal training but as moral cultivation aimed at preparing agents of justice for a pluralistic world.

In the Indonesian context, the philosophical foundation of Pancasila, particularly its fifth principle—“Social Justice for All the People of Indonesia”—anchors the ethical vision of national education. However, in practice, structural inequities in the justice system persist, where privilege

often dictates access to fairness. This discrepancy underscores the urgency of embedding the values of social justice within legal education from the earliest stages of development. Early Childhood Education (ECE) becomes a crucial entry point for moral formation, as this “golden age” lays the groundwork for lifelong social and ethical consciousness (Lilianti et al., 2023; Misahapsari & Stevanus, 2023). Teaching fairness, empathy, and discipline within early legal awareness programs helps young learners internalize justice not as abstract law but as lived experience.

Character formation in early childhood depends heavily on the triadic influence of family, school, and community. Parents play the primary role as moral exemplars whose daily interactions instill values of honesty, empathy, and tolerance (Ansori, 2023; Latifah, 2020). Educational institutions then extend this formation through curricula that balance cognitive development with moral and social education (Irhamna & Purnama, 2022; Pujianti et al., 2024). Teachers can utilize group projects, storytelling, and social play as experiential avenues for cultivating social justice values (Dewi et al., 2023). Narrative-based learning, in particular, allows children to understand fairness through empathy-building scenarios (Rahma & Zulkarnaen, 2023). When the family, school, and community operate synergistically, early learners begin to perceive justice as both an ethical and relational virtue that guides everyday behavior (Salwiah & Asmuddin, 2022).

Embedding legal and social justice education within the ECE curriculum requires a redefinition of what “law” means for young learners. Rather than abstract rules, legal concepts must be translated into moral stories, classroom norms, and community practices that reflect equality, responsibility, and compassion (Kusnadi & Wulandari, 2024). Zuraida et al (2024) emphasize that inclusive education addressing human rights and fairness contributes to reducing structural inequities. Moreover, integrating Islamic legal and ethical principles – such as *adl* (justice), *amanah* (trust), and *tawazun* (balance) – offers a culturally rooted moral framework for early character education (Rasjid et al., 2024; Yana & Sagala, 2025). These efforts collectively transform early legal education into a moral laboratory that nurtures awareness of rights, responsibilities, and the dignity of others (Agustinus, 2025).

The digital era and the COVID-19 pandemic have accelerated educational transformation, prompting a rapid migration toward online learning environments. Indonesia’s implementation of distance learning (*Pembelajaran Jarak Jauh*) during the pandemic forced schools to rely heavily on digital technologies (Hakim & Azis, 2021). While this shift expanded access, it also revealed persistent digital inequities related to infrastructure, socioeconomic background, and teacher preparedness (Fadlan et al., 2022; Mutaqinah & Hidayatullah, 2020). Yet, as Mulyani et al (2022) and Sukmana et al (2024) argue, these challenges also catalyzed innovation in pedagogy, particularly in the creative use of video, gamified learning, and virtual collaboration. The digitalization of early childhood education therefore presents a dual challenge: maintaining affective and moral engagement while ensuring equitable digital inclusion for all learners.

Within this digital transformation, online learning emerges as both a necessity and an opportunity for cultivating social justice character. Studies show that when digital tools are used intentionally, they can foster moral reasoning, empathy, and civic responsibility among young learners (Hart, 2023; Nganga et al., 2025). Social media platforms and interactive applications – such as WhatsApp-based storytelling or virtual group projects – enable continuous parental engagement and cooperative learning (Nurdin, 2021; Putri et al., 2022). Approaches such as edutainment (Ani, 2022; Nurdin, 2021) and digital storytelling (Mustika & Suyadi, 2021) make moral lessons tangible, allowing children to experience fairness and responsibility through play. Simultaneously, digital literacy education teaches children how to navigate online spaces ethically, promoting awareness of equality and respect in digital interaction (Drupadi et al., 2022; Liani, 2024).

In light of these developments, this study adopts a traditional literature review approach to examine how online learning can be optimized to formulate social justice character within early legal education. Synthesizing global and Indonesian scholarship, the review identifies pedagogical frameworks, digital strategies, and ethical dimensions that support justice-oriented learning in early childhood. By integrating theories of social justice education (Maclatchy et al., 2025; Smagorinsky, 2024), digital pedagogy (Valcarlos et al., 2020), and moral development, the paper aims to

conceptualize an online learning model that unites value-based education with digital ethics. Ultimately, the study contributes to the broader vision of cultivating a generation of morally grounded and socially responsible citizens—law-conscious from an early age and prepared to advance justice within an increasingly digital world.

Despite the growing body of literature on social justice education, early childhood character formation, and digital pedagogy, studies that explicitly integrate online legal education with social justice character development in early childhood contexts remain limited, particularly within the Indonesian educational landscape. Existing research tends to address these domains separately—focusing either on moral education in early childhood, legal awareness at later educational stages, or the technical implementation of online learning—without systematically examining their intersection. This gap is especially critical given the normative mandate of Pancasila, which positions social justice as a foundational educational value, alongside the rapid expansion of online learning environments that are often insufficiently grounded in ethical and justice-oriented pedagogy. Therefore, this study is significant as it responds to the discrepancy between the theoretical imperative of social justice education and its uneven realization within early online learning practices. By synthesizing global and Indonesian scholarship, this literature review seeks to contribute a conceptual framework that clarifies how online learning can be designed as a value-based space for early legal education and social justice character formation, offering theoretical insights and practical relevance for early childhood educators, curriculum developers, and education policymakers.

Methodology

This study employs a traditional (narrative) literature review to explore how online learning can be utilized to cultivate social justice character within early legal education contexts. The narrative review approach was deliberately chosen because the study aims to develop a conceptual and philosophical synthesis, rather than to measure effect sizes or conduct meta-analytic comparisons. This approach enables the integration of interdisciplinary perspectives from social justice education, legal awareness, early childhood character development, and digital pedagogy, which are rarely examined within a single analytical framework.

The literature search was conducted across several reputable academic databases to ensure both global reach and contextual relevance. These databases included Google Scholar and SINTA (Indonesian Scientific Journal Database). The inclusion of international and national databases was intended to capture theoretical developments and empirical findings that reflect the Indonesian educational context while remaining aligned with global scholarship. The search focused on publications released between 2020 and 2025, a period marked by accelerated digital transformation in education, particularly following the COVID-19 pandemic.

Search queries were developed using combinations of key terms such as social justice education, legal education, early childhood education, online learning, digital pedagogy, and character education, complemented by contextual keywords including Pancasila values, moral education, and digital ethics. Boolean operators were applied to refine the scope of results and minimize irrelevant outputs. Only studies written in English or Indonesian were considered to ensure analytical accuracy and contextual interpretation.

The selection of literature followed a staged screening process to enhance methodological transparency. The initial database search yielded approximately 150 sources. After reviewing titles and abstracts for relevance, 78 publications were retained for full-text examination. Further screening based on conceptual alignment, methodological clarity, and redundancy resulted in a final corpus of 42 sources used for analysis. Although this study did not apply a formal PRISMA protocol due to its narrative design, the stepwise selection process was implemented to reduce selection bias and improve the credibility of the review.

The analysis adopted a qualitative thematic synthesis approach. Each selected source was read iteratively and coded manually to identify recurring concepts, theoretical positions, and pedagogical strategies. The coding process combined deductive analysis, guided by predefined

conceptual domains (social justice character, early legal education, and online learning), with inductive analysis, allowing new themes to emerge from the literature. To mitigate interpretive bias, the analysis incorporated sources from diverse disciplinary perspectives and cross-validated key claims across multiple studies rather than relying on single-author interpretations.

Through this analytical process, the review generated a synthesized conceptual model that integrates ethical dimensions (justice, empathy, and civic responsibility), pedagogical dimensions (storytelling, participatory learning, and experiential activities), and technological dimensions (digital accessibility, platform design, and parental engagement). This model provides an interpretive framework for understanding how online learning can function not merely as a delivery mechanism, but as a value-based educational space for early legal and social justice character formation.

Results and Discussion

Global Shifts and the Moral Imperative of Social Justice Character

Across the reviewed literature, there is broad agreement that early childhood represents a critical developmental period for the formation of moral dispositions such as fairness, empathy, and responsibility. Empirical studies consistently emphasize that social justice education at this stage is most effective when embedded in relational contexts involving families, schools, and communities (Ansori, 2023; Lilianti et al., 2023; Misahapsari & Stevanus, 2023). These findings converge on the view that justice learning in early childhood is experiential rather than doctrinal, emphasizing everyday interactions over formal legal instruction.

However, the literature diverges in its framing of early legal awareness. While some studies conceptualize justice education primarily as moral habituation (Irhamna & Purnama, 2022; Pujianti et al., 2024), others argue for the early introduction of rights-based language to foster civic consciousness (Kusnadi & Wulandari, 2024). This tension reveals an unresolved question regarding whether early legal education should prioritize implicit moral modeling or explicit normative instruction, particularly within culturally diverse contexts.

Building on these perspectives, this study interprets early legal education as a hybrid moral-civic process in which implicit character formation and explicit justice narratives mutually reinforce one another. This interpretation supports the ethical foundation of the proposed conceptual model, positioning social justice character not as an abstract legal ideal but as a lived moral practice emerging from guided participation in just relationships.

Digital Transformation and Justice-Oriented Pedagogy

The reviewed studies demonstrate that online learning environments can facilitate moral engagement when designed around interaction, storytelling, and collaboration (Mustika & Suyadi, 2021; Nurdin, 2021; Putri et al., 2022). Empirical evidence suggests that digital tools can sustain social connection and parental involvement, particularly during periods of remote learning, thereby extending justice-oriented learning beyond physical classrooms.

At the same time, several studies caution that digital learning risks reducing moral education to procedural or content-driven activities when ethical scaffolding is absent (Kurniasih et al., 2022; Wulandari & Purwanta, 2020). This contrasts with more optimistic accounts that frame technology as inherently democratizing (Mulyani et al., 2022). The divergence highlights that digital platforms alone do not guarantee justice-oriented outcomes; pedagogical intentionality remains decisive.

This study synthesizes these findings by conceptualizing online learning as an ethical space whose moral impact depends on instructional design rather than technological capacity. Accordingly, the technological dimension of the proposed model emphasizes accessibility, parental co-mediation, and value-based facilitation as necessary conditions for justice-oriented digital pedagogy.

Toward a Conceptual Model of Online Justice-Oriented Legal Education

Previous studies have identified ethical values, pedagogical strategies, and digital infrastructure as separate contributors to character education (Hart, 2023; Nganga et al., 2025; Valcarlos et al., 2020). However, most research treats these dimensions independently, offering fragmented guidance for educational practice. Few studies explicitly theorize how ethical intentions, pedagogical methods, and technological affordances interact within early legal education—particularly in online settings. This fragmentation limits the applicability of prior findings for educators and policymakers seeking integrated justice-oriented models.

Responding to this gap, the present study proposes a three-dimensional conceptual model integrating ethical (justice and empathy), pedagogical (storytelling and participation), and technological (digital inclusion and parental engagement) components. This model represents the authors' theoretical contribution, grounded in—but not reducible to—the reviewed empirical literature, and offers a coherent framework for designing early online legal education that is both morally grounded and pedagogically feasible.

Online Learning as a Medium for Cultivating Social Justice Character

Evidence from recent studies supports the view that online learning can effectively serve as a moral laboratory for character formation. Platforms such as WhatsApp groups, interactive e-modules, and video storytelling have facilitated continuity of learning and parent involvement (Nuridin, 2021; Putri et al., 2022). In this process, parents become active partners who help children interpret digital experiences through ethical and emotional guidance (Nurhafizah & Syahrizal, 2023). Interactive and edutainment-based approaches, including digital games and storytelling grounded in fairness themes, have been shown to enhance children's understanding of justice and cooperation (Ani, 2022; Mustika & Suyadi, 2021). Furthermore, embedding social-justice narratives in online activities promotes self-reflection and empathy—key components of moral intelligence essential for future legal reasoning.

Challenges and Ethical Considerations in Digital Character Formation

While online environments offer new opportunities for moral education, they also present distinct challenges. Unequal internet access, limited teacher preparedness, and reduced interpersonal engagement often hinder the depth of moral interaction (Kurniasih et al., 2022; Wulandari & Purwanta, 2020). Digital exposure without ethical scaffolding may lead to superficial learning and potential value distortion. Scholars thus call for balanced instructional design combining cognitive, affective, and spiritual dimensions of justice learning (Drupadi et al., 2022; Liani, 2024). The inclusion of digital ethics, empathy-based communication, and cooperative online projects helps sustain a justice-oriented ethos even within virtual learning spaces. Teachers' and parents' continuous reflection and collaboration are critical for ensuring that online legal education remains transformative rather than merely transactional.

Synthesis: Toward a Conceptual Model of Digital Justice-Oriented Legal Education

Synthesizing insights from the reviewed literature, this study identifies three interrelated dimensions that underpin social-justice character formation through online legal education: ethical, pedagogical, and technological. The ethical dimension centers on cultivating empathy, fairness, and civic awareness in learners; the pedagogical dimension involves active, discussion-based, and story-driven learning experiences; and the technological dimension focuses on accessibility, inclusivity, and parental engagement within digital platforms. When harmonized, these dimensions create a dynamic ecosystem for early legal learning that not only transmits knowledge but also transforms moral consciousness. This model aligns with global movements toward anti-oppressive, value-based, and participatory education (Maclatchy et al., 2025; Smagorinsky, 2024), while remaining rooted in Indonesia's moral-philosophical identity derived from Pancasila.

Overall, the findings indicate that integrating online learning into early legal education provides a viable pathway for nurturing social justice character. Effective implementation requires multi-level collaboration among educators, parents, and policymakers to design inclusive and ethically grounded digital curricula. By merging digital innovation with moral pedagogy, educational institutions can cultivate future generations of learners who are not only technologically literate but also morally conscious, empathetic, and committed to justice in both online and offline contexts. Such integration fulfills the broader national and global aspiration of forming socially responsible citizens capable of upholding justice in an interconnected digital society.

Discussion

First, the results affirm that early childhood constitutes a “golden age” for cultivating the dispositions that underwrite social justice—fairness, empathy, responsibility, and care—and that these dispositions can and should be framed as the earliest layer of legal consciousness (Lilianti et al., 2023; Misahapsari & Stevanus, 2023). In line with justice-oriented education more broadly, character formation at this stage is not reducible to cognitive transmission; it requires sustained affective engagement and opportunities to enact fairness in relational contexts. The triadic ecology of family–school–community therefore becomes the decisive arena in which children meet and practice the norms of justice: parents model equitable conduct and moral dialogue at home (Ansori, 2023; Latifah, 2020; Nuraeni & Lubis, 2022), while teachers orchestrate routines, rules, and collaborative tasks that make fairness visible and discussable in the classroom (Irhamna & Purnama, 2022; Pujianti et al., 2024). Within this ecology, early legal education is best understood as guided participation in just practices rather than premature instruction in abstract legal doctrine.

Second, integrating legal awareness with social-justice formation in early childhood curricula requires a normative anchor and culturally resonant language. In the Indonesian context, the fifth principle of Pancasila—Social Justice for All—offers a public, plural, and actionable frame for classroom norms and community participation. This frame may be further deepened through Islamic ethical constructs such as *adl* (justice), *amanah* (trust), and *rahmah* (compassion), which translate readily into child-appropriate narratives and routines (Rasjid et al., 2024; Yana & Sagala, 2025). Consistent with peace- and rights-education perspectives (Kusnadi & Wulandari, 2024; Zuraida et al., 2024), the curriculum should therefore situate rules as commitments to human dignity, inclusion, and reciprocity. Storytelling, rule-co-construction, class meetings, and cooperative play become the primary pedagogies through which children internalize rights and responsibilities as lived moral practices, not merely classroom compliance.

Third, the shift to online learning expands the reach of these aims but also exposes structural inequities—connectivity gaps, uneven digital skills, and reduced immediacy of teacher–child interaction (Fadlan et al., 2022; Hakim & Azis, 2021; Mutaqinah & Hidayatullah, 2020). The discussion must therefore move beyond a technology-as-delivery model toward design principles that keep ethical presence central in digital spaces. Aligning with design-for-learning perspectives, teachers should (i) embed justice themes in tasks that require perspective-taking and collaborative problem solving; (ii) scaffold synchronous and asynchronous dialogue to preserve emotional attunement; and (iii) ensure accessibility and parental co-mediation to mitigate digital divides (Mulyani et al., 2022; Sukmana et al., 2024). Without these supports, online activities risk devolving into transactional exchanges that do little to cultivate the affective–moral substrates of justice. Thus, digital inclusion and teacher professional development are not peripheral add-ons but constitutive conditions of justice-oriented online pedagogy.

Fourth, operational strategies identified in the findings—edutainment, digital storytelling, moderated social-media groups, and home–school partnerships—provide feasible pathways to enact these principles at scale. Edutainment and game-based tasks situate fairness, turn-taking, and care within meaningful play, while narrative modalities make complex social situations legible to young children (Ani, 2022; Mustika & Suyadi, 2021; Nurdin, 2021; Rahma & Zulkarnaen, 2023). WhatsApp or LMS-based routines that involve parents as co-facilitators strengthen consistency between home and school, supporting social-emotional coaching and the rehearsal of just responses

to everyday conflicts (Nurhafizah & Syahrizal, 2023; Putri et al., 2022). To guard against value drift in online spaces, digital-ethics mini-lessons (privacy, respectful speech, source checking) should be embedded within weekly cycles, complemented by teacher reflections and parent briefings (Drupadi et al., 2022; Liani, 2024). In short, the most effective initiatives merge moral content, participatory method, and ethical infrastructure.

Finally, these insights yield practical and policy implications. At the program level, early-childhood legal education should articulate clear justice competencies (e.g., recognizing unfairness, proposing fair solutions, demonstrating empathic listening) and map them to concrete online/offline activities and assessment rubrics. At the meso level, schools should formalize parent partnerships and provide teachers with targeted professional learning focused on justice-oriented facilitation in digital settings. At the system level, policy must address digital equity (devices, bandwidth, and training) so that justice education is not itself undermined by structural exclusion. Future research should test the emergent conceptual model through classroom design experiments or mixed-methods evaluations, examining growth in children's justice reasoning, prosocial behavior, and digital-ethics understanding across diverse contexts. By aligning normative anchors (Pancasila; Islamic ethics), pedagogical practices (storytelling, dialogue, collaboration), and technological design (accessibility; parent co-mediation), early legal education can use online learning not only to transmit knowledge but to cultivate durable social-justice character from the very start of schooling.

Conclusion

This study concludes that online learning can function as an effective moral ecosystem for cultivating social justice character within early legal education when it is intentionally designed around ethical values, participatory pedagogy, and inclusive digital access. The synthesized literature demonstrates that early childhood is a critical period for embedding justice-oriented dispositions—such as fairness, empathy, and civic responsibility—and that online learning environments can extend this formation beyond physical classrooms through storytelling, interaction, and parental engagement. Theoretically, this review contributes an integrated conceptual model that connects ethical foundations, pedagogical strategies, and technological design, addressing a gap in prior studies that have treated these dimensions in isolation. Practically, the findings imply that early childhood teachers should adopt value-based digital facilitation, curriculum developers need to embed justice-oriented competencies within online learning designs, and policymakers must ensure equitable digital infrastructure and sustained professional development. For future research, empirical validation of the proposed model through classroom-based interventions, mixed-methods studies, or longitudinal designs is recommended to examine its impact on children's moral reasoning, prosocial behavior, and early legal awareness across diverse educational contexts.

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