



Civic Education Learning Based on Law-Related Education in The Development of Student Legal Attitude

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ABSTRACT	ARTICLE INFO
<p>This study aims to describe the implementation of Pancasila and Civic Education learning by using the Law-Related Education (LRE) approach in the learning process of teaching and learning activities. This study uses a quantitative approach with a quasi-experimental method covering two research samples and giving different treatments. The control class uses conventional learning, the experimental class uses the Law-Related Education approach. This research is located at SMA Laboratorium Percontohan UPI. The results of the study indicate that the LRE approach in Civics learning is relevant to be used in the teaching and learning process in the context of legal material in Civics. Through the integration of LRE, which increases the knowledge, skills, and values needed by students to work effectively in a pluralistic and democratic society, the rule of law, so the integration of Civics and LRE is a significant solution effort to develop students' legal attitudes. Therefore, the implementation of legal learning in Civics must be carried out in an integrative, interactive, and collaborative manner. This has implications for the development of legal awareness for students to find social problems, especially those related to law in the community.</p> <p>© 2020 Jurnal Civicus</p>	<p>Article History: <i>Submitted/Received 02 Feb 2020</i> <i>First Revised 25 Feb 2020</i> <i>Accepted 12 Dec 2020</i> <i>First Available online 28 Dec 2020</i> <i>Publication Date 02 Dec 2020</i></p> <hr/> <p>Keyword: <i>Law-Related Education,</i> <i>Legal Attitude,</i> <i>Pancasila,</i> <i>Civic Education Learning.</i></p>

1. INTRODUCTION

Legal awareness is the basic foundation of obedience, responsibility, participation, and obedience to the law both written and unwritten ([Bramantyo & Suwarno, 2020](#)). This is because the law cannot be separated from human life, in which the law is made to control human association. Cicero said where there is society there is the law (*ubi societas ibi ius*) ([See, 2020](#)), therefore legal awareness is important for every individual to have. When the community has awareness of the law, the community already has insight into knowledge and understanding related to the law which is applied to legal attitudes and behaviour in carrying out its role in the life of society, nation, and state ([Usman, 2015](#)).

The Indonesian Child Protection Commission (KPAI) in 2011-2016 in detailed data on cases that place children as perpetrators of crime show that there were 5325 crime cases consisting of various types of crimes, such as children as drug users and dealers, and others. The data on cases of children as perpetrators of sexual violence (rape, obscenity, sodomy/paedophilia, and so on) were the most common crimes in that period (2011-2016), namely 1519 cases.

Based on these data, it indicates that with so many cases of legal violations and crimes that occur, it is a matter of concern, especially children as perpetrators of these crimes. This shows attitudes and behaviour that are inconsistent with the constitution and do not reflect the noble values of Pancasila. The large number of cases of violations and crimes proves that it is not optimal to build constitutional awareness for young citizens (children) who are assets and successors of the nation, therefore building legal awareness from an early age is very important in building good, intelligent, and responsible citizens ([Suwarno & Azed, 2017](#)). Responsibility in carrying out their roles both as individuals and as social beings. This is also an element of the Civic aspect to complement the Civic status inherent in every citizen.

These crimes also indicate that the correlation and application of legal knowledge and understanding to the legal attitudes and behaviour of children is still not optimal, so efforts are needed to increase legal awareness for children. Soluteive efforts so that legal awareness is felt by every individual in society can be done through education ([Akbar, 2019](#)). In this case, protection against these violations and crimes can be done through the application of the Law Related Education (LRE) approach in the learning process of Pancasila and Civic Education by optimizing the Pancasila and Civic Education body of knowledge as legal education, so that the implications can increase legal awareness in children.

LRE based on the results of the study has a positive effect on preventing delinquency and legal action by children and has the aim of providing legal awareness to the community. ([Isoyama, 2019](#)) stated that law-related education is very important for citizens including knowledge, understanding, attitudes, and behaviour related to law, and LRE aims to recognize the meaning and value of justice which is carried out through the process of forming legal awareness so that citizens do not only play an active role in life. nation and state but also to overcome the problems of discrimination, corruption, and juvenile crime and delinquency.

The benefits of using LRE in learning activities have also shown success in building the young generation's legal literacy, LRE can increase commitment to school, improve academic achievement, change youth attitudes towards delinquent behaviour, and ultimately reduce delinquency. LRE is effective for overcoming academic failure risk factors that have been correlated with five adolescent behaviour problems (namely, substance abuse such as drugs, delinquency, teenage pregnancy, dropping out of school, violence).

Based on this, LRE is the right approach and in accordance with the mission of Pancasila and Civic Education as legal education to serve as a basis for developing students' legal attitudes. Through the LRE approach in learning law in Pancasila and Civic Education, it can be optimally applied in the process of teaching and learning activities as a way and guide in teaching the context of learning legal education with the aim of increasing students' legal awareness. The development of the LRE as a basis for the Civics learning model is also at the same time the right step to be used as an alternative solution to legal problems for children.

2. METHODS

This study used a quantitative approach with a quasi-experimental method at the UPI Pilot Laboratory High School. The research design was a non-equivalent control group design, and the population in this study were all students in class X SMA Pilot Laboratory UPI consisting of 8 classes, including 4 MIPA classes and 4 Social Studies classes with a total of 288 students. students and using a non-random sampling technique.

The research sample was students of class X MIPA 4 with a total of 35 students as an experimental class that would use LRE-based learning treatments, and class X MIPA 2 with a total of 32 students as a control class using conventional learning treatments. Data collection techniques used in this research are attitude scales and documentation studies. In line with the quantitative approach, the data analysis techniques used are as follows:

- (i). The descriptive variable analysis is intended to describe the condition of the Law Related Education approach variables in Civics learning. To find out the description, the formula for the mean and percentage of each variable indicator is used ([Syaifudin & Adi, 2014](#)).
- (ii). The Normality test was carried out using the Spario-Wilk test because the samples in this study were 32 students for the experimental class and 35 students for the control class with a significance level of 5%.
- (iii). The homogeneity test was carried out using Levene's test with a significance of 0.05.
- (iv). The difference test of the two means is carried out using the t-test if the data is normally distributed and homogeneous, whereas if there is one of the data that is not normally distributed or the two classes are not normally distributed, the Mann-Whitney non-parametric test is used.
- (v). Calculation of normalized gain is used to determine the magnitude of the influence of students' attitudes and constitutional behaviour on both samples by analyzing the pretest and post-test results as well as the gain.

The normalized gain index criteria are as follows:

Table 1. Gain Index Criteria

Gain Index	Criteria
$g > 0,7$	High
$0,3 < g \leq 0,7$	Middle
$g \leq 0,3$	Low

Source: ([Suhendar, 2011](#))

3. RESULTS AND DISCUSSION

3.1. Result

Data on the frequency distribution of normalized gain attitudes and constitutional behaviour of the control class and the experimental class show an increase in the legal attitude aspect (attitudes and constitutional behaviour) of students. Information is obtained

that all control class students fall into the criteria for a low normalized gain index with a percentage of 100% and for the experimental class there are 8 students who fall into the low criteria with a percentage of 25%, for the medium criteria there are 21 students with a percentage of 65.63%, and for the high criteria there are 3 students or 9.34%. The details of the data are shown in the table below:

Table 2. Normalized Gain Frequency Distribution of Constitutional Attitudes and Behaviour's of the Control Class and Experimental Class.

Class	N-Gain Index	Criteria	F	Percent
Control	$g \leq 0.3$	Low	34	100
	$0.3 > g \leq 0.7$	Middle	0	0
	$g > 0.7$	High	0	0
	Amount		34	100
Experiment	$g \leq 0.3$	Low	8	25
	$0.3 > g \leq 0.7$	Middle	21	65.63
	$g > 0.7$	High	3	9.34
	Amount		32	100

Based on this information, it can be concluded that the experimental class experienced a higher increase in constitutional attitudes and behaviour compared to the control class with the highest frequency being 21 in the medium criteria and the highest frequency in the control class being 34 in the low criteria.

The normalized test results for normality and homogeneity for the constitutional aspects of attitudes and behaviour show information that the normality test values with the Shapiro Wilk test showed that the data gain normalized constitutional attitudes and behaviour of the control class is not normally distributed, because significance (Sig) = 0.001 < α = 0.05, whereas for the experimental class, it is normally distributed because the value of Sig > α = 0.05 with a value of Sig = 0.439. Through the Kolmogorov-Smirnov test it is known that the data gain normalization of attitudes and behaviour constituting the control class is normally distributed, because Sig > α = 0.05 with a Sig value of 0.096, while for the experimental class it is also normally distributed because the value of Sig = 0.200 > 0.05, it can be said that data distribution for one class is not normally distributed.

Based on the results of the Shapiro-Wilk test, the normalized gain comparison test used is the Mann-Whitney nonparametric test and for the normalized gain data homogeneity test results related to constitutional attitudes and behaviour are described in the table below:

Table 3. Homogeneity Test of Normalized Gain of Constitutional Attitudes and Behaviour's Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
N_Gain	Based on Mean	19.193	1	64	.000
	Based on Median	17.470	1	64	.000
	Based on Median and with adjusted df	17.470	1	39.389	.000
	Based on trimmed mean	18.760	1	64	.000

Based on the results of the homogeneity test of variance in the table above, a significance value (Sig) of 0.000 < 0.05 is obtained so that it can be said that the variance of the data is not homogeneous. After it is known that the normalized gain of constitutional attitudes and

behaviour for the control class and the experimental class has data in which one class is not normally distributed, it can be analysed using the Mann-Whitney test with the following hypothesis formulation:

H_0 : There is no difference in the mean normalized gain scores of constitutional attitudes and behaviour between the control class and the experimental class.

H_1 : There is a difference in the average normalized gain scores of constitutional attitudes and behaviour between the control class and the experimental class.

The significance level used is 0.05 with the conditions of the test, if the value of Sig (2-tailed) > 0.05 then H_0 is accepted and H_1 is rejected. Through the use of SPSS software version 22, normalized gain comparison test results were obtained for the constitutional aspects of attitudes and behaviour in the control class and the experimental class, the Sig (2-tailed) value or probability value (p-value) presented is as follows:

Table 4. Comparison Test of Normalized Gain of Constitutional Attitudes and Behaviour's

Test Statistics ^a	
	N_Gain
Mann-Whitney U	18.000
Wilcoxon W	613.000
Z	-6.751
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on the output of the Mann-Whitney test, information is obtained that the normalized gain significant value for the constitutional aspects of attitude and behaviour between the control class and the experimental class is Sig (2-tailed) = 0.000, this value is less than 0.05, so H_0 is rejected, so it can be concluded that there is a significant difference in the mean normalized gain scores of constitutional attitudes and behaviour between the control class and the experimental class. Thus, the results of the normalized gain comparison test between the experimental class that apply the Law-Related Education approach regarding constitutional attitudes and behaviour show a significant difference in the average normalized gain score compared to the control class that uses conventional learning in Civics learning.

3.2. Discussion

Pancasila and Civic Education which acts as a vehicle for legal education for primary and secondary education certainly has a role in developing students' legal awareness so that they are able to equip them as citizens who can carry out the rights and obligations attached to their Civic status properly life of society, nation, and state ([Mukhtarom et al., 2019](#)). Civics have a role in building legal awareness, but in some countries, what is meant is law education, street law education, and not civic education. This difference is because in every country legal education is carried out differently, but in Indonesia, legal education is integrated into Pancasila and Civic Education ([Wihardit, 2010](#)). Legal education, of course, will encourage the level of legal literacy in the community and will have an impact on the active participation and involvement of the community in carrying out its functions and roles as citizens ([Bashori, 2018](#)).

The existence of significant differences between the control class and the experimental class is basically influenced by the learning approach factors used, in general there are factors that affect student learning, namely: (1) internal factors students, such as the physical and spiritual conditions/conditions of students; (2) external factors of students, such

as environmental conditions around students; and (3) the approach to learning factor, namely the type of student learning effort which includes the strategies and methods used by students to carry out activities to study the subject matter ([Syarifuddin, 2011](#)).

Based on this, the factors that make the experimental class superior to the control class are the development of strategies and methods given to students in the teaching and learning process so as to encourage student participation and learning motivation ([Kiranawati, 2016](#)). This is supported by the learning outcomes obtained by the experimental class better than the control class. So the learning approach factors can basically have a significant effect on the expected learning outcomes and/or objectives in Civics learning.

The role of Pancasila and Civic Education as legal education in schools is based on the scope of Pancasila and Civic Education as an educational program that has the core of political democracy and is a form of expansion of civics ([Nasution, 2017](#)). This is because the scope of political and civic democracy is basically composed, one of which is the substance of the application of law in the life of the nation and state. Pancasila and Civic Education as legal education in schools is also in accordance with the Regulation of the Minister of Education and Culture No. 21 of 2016 concerning Content Standards for Elementary and Secondary Education Units. Therefore, Pancasila and Civic Education has a role as a legal education that is oriented toward fostering citizens to have legal awareness, and be able to realize their rights and obligations based on obedience and compliance with the law ([Maftuh & Sapriya, 2005](#)).

The function of legal education in Pancasila and Civic Education basically leads to the ability to maintain values that are considered good by society, because the function of law itself is to maintain public order ([Dahliyana et al., 2020](#)). In this context, of course, the basic values that make up the law must be based on the religious values and socio-cultural values of the community, so that they can represent rules or regulations that are in accordance with the socio-cultural conditions of society. The presence of law is to uphold community values and is considered as a manifestation of the contents of these values.

This shows that Pancasila and Civic Education as a vehicle for legal education has an urgency in the social life of society because legal education in Pancasila and Civic Education plays a role in the process of legal internalization for the younger generation. In this context, legal education is also a solutive effort in the form of repressive measures in protecting the younger generation from committing unlawful acts, both violations and crimes. Besides that, Pancasila and Civic Education as legal education encourages an important role in preparing the generation to actively participate in state administration, so that governance can be carried out in a democratic manner. This is because Pancasila and Civic Education or civic education/Civic education is strategically positioned as one of the basic requirements for the implementation of a democratic government under the rule of law.

The position of Pancasila and Civic Education as legal education is stated in the International Commission of Jurists which at a conference of international organizations of legal experts held in Bangkok in 1965 explained the conditions for democratic government under the rule of law, namely: (1). Constitutional protection, in the sense that apart from guaranteeing individual rights, the constitution must also determine procedural ways to obtain protection for guaranteed rights; (2) Judicial bodies that are free and impartial (independent and impartial tribunals); (3). Free general elections; (4) Freedom of expression; (5). Freedom of association to associate/organize and oppose; and (6). Civic Education/ Civic Education

This is in line with Isoyama's statement ([Isoyama, 2018](#)) that legal education is also intended as part of education for citizens. Education for citizens is expressed in three

phrases, namely: "civic education" "Civic education" or "public education". In the context of Pancasila and Civic Education's position as legal education, it means that Pancasila and Civic Education is legal education in a constitutional democracy or a democracy based on law ([Erlina, 2019](#)).

The role of legal education in developing Civic includes: First, being interested in legal issues that are currently happening in society. Second, discussing cooperatively with various people solving legal problems. Third, utilizing views and thoughts on legal matters ([Isoyama, 2018](#)). This is of course in line with the mandate of Article 1 Paragraph 2 of the 1945 Constitution of the Republic of Indonesia which contains the principle of a democratic state, namely that sovereignty is in the hands of the people, and Article 1 paragraph 3 of the 1945 Constitution of the Republic of Indonesia which expressly states that Indonesia is state law.

The orientation of LRE itself is to foster the knowledge, skills, and values that students need to function effectively in a pluralistic and democratic society based on the rule of law. The statement indicates that LRE aims to equip the community with legal knowledge and skills so they can carry out their rights and obligations in democratic life in accordance with the rule of law. LRE has the aim of assisting the community in developing an understanding of the legal and judicial system, as well as providing them with functional knowledge about the operation of legal institutions.

This explanation confirms that LRE seeks to equip society with legal knowledge and skills, legal processes, and legal systems as well as values that are in accordance with the rule of law in encouraging participation and involvement in democratic life. In essence, LRE teaches important concepts related to law, justice, power, equality, ownership, and freedom as well as understanding the concept of basic documents of democracy. Concentrating on concepts such as law, justice, freedom, and equality, means that LRE emphasizes the relationship between citizens and society, as well as the role of the legal process ([Marri, 2010](#)). This is closely related to the concept of the function of politics, culture, and society in democratic life.

Law-related education is about developing a more critical and socially responsible awareness of Civic, and about giving students the skills to make a positive difference in society and the nation (Cassidy, 2000, 2004). This goal is an integral part of the social studies educational expectations; that is, preparing our youth for Civic, developing students' abilities to think critically about an issue, and encouraging students to take action to make the world a better place.

Based on this explanation, education that is oriented towards the internalization of law is a must. The realization of this is through Pancasila and Civic Education which acts as a vehicle for legal education for the younger generation. Within the scope of social life in society, knowledge and understanding of the law are needed in managing public order. The integral knowledge and understanding of the law will be realized in the form of attitudes and behaviour that are not against the law. This combination of legal knowledge, understanding, attitude, and behaviour is called legal awareness.

The purpose of legal education is not only to prepare people who are proficient in law but is also oriented to helping people implement a law-abiding culture. This is because, in the reality of social, national, and state life, everyone is required to have awareness of the law. For example, by knowing and being aware of positive law, and with awareness regarding this legal knowledge, the community can carry out its role as social control in the administration of the state which has implications for upholding justice that can be developed effectively. This is because "law is something that can make a person aware of

goodness and justice. The failure to enforce various existing laws is also an indication of low public understanding of these laws” (Isep, 2013).

To support and encourage law enforcement, of course, legal education is needed in building legal awareness (Ernis, 2018). The success of this awareness building will assist in monitoring and evaluating the implementation of the law so that irregularities and violations of the law can be reduced. Because knowledge and insight into the law, will make people understand their function and role in administering a democratic state, and can encourage active citizen participation and involvement (civic participation).

Based on the explanation above, legal education in Pancasila and Civic Education must be carried out in an integrated and collaborative manner in a comprehensive learning process scheme. In developing and implementing Civics it must be patterned on an integrative flow of thinking, namely the complete unity of the relationship between interoceptive knowledge (religion, values) and exteroceptive knowledge (science), Indonesian culture, national education goals, Pancasila, the 1945 Constitution of the Republic of Indonesia, educational philosophy, educational psychology, curriculum development for social sciences and humanities disciplines, then an educational program was created consisting of elements: (1) educational goals, (2) educational materials, (3) educational methods, (4) evaluation (Julaeha, 2019) .

Thus, the implementation of legal learning in Pancasila and Civic Education must be carried out in an integrative, interactive, and collaborative manner with teacher and media learning patterns as well as media learning patterns in its implementation, both in material, methods, media, learning resources, and learning evaluation by emphasizing the development of attitude habituation and legal behaviour in student learning with an orientation towards the development of independent learning.

4. CONCLUSION

Pancasila and Civic Education as a vehicle for legal education has an urgency in the social life of society because legal education in Pancasila and Civic Education plays a role in the process of legal internalization for the younger generation. Therefore, Civics learning plays an important role as a process of internalizing the transfer of knowledge. Through LRE integration which is oriented towards growing the knowledge, skills, and values needed by students to function effectively in a pluralistic and democratic society based on the rule of law, the integration of Pancasila and Civic Education and LRE is a solutive effort and can significantly develop students' legal attitudes. The factors that support the development of the student's legal attitude towards the expected learning outcomes and/or objectives in Civics learning are the learning approach factors by developing strategies and teaching and learning process methods that are carried out, thereby encouraging student participation and learning motivation.

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