

Pancasila Education as a Media for Legal Awareness Education in the School Environment

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Abstract

Law and education are two things that are closely related. For a citizen to have legal awareness, it must start as early as possible from school. Legal awareness education for students is a learning process to provide students with knowledge, understanding, and awareness of the legal system, regulations, and legal values. The subject that has an important role in increasing students' legal awareness is Pancasila Education. Pancasila Education is a new nomenclature for Citizenship Education in Indonesia according to the latest curriculum (Merdeka Curriculum). Specifically, in Pancasila Education there are elements of the 1945 Constitution of the Republic of Indonesia which are described in two Learning Outcomes: 1) Apply law-abiding behavior based on applicable regulations in society, and 2) analyze the order of laws and regulations in Indonesia. Both Learning Outcomes are very relevant for the delivery of legal awareness education to students. The purpose of this research is to describe Pancasila Education as a Media for Legal Awareness Education in the School Environment. This research is a type of qualitative research with literature study method and descriptive analysis technique. The end of this paper can increase students' legal awareness, promote active participation in a law-based society, and increase awareness of rights and obligations as citizens.

Keywords: Pancasila Education; Legal Awareness; School.

Introduction

Education is an important foundation in individual and community character building. In the context of Indonesian society, Pancasila has been used as a moral guideline and basic values that inspire social, political and cultural life. Therefore, understanding, internalizing, and practicing Pancasila is crucial in creating citizens with noble personality, responsibility, and strong legal awareness.

In the school environment, education has a vital role in shaping legal awareness. Chairuddin (1991) states that legal awareness is an awareness in human life to always obey and comply with the law. School is not only a place to teach science and practical skills, but also a vehicle to equip the younger generation with knowledge and understanding of the law and moral values reflected in Pancasila.

Pancasila education as a medium for legal awareness education has deep implications in efforts to shape the character and morals of students. This is closely related to the concept that Pancasila is not only a set of symbols or

words displayed in textbooks, but as the foundation that underlies every action and decision taken by individuals in everyday life.

Pancasila education is not just a subject, but a value transformation process that involves interaction between teachers and students. Here, Pancasila is not only learned theoretically, but also integrated in students' daily lives, from social interactions, decision-making, to understanding their rights and obligations as citizens.

Through a deep understanding of Pancasila and how its values relate to the law, it is hoped that learners will be able to become agents of change who contribute to a more just, ethical and legally aware society. Pancasila education has a huge influence on the process of socialization of law. Pancasila education becomes the window of legal knowledge obtained formally in schools starting from basic education to higher education.

Method

This research is a type of qualitative research with a literature study method and descriptive analysis techniques. Denzin and Lincoln (2009) state that qualitative research is research that uses a natural background, with the intention of interpreting phenomena that occur and is carried out by involving various methods available in qualitative research.

The method used is literature study. The literature study method is a series of activities related to library data collection methods, reading and recording, and processing research materials (Zed, 2008: 3). While the analysis technique applied is descriptive technique. According to Narbuko (2015: 44), descriptive research is research that tries to tell the solution of existing problems now based on data, by presenting, analyzing and interpreting it.

Result and Discussion

Pancasila Education

The subject of Pancasila Education is one of the subjects that changed its name with the implementation of the Merdeka Curriculum in 2022. Previously, the nomenclature used in the old curriculum structure (2013 Curriculum) was Pancasila and Citizenship Education. The change is based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262 / M / 2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery which clearly states that in the curriculum structure from SD / MI / other equivalent forms to SMA / MA / other equivalent forms the name Pancasila and Citizenship Education no longer exists and is replaced by Pancasila Education.

According to BSKAP Head Decree No. 033/H/KR/2023, the objectives of Pancasila Education are as follows: 1) Having a noble character based on faith and piety to God Almighty through an attitude of loving fellow humans, the environment, and the state to realize unity, democracy, and social justice by instilling awareness, exemplary, and

habituation; 2) Understand the meaning and values of Pancasila as the foundation of the state, worldview, and state ideology, and practice the values of Pancasila in the life of society, nation, and state; 3) Comply with the constitution and applicable norms and harmonize the realization of rights and obligations in the life of society, nation, and state in a global society; 4) Understand their identity as part of a diverse Indonesian nation and strive to realize unity and integrity within the framework of Bhinneka Tunggal Ika, and be fair and respect differences in SARA, socio-economic status, gender, and persons with disabilities; 5) Maintain the integrity of the Unitary State of the Republic of Indonesia and play an active role in creating world peace.

Based on BSKAP Head Decree No. 033/H/KR/2023, the characteristics of Pancasila Education are as follows: 1) Developing national insight and character with Pancasila; 2) Fostering awareness to implement the 1945 Constitution of the Republic of Indonesia and maintain order in the life of society, nation, and state; 3) Creating harmony, preventing conflict, and realizing unity and integrity within the framework of Bhinneka Tunggal Ika; 4) Protecting the environment and maintaining the territorial integrity of the Unitary State of the Republic of Indonesia; 5) Developing civic learning practices based on Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia.

There are four elements in the subject of Pancasila Education, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, Unity in Diversity and the Unitary State of the Republic of Indonesia. Learning Outcomes that are appropriate and relevant to legal awareness education are found in the 1945 Constitution of the Republic of Indonesia element with the following description: 1) Apply law-abiding behavior based on applicable regulations in society, and 2) analyze the order of laws and regulations in Indonesia.

Legal Awareness Education in Schools

There are several previous studies that have discussed legal awareness education in schools. Research conducted by Bramantyo, et.al. (2021) found that Civic Education is able

to increase students' legal awareness, as well as being able to increase the democratic awareness of students of SMAN 7 Kota Kediri which is manifested in the form of awareness of the nation and state, awareness of the importance of obeying the applicable law, and always prioritizing deliberation for consensus in every discussion, deliberation, and problem solving at school and in society.

In line with previous research, research conducted by Ernaningsih and Anomeisa (2019) discusses student legal awareness associated with the role of Civics teachers. The results showed that the role of Civics teachers in increasing students' legal awareness of school rules included as mentors, teachers and role models for Muhammadiyah Maumere High School students. The role of Civics teachers is very strategic in shaping and increasing legal awareness. However, these three roles have not been able to significantly increase students' legal awareness in obeying school rules or regulations.

Slightly different from the results of Ernaningsih and Anomeisa (2019), the results of research by Tjeppey (2021) explain that there is a significant influence between Civic Education learning on the legal awareness of class X students of SMAN 1 Ciranjang. To increase legal awareness in class X students at SMAN 1 Ciranjang, guidance is needed to participate in organizational activities at school and counseling by teachers and parents to know, understand the usefulness or benefits of legal regulations. This is so that students willingly obey and comply with the laws and regulations. Furthermore, Civic Education subject teachers need to make efforts that need to be done in building students' legal awareness attitudes through school rules or regulations to realize a disciplined school community that obeys applicable regulations.

High awareness in students can result in obeying the rules that apply at school. Conversely, low student awareness will violate all the rules that apply at school. This is related to the functioning of laws in schools or the effectiveness of legal provisions in their implementation. So, legal awareness concerns the functioning or not of legal requirements in schools (Anggraini & Supeni, 2017).

The consequences of regulations can be in the form of sanctions, meaning that those who violate will receive strict sanctions. This is in

line with the opinion of Kansil (1986, 38-39) which suggests several elements of the law including: a) regulations regarding human behavior in the association of society; b) regulations are held by authorized official bodies; c) the regulation is compelling; d) sanctions against violations of these regulations are firm.

Internalization of Students' Legal Awareness through Pancasila Education

The process of internalizing students' legal awareness through Pancasila Education subjects is inseparable from the learning process in the classroom, while learning in the classroom refers to the Learning Outcomes set by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). Then from the Learning Outcomes, the flow of Learning Objectives is determined as the basis for making Teaching Modules. After that, it is then derived to the subject matter. The main reference of the subject matter is the Student Book issued by the Ministry of Education, Culture, Research and Technology.

The following subject matter is extracted from the Pancasila Education Book for SMA / MA / SMK / MAK Class X, especially Chapter 2 according to the elements of the 1945 Constitution of the Republic of Indonesia, namely:

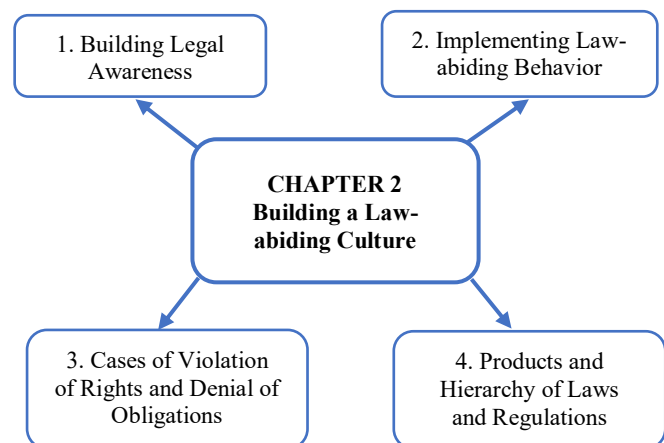


Chart 1: concept map of Chapter 2 (modified by the author)

Based on the chart above, we can see that Chapter 2 focuses on discussing how to build a law-abiding culture, especially for students at school. In Sub Chapter 1, students are directly

given material about building legal awareness. This Sub Chapter specifically discusses legal awareness education. Then in Sub Chapter 2 students are more emphasized to be able to apply law-abiding behavior, this is a continuation of Sub Chapter 1 which contains more theory about law. In Sub Chapter 3 students are directed to be able to analyze various cases of violation of rights and denial of obligations. Then in Sub Chapter 4 students are introduced to the products and hierarchy of laws and regulations in Indonesia. This is important so that students better understand the various types of legal products that apply in Indonesia.

The four subchapters in chapter 2 are interrelated and reinforcing. Starting with things that are theoretical then developed into things that are analytical and practical. This is in accordance with Bloom's revised taxonomy (in Nafiati, 2021) that the level of educational thinking is divided into 6, namely: 1) remember; 2) understand; 3) apply; 4) analyze; 5) evaluate; and 6) create. Furthermore, Nafiati (2021) explained that Bloom's taxonomy revision arose due to the demands of the development of the world of education which is moving very fast in order to create quality human resources.

In order to practice in the community in accordance with the rule of law, it is very necessary to get used to it since the school environment. It should be noted that legal norms, from their inception, include not only regulatory effects but also educational, preventive, proactive, protective and other effects. These should be used in practice. Special attention should be paid to the informative function of law in general, based on the promotion of legal norms and legal education (Drozdova, et al. 2019).

In order to improve students' cultivation of legal awareness and promote the comprehensive realization of the strategy of governing the country according to law, first of all, educational institutions need to create a good and diversified environment for the cultivation of legal awareness, maintain close contact with family and society, and carry out related activities with a wider impact. Secondly, when preparing lessons, we can create separate lessons for cultivating legal awareness, or pay attention to the important position of legal

awareness training based on the original lessons (Luo, 2022).

Conclusion

Pancasila Education is capable as one of the subjects that specifically becomes a medium for value transformation and also practically teaches legal awareness for students. The specificity is listed in the elements of the 1945 Constitution of the Republic of Indonesia with the description of Learning Outcomes: 1) Apply law-abiding behavior based on applicable regulations in society, and 2) analyze the order of laws and regulations in Indonesia.

The students are taught from the theory of law until they are able to analyze and practice it in daily life. The Learning Outcomes above are supported by Student Books published directly by the Ministry of Education, Culture, Research and Technology so that students and teachers have guidance in classroom learning. Teachers also need to add other learning resources to make learning in the classroom richer and higher quality. As part of the subjects in the curriculum, of course Pancasila Education cannot walk alone in its task of providing legal awareness education, but must be supported jointly and collaboratively by all school parties.

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