
Building Legal Awareness and Democracy: Revitalizing the Role of Citizenship Education for Students of SMAN 7 Kediri City

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ABSTRACT

Recently, a lot of students have participated in demonstrating against government policies. Even though, they do not know the detailed contents of the government policies they are about. In fact, in practicing democracy, it is not uncommon for them to violate the law by committing acts of anarchy, destroying public facilities, and other acts of fandalism. The purpose of this research is to describe qualitatively about the role of Citizenship Education in increasing legal awareness and awareness of democracy. The method used is descriptive qualitative. The research was conducted At the SMAN 7 Kediri Kediri City. The research subjects were school principals, students, Civics teachers and Guidance and Counseling Teachers. Data were collected using participatory observation methods and in-depth interviews. Data relating to documents owned by the school were collected using the library documentation method. The data that has been collected is analyzed using methods of: 1) data collection, 2) data classification, 3) data filtering, and 4) drawing conclusions. To improve the accuracy and consistency of the data, triangulation methods in the form of snowballing were used, prolonged stay at the research location, and made temporary conclusions until data saturation was reached. The results showed that, Citizenship Education was able to increase legal awareness and was able to increase democratic awareness among students of SMAN 7 Kota Kediri.

Keywords : Education, citizenship, law, democracy, students

INTRODUCTION

Education is a necessity throughout one's life. Every human desperately need education forever. Therefore, education must be directed to produce quality mansua in addition to shaping good character, manners and morals (Nugroho, 2010). Expected goals is to educate the nation's life and develop Indonesian people

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as a whole, namely human beings who are virtuous workers, have knowledge and skills, physically and mentally healthy, has a solid personality, is independent and also social and national responsibility (Nugroho, 2010). As stated by Mulyasa (2005) that there are two principles of education that are closely related to Pancasila, namely first, education must be placed in four pillars, namely learning to know, learning to do, learning to live in togetherness (learning to live together), learning to be yourself (learning to be), and both learning for a lifetime (life long learning). In the world of education, citizenship education has a very important role to make and produce human beings who are capable of good and true citizenship and aware of their rights and obligations. Within the scope of the school, there are regulations that govern all school members, namely rules and regulations. However, there are many violations that have occurred, as raised by the Guidance and Counseling Teacher, that the types of violations against school rules such as: truancy, being late for school, long hair, not wearing a uniform with complete attributes, walking on shoes, not putting clothes motorbikes for class X and XI students, especially those who don't have a driver's license, fight, cheat, oppose the teacher's orders, stay in the canteen even though the entrance bell rings, use cellphones in the school environment, don't do homework, don't enter compulsory extracurricular activities (Scouts) , not participating in the flag ceremony during the commemoration of national holidays, not participating in compulsory worship activities, and so on.

Legal awareness is needed for students so that students do not face law enforcement agencies . Moreover, students of SMAN 7 Kota Kediri who are 17 years old in grades XI and XII, so if they do violate the law they must be accounted for before the law independently, no longer accompanied by their parents / guardians (Susanto et al., 2020). This is where the need for awareness in behaving so as not to violate the law. Many steps have been taken by Citizenship teachers and Counseling Guidance Teachers, but it still needs socialization so that students can master legal literacy more and obey the law. According to Noe (2017) recently, the character of students is getting worse and more concerning. Civics learning process in building good character students still needs to be improved. The knowledge that still needs to be improved is moral knowing, moral feeling, and moral behavior. Along with the development of an increasingly competitive global society (global society), these three moral behaviors need to be continuously improved. The reality that occurs in the filtering process against foreign cultures that is not in accordance with Pancasila is very weak. Therefore, it is necessary to have a deeper understanding of national culture and Pancasila in order to perpetuate the nation's existence.

National character development must start from the family, community, schools, religious development institutions, traditional institutions, and all elements of society (Winataputra, 2012). This needs to be done, because until now, people have not shown good moral behavior and even tend to deviate from prevailing moral

values and norms. Winataputra (2012) states that in the practical life of the community, nation, and state, there are always phenomena that reflect the occurrence of paradoxal between the spirit and collective commitment of the Republic of Indonesia with cases of ethnocentrism, group fanaticism and regionalism such as ethnicity and KKN. Megawangi (2004) also explained that there are 10 signs of the era that citizens must be aware of, namely increasing violence among adolescents, use of bad language, the influence of strong peer groups in acts of violence, increasing self-destructive behavior, increasingly blurred good and bad moral guidelines, decreased work ethic, lower respect for parents and teachers, lower respect for individuals and citizens, a culture of dishonesty, mutual suspicion and hatred among others.

Koesoema (2007) also confirmed this by saying that there were enough examples and dishonest behavior by individuals in the world of education, from cheating, plagiarizing, looking for reasons to escape responsibility, and so on. Therefore, according to Budimansyah and Winataputra (2007), educational institutions must be the forefront in accommodating the process of character building for students who obey the law. Schools need to emphasize from an early age the importance of value and moral education by taking an active role in designing and implementing moral value education based on the theory of value and moral development. In the future, it is hoped that students will become lawabiding people who respect the rights and obligations of others. But in reality, Civics learning today still has weaknesses, such as not leading to the mission as it should be, which emphasizes more on instructional impacts (content mastery). In other words, it only emphasizes the cognitive dimension, without trying to build the affective and psychomotor dimensions as well as the acquisition of nurturant effects as a hidden curriculum. This has not received the attention it should have (Budimansyah & Winataputra, 2012). Based on the background description above, this study intends to answer the formulation of the problem of how is the role of civic education in increasing legal compliance for students, and how the role of Citizenship Education is able to increase democratic awareness for students of SMAN 7 Kota Kediri.

The novelty of this research lies not only in the role of civic education in relation to law and democracy, but also because the research method used is descriptive qualitative which can only be done when the researcher is directly involved in making participatory observations and in-depth interviews with students, teachers who teach. Civics, school principals, and Guidance and Counseling (BK) teachers.

TEORITICAL REVIEW

According to Nugroho (2010) there are two factors that influence the occurrence of violations of regulations, namely internal and external factors. First, the internal factors, among others, are the students' low awareness of the importance of obeying the rules and the personality of students who are happy to break the rules.

A bad mentality will also affect the intensity of someone committing a violation of the law. The two external factors, namely the influence of the playing environment, peers, low sanctions, family, community environment, and other factors that come from outside the students. The mentality and example of law enforcers are also external factors that can affect legal awareness (Bramantyo, 2018). Law is a system of rules created through certain mechanisms, meaning that laws are created and enforced by institutions that do have the competence or authority to form and enforce laws, namely the legislative body (Bisri, 2004). Law is a whole collection of rules or rules in life together that can be implemented with a sanction (Sudikno, 1999).

Law is often used in everyday life to show the system of norms or rules that apply. In the law itself, sanctions or the threat of punishment imposed in each violation can be in the form of varying body coercion or imprisonment, and can also be in the form of fines, confiscation of objects related to the offense (Bisri, 2004). Soekanto, (1982) explains that legal awareness is the awareness or values that exist in humans about existing laws or about laws that are expected to exist. Chairuddin (1991) also explains that legal awareness is an awareness in human life to always obey and obey the law. Soemardi (1984) states that legal awareness is the belief that every human being as a member of society must obey the law. Sudikno (1999) legal awareness is the awareness that exists in every human being about what law is. A category of mental life between law abiding and lawlessness. Legal awareness are values that every human being has, especially those related to human obedience and obedience to the rules that try to regulate life (Njoto, 2019).

It is appropriate, the law must be implemented by everyone in carrying out legal obligations while at the same time showing a common view in a certain environment (Sudikno, 1999). Achmad (1994) argues that, in legal awareness as the potential for society to cultivate rules that are able to increase legal compliance in accordance with the criteria and standards of moral, religion, decency. Legal awareness arises in the framework of finding a legal basis for the law which is a consequence of problems arising from the application of a written legal system or positive law (Soekanto, 1981). So legal awareness is a condition of obeying the existing legal rules in society, whether made by the ruler or the customs that exist in a community group. Legal awareness results in an increased level of legal compliance. In order for the community to comply with existing laws, it is necessary to increase legal knowledge, knowledge of the contents of regulations, attitudes towards legal regulations, and patterns of legal behavior. The four things influence each other. Good legal awareness arises from personal conscience and not because of fear of sanctions from the authorities or adat (Setiadi, 2012).

Citizenship learning is the actualization of the citizenship curriculum which requires the activeness of Civics teachers in creating and fostering student activities in accordance with the programmed plans (Hadi, 2003). Sumarsono (2002) also

explains that citizenship education is education that is intended so that citizens have insight into the awareness and attitude of the state to defend the country and have a mindset, attitude pattern, and behavior as a pattern of actions that love the country, based on Pancasila for the sake of staying upright of NKRI. Citizenship education is considered as democratic education which is a strategy and absolute for the realization of a democratic society and state (Syarbaini, et al., 2006). Successful citizenship education will produce a mental attitude, are intelligent, full of responsibility from students with a behavior that is faithful and devoted to God Almighty and lives up to the national philosophical values, has noble character, is disciplined in society, nation and state , being rational, dynamic and aware of the rights and obligations of citizens, and having a professional attitude that is imbued with awareness of defending the country.

Article 37 paragraph (1) of Law number 20 of 2003 concerning the National Education System states that Civics are intended to shape students into human beings who have a sense of nationality and love for the country. Soemantri (2001) also stated that Civics were held to motivate students to think critically in preparing for a democratic life based on Pancasila and the 1945 Constitution. Soemantri (2001) also states that Civics are an educational and learning program which programmatically seeks to humanize and civilize and empower students to become good citizens as the nation's constitutional juridical demands. The mission of PKN is to form good citizens, namely citizens who are able to carry out their rights and obligations in state life, based on political awareness, legal awareness, and moral awareness (Setiono, 2018). The objectives of Civics lessons are for students to: 1) have the ability to think critically, rationally and creatively in response to civic issues, 2) participate actively and responsibly, act intelligently in charitable, national and state activities, and are anti-corruption, 3) develop positively and democratically to shape themselves based on the character of Indonesian society, 4) directly or indirectly interact with other nations in the world arena.

RESEARCH METHOD

This research use descriptive qualitative approach. This approach was chosen because the researcher wanted to understand the understanding of the informant (research subject) in depth so as to obtain an essential, clear, and able to produce propositions that could apply more broadly (Meleong, 2004). The research took place At the SMAN 7 Kediri Kediri City, East Java, Indonesia. The research subjects include principals, teachers who teach Civics, students, Guidance and Counseling teachers, and related parties. The selection of key informants is based on the informant's understanding of the material being studied, namely the role of civic education in legal awareness and awareness of democracy. Data collection used two main methods and one additional method. The main methods involved include participatory observation and in-depth interviews. Meanwhile, non-main (additional) data collection methods are documentation and literature methods

(Nazir, 1986). To overcome the weaknesses of qualitative data, data triangulation was carried out including check, recheck, and cross check. In addition, by increasing the number of informants by snowballing that rolls like a snowball, the longer the number of informants being interviewed and observed (Sugiyono, 2008). To improve the accuracy of qualitative data, researchers also prolonged their stay in the field, and continued to return to the field even though the data collection process was complete. This was done to increase researchers' confidence in the accuracy of the data obtained. To improve the accuracy of the data, the researcher also performed data reduction, meaning that only truly reliable data were used to carry out analysis in order to answer the problem formulation (Usman, 2003).

While in the field, researchers always make provisional conclusions and revise those temporary conclusions through the bracketing process. When all the data has been collected, and the data obtained is monotonous, the data can be said to be saturated. At that time, the researcher classified the data based on the resulting themes, and then drew final conclusions permanently. Researchers provide research results to informants to get criticism, suggestions, and input in order to get conclusions that can be accepted theoretically and empirically because they are justified by the informants. Informants may avoid all research findings by including reasoning or logical reasons that can be accepted rationally and empirically. The final results are then used as final findings that can be published more widely in the context of disseminating research results that can contribute to knowledge in the fields of education, law, and socio-politics.

RESULTS AND DISCUSSION

Citizenship Education and Legal Awareness

Citizenship education taught At the SMAN 7 Kediri Kota Kediri has actually had a long history. Citizenship lessons (1957), Civic (1961), state civic education (1969), Pancasila moral education (PMP) in 1975 and 1984. Pancasila and civic education (PPKn 1994. Citizenship education lessons 2004 (Winarno, 2005). Learning citizenship subjects At the SMAN 7 Kediri Kota Kediri, especially in class X, contains legal awareness material with competency standards, students are able to display a positive attitude towards the national legal and judicial system. The basic competence that students must master is that students are able to show an attitude in accordance with applicable legal provisions. The indicators of the success of the material or chapter are: students are able to show examples of obedience to the law, analyze various kinds of actions that are against the law, and are able to analyze various kinds of sanctions according to the applicable law. The objectives of civic education At the SMAN 7 Kediri Kediri are to: provide competence to students in terms of:

- 1) thinking critically, rationally, and creatively in response to the content of citizenship.

- 2) participating in quality and responsibly and acting smartly in community, national and state activities ,
- 3) develop positively and democratically to shape themselves based on the character of Indonesian society, and
- 4) interact with other nations in world regulations directly and indirectly by utilizing technology and information.

This is in accordance with the opinion of Winarno (2005) that the purpose of citizenship education is to be careful in learning and teaching so that students will know what is constitutional and democratic or what is unconstitutional and non-democratic so that students can distinguish between the two.

At the SMAN 7 Kediri there are components in Civics learning, namely that the PKN learning process is a process of student learning activities engineered by all learning components which include teachers, materials, methods, media, learning resources, and learning evaluation. Therefore, in the Civics learning process At the SMAN 7 Kediri the teacher always organizes material, methods, media, learning resources and learning evaluation as important components in Civics learning, so that an effective learning process can take place so that it can achieve learning goals. This is in accordance with the opinion of Q-Anees and Hambali, (2008) which states that Civics learning must be able to produce student behavior that is in accordance with the principles of moral character, personality, good character and character, has good quality character, character and character. This finding is also in accordance with the opinion of Budimansyah (2009) that there are at least five kinds of student characters that need to be developed in Civics learning, namely: 1) individual characteristics as a result of the integration of the four parts, namely heart, mind, exercise, and feeling and initiative. , 2) private character, such as moral responsibility, self-discipline, and respect for human dignity, 3) public characteristics such as concern as a citizen, politeness, heeding various regulations, 4) intelligent character is reflected in his active, objective, analytical behavior, aspirational, creative, innovative, dynamic, and anticipatory. 5) Good character refers to the concept of good life behavior, full of benevolence, that is, behaving well towards other parties (God Almighty, humans, and lam like self, including oneself.

At the SMAN 7 Kediri the cultivation of legal awareness starts from learning law, internalizing the values that are contained in students about existing laws, and about the laws that are expected to exist. Legal awareness for the rest are the conceptions believed by students about the harmony between the desired or appropriate order and serenity. Legal awareness of SMAN 7 students of the applicable regulations in schools that have implications for student life both at school and in society. The steps taken by SMAN 7 in increasing legal awareness to their students are:

First, increasing knowledge about the rule of law (law awareness). Such legal knowledge relates to prohibited or permitted behavior. This is in accordance with the opinion of Soekanto (1994) that a person's legal awareness is very dependent on the legal knowledge they have mastered.

Second, understanding the understanding of the content of legal regulations (law acquaintance). Civics teachers At the SMAN 7 Kediri always add to the information students have about the content of certain rules and laws. When students know the content and purpose of a legal rule, the student will obey these rules.

Third, the attitude towards the applicable legal regulations (legal attitude) Teachers of SMAN 7 Kota Kediri try to instill an attitude to accept the law because of the respect for the law as something that is beneficial and beneficial if the law is obeyed.

Fourth, planting patterns of legal behavior. In this case, Civics teachers At the SMAN 7 Kediri always instill patterns of legal behavior, on regulations that apply in the school community and the general public. This is in line with the findings of Salman (1989) which states that legal awareness can be increased when a person is able to carry out the patterns of legal behavior desired by these rules.

All of the above findings are basically in line with the opinion of Achmad (1994) that legal awareness can be increased when someone has a good perception of the law itself. They also have hopes of the usefulness and forms of protection that can be accepted by the law. People become obedient to the law when they feel it is necessary that the services of the law have provided benefits for the safety of their physical and property. The feeling of being afraid of breaking the law can also increase awareness of the law. Good orientation or concern about the willingness to obey the law as an obligation because truth can also increase legal awareness.

Cultivating Legal Awareness through Citizenship Education Citizenship

Education is a form of study that is manifest in the context of the scientific field. Epistemologically, citizenship education is developed in the tradition of citizenship education whose goals are in accordance with the national goals of each country. In general, these goals are for every citizen to: 1) become a good citizen (to be good citizen), namely citizens who have civic intelligences (intellectual, emotional, social and spiritual); 2) have a sense of pride and responsibility and are able to participate in community and state life in order to grow a sense of pride and love for the country (Sapriya & Bunyamin, 2005). At the SMAN 7 Kediri Kota Kediri, the civic education process includes three components, namely civic knowledge, individual skills, and civic disposition. The individual aspects of Knowledge achieve scientific academic abilities which are developed from various theories or concepts of politics, law and morals. Here, the legal aspect includes awareness of the law, law-abiding behavior, respecting the law, and an attitude not to fight against the law.

Civic skills aspects include intellectual skills and skills to participate in the life of the nation and state. This attitude is shown by students' responses to various political

issues, participating in political processes, exercising their voting rights, reporting to the police when a crime occurs, not taking the law into their own hands, preventing actions that are against the law. The civic disposition aspect is the most substantive and essential dimension in civic education subjects. The dimensions of the character of citizenship can be seen as the estuary of the second and first dimension development process. By paying attention to the vision and mission as well as the objectives of civic education, the characteristics of this subject are characterized by an emphasis on the dimensions of character, character, attitudes and other potentials that are effective.

Obedience to the law of students of SMAN 7 both in the school environment and in the community can be said to be good, because every violation of school regulations is subject to sanctions, if the accumulated sanctions have reached one thousand (1000) then the children are expelled from school. Children who fight immediately get 1000 points of violation and are immediately expelled from school. The magnitude of the points of violation had been signed by the students and parents when the students were accepted as students of SMAN 7 Kediri. In connection with violations of traffic regulations, students who do not have a SIM are not allowed to bring motorized vehicles to school. Article 59 paragraph (1) of Law No. 14 of 1992 states that a vehicle driver who is unable to show his driver's license will be subject to two months imprisonment or a maximum fine of Rp 2 million.

According to the narrative of one of the research informants At the SMAN 7 Kediri Kediri, it was stated that high legal awareness would be able to cause students to comply with applicable legal provisions. Conversely, if the legal awareness is low, the degree of legal compliance is also low. Therefore, At the SMAN 7 Kediri, efforts are always made to ensure that the law is functioning within high school students so that the law can be effective and the law truly has authority. This is in accordance with the opinion of Setiadi (2012) which states that the progress of a nation can be seen from the quality of human resources, namely by increasing legal awareness in each next generation of a nation. Students who live in schools and in the community cannot be separated from the applicable rules, both written and unwritten rules. All these rules must be fully obeyed in order to create prosperity and justice in the community. If these rules are violated, they will get sanctions.

At the SMAN 7 Kediri there are still many students who violate laws or school rules. Therefore, it is necessary to enforce the rules so that school life can run well so as to create a fair and civilized school community. As stated by Stiadi (2012) that high school students are the nation's next generation, students must be able to understand and apply it about the importance of law. This is also in accordance with the opinion of Abdillah (2011) that in SMA there are still many high school children who violate school regulations, for example truancy, not being disciplined, often late and others. Most of them play PlayStation and internet cafes. At the SMAN 7 Kediri Kediri, efforts to raise legal awareness have started from civic education,

with the aim of producing students who are responsible, tolerant, care for their environment, love order and harmony in social life. Civics teachers At the SMAN 7 Kediri believe, when the students' legal awareness is high, they can provide comfort and discipline both in school and in society. **The Role of Civics in Preparing Students for Democratic Action**

In the opinion of teachers, especially Civics teachers, the goal to be achieved through Civics education is to prepare students to become citizens who think critically and act democratically, through activities to raise awareness to students that democracy is a form of community life that most guarantees the rights of citizens . In addition, Civics At the SMAN 7 Kediri Kediri aim to prepare students to become citizens who have a strong and consistent commitment to maintaining the united state of the Republic of Indonesia as a modern country. This is in accordance with the opinion of Branson (1994) that civic education in democracy is education to develop and strengthen in autonomous government (self-goverman), namely democratic autonomous government. In other words, the purpose of Civics education At the SMAN 7 Kediri Kota Kediri is to prepare students to become citizens who have a strong and consistent commitment to maintaining the Unitary State of the Republic of Indonesia in a democratic manner.

Civics At the SMAN 7 Kediri Kediri jura emphasize the active thinking skills of citizens, especially the younger generation in internalizing the values of good citizens (good citizens) in a democratic atmosphere. This is in accordance with the principle of civic education that all school activities are expected to foster democracy. The reality of Civics education At the SMAN 7 Kediri Kediri as explained above explains that the importance of Civics for students as young people who will become the successors to realize the ideals of the nation as a just nation, based on high political awareness, democratic attitudes, and respect for rights. other people's rights. In particular, the aim of Civics At the SMAN 7 Kediri Kediri is to foster morals that are expected to be realized in everyday life, namely behavior that radiates faith and piety towards God Almighty in a society consisting of religious groups, behavior that is fair and human in nature, socially supportive behavior, which prioritizes common interests over individual and group interests so that differences of opinion or interest can be resolved by deliberation and consensus, as well as behaviors that support efforts to realize social justice for all Indonesian people.

The results of this study are in line with the opinion of Sapriya (2000) which explains that the purpose of citizenship education is rational and responsible participation in the political life of citizens who obey the values and basic principles of Indonesia's constitutional democracy. Effective and responsible citizen participation is further enhanced to develop certain dispositions or traits that can increase the ability of individuals to participate in the political process and support the functioning of a healthy political system for the improvement of society. The

results of this study are in accordance with the opinion of Soemantri (2001) that the general goal of Pkn is to educate citizens to become good citizens, who can be diluted as patriotic, tolerant, loyal to the nation and state, religious, democratic, and have the spirit of Pancasila. The results of this study are also in accordance with the Ministry of National Education (2006) that the scope of Civics includes aspects of national unity and integrity, legal norms and regulations, human rights, citizen needs, state constitution, power and politics, Pancasila. Globalization. According to Sapriya & Bunyamin (2005) citizenship education is a political education that provides knowledge, attitudes and skills to students so that they are able to live in democracy in the form of political participation.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that, Civics education (Civics) learning carried out by teachers At the SMAN 7 Kediri Kediri has been going well, so that it can increase awareness of law and democracy and can shape the character of students into good character (good charater). In general, the character of students At the SMAN 7 Kediri Kota Kediri has understood the importance of obeying the prevailing laws and regulations, and always prioritizing the process of democratization in every expression of opinions, discussions, and deliberations. Most of the students of SMAN 7 Kediri have good moral knowing, good moral feeling, and good moral behavior. These three things are able to increase students' obedience to the laws and regulations that apply both in schools and in society. Thus, 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 national and state awareness, awareness of the importance of obeying the applicable law, and always prioritizing deliberation to reach consensus in every discussion. , deliberate, and discuss problem solving in schools and in the community.

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