

Strengthening Legal Frameworks In Civic Education In Indonesia Toward Systematic Governance And Democratic Participation

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Abstract - This research aims to develop a legal framework in Indonesian Citizenship Education, considering that this field does not yet have a stand-alone epistemological foundation. To address these gaps, fundamental reasoning, logical structures, sources of knowledge, and truth criteria in Civic Education must be aligned with applicable scientific norms. The main concept studied in this study is the Role of Law in Civic Education, with an emphasis on legal mechanisms as policies and regulations that are coordinated between the central and regional governments. This coordination aims to ensure consistency in budget planning, implementation, supervision, and community involvement. By integrating legal principles in Civic Education, this research offers a more systematic approach to improving governance, strengthening civic awareness, and encouraging democratic participation. The findings of this study contribute to multidisciplinary discussions on law, education, and public policy, and provide insights for academics, policymakers, and educators in strengthening the linkages between legal studies and civic engagement.

Keywords - Civic Education, Legal Framework, Policy Coordination, Public Engagement, Governance.

I. INTRODUCTION

Citizenship education in Indonesia has a strategic role in shaping citizens with integrity, responsibility, and strong legal and political awareness. As a fundamental subject at various levels of education, Civic Education aims to instill the values of tolerance, national unity, and respect for differences of opinion – important elements in creating social stability that supports sustainable development (Sunarso, 2009). However, in practice, the implementation of Citizenship Education often faces conceptual and structural challenges that hinder its effectiveness in shaping the expected national character.

Several studies show that Indonesian society still faces character problems rooted in social and cultural values, such as lack of responsibility, excessive individualism, feudal attitudes, and a tendency to seek convenience without effort (Lubis, 1978). This imbalance is often associated with weaknesses in the Citizenship Education system that has not fully succeeded in instilling the values of Pancasila, nationalism, and patriotism in students. In this context, the pedagogical approach applied in Civic Education is criticized for the lack of integration between normative, emotional and participatory aspects in learning. Recent research shows that a conducive learning environment has a significant impact on improving students' political engagement and legal understanding. Graf et al. (2023) emphasized that an inclusive and interactive classroom atmosphere can reduce emotional barriers to learning, increase political engagement, and enrich students' academic experience in Civic Education. In addition, Graf et al. (2024) highlight the role of emotions in political learning, which shows that learning strategies that consider emotional aspects can increase the effectiveness of Civic Education in shaping active and critical citizens.

Furthermore, the legal concept in Civic Education still faces serious challenges in terms of legality. Bender (in Riyanto, 2010) revealed that some aspects of the regulation of Civic Education are not fully in line with applicable legal principles, thus potentially weakening the national legal framework. In practice, coordination

between the central and local governments in planning, implementing, and supervising Civic Education policies has not been optimal, resulting in inconsistencies in education regulations and policies.

Despite these challenges, Citizenship Education still has a crucial role in introducing legal concepts to students and the wider community through integrated and coordinated policies in various sectors of development and government. Fitchett et al. (2024) found that Civic Education instructors who actively discuss political issues, such as elections and public policy, are able to form a more critical understanding of legal and government dynamics. In addition, Chen and Zhou (2023) propose that an interdisciplinary approach that links Civic Education with environmental issues can increase students' awareness of sustainability and their role as agents of change. This article seeks to explore the relationship between legal concepts and Civic Education by highlighting the importance of policy coordination, regulatory continuity, and the integration of emotional and participatory aspects in learning. With this approach, it is hoped that Citizenship Education can be more relevant in forming a civilized, independent, and just society, as well as strengthening the legal foundation in the national education system.

II. METHODS

This study uses a qualitative research design with an exploratory approach, adopting purposive and snowball sampling to select participants who have in-depth expertise in Civic Education in Indonesia. The study involved five academics from three universities who specialize in the fields of Civic Education, Educational Management, National Resilience, Politics, and Law. Data collection techniques include:

A. In-Depth Interviews

Each interview lasts for one hour in a semi-structured format to explore concepts, policies, and pedagogical challenges in Civic Education.

B. Observation

Conducted in the classroom to assess teaching methods, student engagement, and alignment of Civic Education materials with national legal frameworks.

C. Analysis of Legal Documents Includes

1. Primary legal sources (education laws and regulations),
2. Secondary legal sources (academic journals, books, and policy reports), and
3. Tertiary legal sources (law encyclopedias and other references).

Data analysis techniques using thematic analysis, interview data are transcribed and encoded, data triangulation is applied to validate findings, and synthesized to obtain a comprehensive understanding of the role of Civic Education in building legal and political awareness. This interdisciplinary approach combines qualitative research with normative legal studies, providing a robust methodological framework to offer practical insights in the development of the Civic Education curriculum in Indonesian universities. This method is relevant to the scope of the journal because it highlights the linkages between Civic Education, law, politics, and management.

III. RESULTS AND DISCUSSION

A. Data Analysis

Civic Education is a field of study that has various approaches and perspectives. This field research found that experts have different views on the concept of Civic Education. These differences appear in various aspects, such as definitions, relationships with law, and basic principles of legal thought in Civic Education.

a. Civic Education in Various Perspectives

From the perspective of STC experts, according to STC experts, Civic Education can be understood in several dimensions: 1) as an academic discipline, Civic Education must be recognized as a scientific field with compulsory studies at the master's (S2) and doctoral (S3) levels; 2) as a course, in accordance with Law No. 20 of 2003 Article 37 (1), which mandates PKn as part of the basic education curriculum, medium, and high; 3) As an educational program, as stated in Article 27(1) of Law No. 20 of 2003, which emphasizes family- and community-

based informal learning; 4) as a cultural and social activity, which reflects the constitutional mandate, especially in Article 27 of the 1945 Constitution which affirms the equality of citizens, the right to work, and the obligation to defend the state.

STD Expert Perspective, STD experts describe Civic Education in two aspects: 1) in a broad sense, Civic Education goes beyond the school environment, building awareness through social skills; 2) In a narrow sense, Civic Education refers to structured learning in formal education that includes various paths and levels of education. STB Expert's Perspective, STB experts define Civic Education as a learning process that shapes the character of citizens in carrying out their rights and obligations. They emphasized dynamic interaction between the state and its citizens, which creates the state's obligation to the rights of citizens, especially in the context of defending the country. STE Expert Perspective, according to STE experts, Citizenship Education is designed to form a young generation that is responsible, law-aware, critical, active, democratic, and understands their rights and obligations in society and the state. The scope of Citizenship Education includes governance, human rights, democracy, legal system, morality, and civic engagement.

b. Legal Concepts in Civic Education

The perspective of STC Experts states that the concepts of law in Civic Education are: 1) law as the substance of Civic Education, emphasizing the development of legal competence; 2) Law as the basis for the implementation of Civic Education, functioning as a facilitation tool; 3) Law as a regulatory system in Civic Education, ensuring consistency and regularity. The STB Expert Perspective emphasizes that the relationship between citizens and the state is fully regulated by law, so that law becomes an inseparable aspect of Civic Education.

The perspective of STD experts said that the concept of law in Civic Education is seen as a matter of citizens' responsibility to obey and be aware of the law, in order to form a good and intelligent society. STE Expert's Perspective said that law is considered basic knowledge to understand the country, because the rule of law is the foundation of a nation.

c. The Relationship between Law and Civic Education

The perspective of STA Experts rejects the idea that Law graduates are qualified to teach Civic Education, on the grounds that: 1) law and Citizenship Education are different disciplines; 2) Citizenship Education emphasizes the development of civic responsibility; 3) Citizenship Education is a structured program that goes beyond legal theory. STB Expert Perspective said that Citizenship Education and law are inherently interrelated, because all interactions of citizens with the state are governed by law. The perspective of STC Experts stated that the legal relationship in Civic Education is explained through three aspects: 1) causal effect the relationship between community needs and legal regulations; b) Educational needs law plays a role in compiling and guiding Civic Education; c) The application of school-based law – the influence of law in the educational process.

STD Expert Perspective said that Civic Education is an interdisciplinary field that is at the intersection of legal studies, political science, and education. The STE Expert Perspective explained that legal science includes various branches, such as criminal law, procedural law, customary law, marriage law, and agrarian law. Therefore, Civic Education and legal science are intertwined in shaping an understanding of the state.

d. Basic Principles of Legal Thought in Civic Education

The perspective of STC Experts reveals that the law in Civic Education serves to ensure justice, order, and legal norms. The main focus is to foster awareness and compliance with the law. The perspective of STA experts states that the law is seen as a legal political mechanism that regulates the social order and stabilizes social norms.

The STD Expert Perspective emphasizes that Civic Education emphasizes legal awareness and literacy so that individuals understand their rights and responsibilities. The perspective of STE experts explained that Citizenship Education is rooted in the legal principles stipulated in Pancasila, the 1945 Constitution, and various laws and regulations that form the national legal framework.

Based on the perspective above, this study shows that Civic Education has a wide spectrum of understanding depending on the perspective used. The relationship between Citizenship Education and law is dynamic and

multidisciplinary, reflecting various aspects of the life of the nation and state. Therefore, the development of Citizenship Education requires a holistic approach that integrates academic, social, and legal aspects in order to form critical, democratic, and responsible citizens.

B. Discussion of Findings

a. Why is the Law Integrated into Indonesian Citizenship Education?

The role of law in Civic Education has broad significance as a constitutional, regional, and cultural identity, which forms the conceptual basis of citizenship in the context of formal education in schools. The legal framework not only functions as legitimacy to the values of patriotism, progress, and nationalism (McLean, 2007), but also becomes an instrument in strengthening the rights, obligations, and interests of citizens. Heater (2001) emphasized that legal restructuring in education strengthens the role of schools as legitimate institutions in building the character of citizenship with integrity.

In a learning perspective, Zhang (2024) revealed that an informatics-based teaching approach has proven to be effective in improving the quality of Civic Education. Meanwhile, the Hdeab study (2024) found that women's rights are more accommodated in Civic Education textbooks for grades seven, ninth, and tenth, with political rights being the most dominant, followed by social and economic rights, while family rights still receive less attention. The integration of law in Civic Education in Indonesia is based on several main foundations. First, Hadjon (1994) refers to the classification of legal science proposed by J. Gijssels and Mark van Hoecke, which includes legal philosophy, legal theory, and legal dogmatics. In the context of Citizenship Education, law is not only understood as a norm that regulates the social order, but also as an instrument of national and regional development, state administration, and legislation programs related to citizenship.

Second, Kelsen (1945) emphasized that law is closely related to morals and commandments, where obedience to law must be in harmony with ethical standards that apply in religious, moral, social, and legal norms. In the process of legal education to the public, various disciplines play a synergistic role, namely: (1) communication science through legal counseling, (2) sociology through the socialization process, and (3) pedagogy through formal, non-formal, and informal education. This discipline collectively strengthens Civic Education as a fundamental subject in forming legal awareness from an early age.

Third, according to Bender (Riyanto, 2010), legal knowledge and skills are not only relevant for law graduates, but also for individuals from various disciplines who are dealing with legal aspects in their professional practice. If the understanding of law in Civic Education is not managed properly, there is a risk of distortion of legal norms that has the potential to weaken the effectiveness of regulations. Therefore, Citizenship Education plays a role in producing a generation that has a strong understanding of law, not only in legal theory and methodology, but also in legislation policy, state administration, and citizenship rights and obligations. Thus, this study confirms that law-based Citizenship Education has a significant contribution in creating a society that is aware of the law and has a nationalist character. Through a multidisciplinary approach that integrates legal theories, ethics, and pedagogical methods, the education system can be a key pillar in shaping citizens who not only understand their rights and obligations, but are also able to implement them in the life of a democratic and civilized state.

b. Law Studies Versus Regulation: A Debate

In the study of Civic Education, law plays a role as a normative foundation that forms constitutional, regional, and cultural identities in the national education system. Based on interviews with Citizenship Education experts, legal specialists, and National Resilience experts, it was found that perspectives on the role of law in Citizenship Education vary. This discourse reflects a complex debate regarding the relationship between law and Civic Education, especially in building a rules-based understanding of citizenship and democratic values.

Conceptual debate about law in Civic Education. This study reveals five main debates regarding the relationship between law and Civic Education: 1) Is law a core substance in Civic Education? 2) Is law only the basis and supporting framework of Civic Education? 3) Is all interaction between citizens and the state always within the framework of law? 4) Can compliance and legal awareness shape responsible citizens? 5) Is understanding the law an essential element in understanding the state of law?

In addition, there is a debate about whether law graduates are qualified enough to teach Civic Education. In fact, although law and Citizenship Education are closely related, they are different disciplines: 1) law is an academic field that studies norms and regulations, while Citizenship Education is an educational process that aims to form responsible citizens; 2) Citizenship Education Emphasis is placed on the practical implementation of the concept of citizenship in daily life.

Dynamics of Interaction between Law, State, and Civic Education. Further debates regarding the interaction of law and civic education include: 1) the balance between the needs of society and legal regulations in the education system; 2) the importance of the legal framework as the foundation of civic education; 3) the influence of the legal structure on the education system and schools; 4) the integration of legal, political science, and pedagogical aspects in Civic Education; 5) a comparative study of the state of citizenship law and regulation in the Civic Education curriculum.

Civic Education not only discusses the law theoretically, but also seeks to build legal awareness among students through: 1) legal obedience and civic morality; 2) the role of law in shaping social norms in Civic Education; 3) challenges in building legal awareness in society; 4) the integration of Pancasila, the 1945 Constitution, and regulations in legal education. Legal Thinking System in Civic Education. Civic Education serves as a means of forming legal awareness among citizens. The role of law in Civic Education emphasizes: 1) the formation of legal awareness as part of the character of citizenship; 2) the difference between law as an academic study and law as a tool of Civic Education; 3) the role of Civic Education in forming a law-abiding and democratic society.

In line with the views of Saifullah (1977), Kusumaatmadja (1975), Rasjidi (1988), and Bender & Huis (2010), the philosophy of law in Civic Education has four main objectives: 1) instilling social values in the educational process; 2) avoiding legal specializations that are too narrow in academia; 3) encourage innovation and development of legal theory; 4) providing legal understanding for non-legal practitioners involved in public regulation and policy.

Based on the above study, it is emphasized that the relationship between law and Citizenship Education is interdisciplinary. Civic Education is not only a forum for legal learning for citizens, but also plays a strategic role in shaping legal awareness oriented towards national development. Thus, the integration of law in Civic Education needs to pay attention to a multidisciplinary approach that includes not only normative, but also pedagogical and social aspects. This article is expected to contribute to academics and practitioners in understanding and developing Civic Education as an educational tool that is able to form knowledgeable, responsible, and oriented citizens towards national legal development.

c. The Concept of Law in Citizenship as a Knowledge System in Indonesian Citizenship

Citizenship education in Indonesia has a strategic role in shaping legal and national awareness. However, legal issues in Civic Education are often related to the legal orientation that regulates citizenship in the context of national development. Various policies and regulatory frameworks play a role in regulating the relationship between the state and society, workers and entrepreneurs, as well as various other aspects such as the environment, entrepreneurship, and education. This perspective shows the relationship between law and social domination in shaping civic relations.

In the context of legal politics, Citizenship Education in Indonesia reflects policy issues and regulatory structures that affect democratization and citizens' rights. Some of the main issues raised in the literature include: 1) the role of the Constitutional Court in democratization and the rule of law (Bedner & Van Huis, 2010); 2) the challenge of political reform in the protection of civil rights (Crouch, 2012); 3) legal protection for vulnerable groups, including poor women (Butt & Lindsey, 2008); 4) the controversy over blasphemy law and the status of the Ahmadiyya community (Rosser, 2015; Silverstein, 2003); 5) the influence of political institutions on public policy, such as tobacco control regulations (Mietzner, 2010; Wessing, 1996). From these various

studies, it appears that Civic Education is not only a learning instrument, but also functions as a medium for analyzing legal policies in society.

Citizenship education in Indonesia is designed to be inclusive for all citizens and play a role in shaping social values. The integration of legal aspects in Civic Education includes: 1) encouraging legal awareness and citizens' compliance with national regulations; 2) strengthening character education through an approach based on Pancasila values and the constitution; 3) developing community involvement in national development programs through active participation in law-based activities; 4) providing an understanding of the national legal system in relation to the rights and obligations of citizens. The Citizenship Education curriculum is prepared based on the vision of national development, state policy priorities, and regulations that regulate the role of citizens in the democratic system.

The legal framework that supports Citizenship Education in Indonesia is rooted in various regulations, including: 1) Article 30(1) of the 1945 Constitution of the Republic of Indonesia, which affirms the rights and obligations of citizens in national defense; 2) Presidential laws and regulations related to national development that emphasize coordination between stakeholders; 3) legal principles that govern social integration and character education as part of the development of a democratic and inclusive society. Thus, the law is not only a normative element in Civic Education, but also serves as an instrument for responsible citizenship development.

Based on the scientific debate on the role of law in Civic Education, it is emphasized that Civic Education has a dual role: as an academic discipline that supports the development of legal thinking and as an educational tool that forms citizens who are aware of the law and contribute to national development. By integrating legal understanding into Civic Education, the education system in Indonesia can create a generation that is more aware of their rights and obligations, and has the capacity to actively participate in law-based national development. Therefore, an interdisciplinary approach in Citizenship Education that includes legal, political, and social aspects needs to be strengthened in order to build an education system that is more adaptive and relevant to the dynamics of nationality and globalization.

d. Legal Concepts in Civic Education as Knowledge

Civic Education has a crucial role in shaping legal understanding that is the basis for national policies and regulatory frameworks. As an instrument of national development, the legal concept in Civic Education must be designed systematically and consistently to ensure legal and social stability (Irianto, 2019). This article examines how legal concepts in Civic Education can be a guide in formulating effective policies and regulations, as well as integrating community participation in the national development process.

The regulatory framework is the main foundation in the preparation of the National Medium-Term Development Plan and the Government Work Plan. This regulation aims to guide, facilitate, and regulate public behavior, both in the private sector and state administration, in order to achieve the national goals stated in the 1945 Constitution. With clear regulations, development policies can run in a transparent and accountable manner. Regulatory policies must be developed by considering impact evaluations that include aspects of costs, benefits, and potential consequences for society. This evidence-based approach ensures that the regulations are not only legally effective, but also provide tangible benefits to society. Regulatory impact analysis is an important instrument in increasing the effectiveness of public policies.

The preparation of the regulatory framework must follow good legal principles, such as legal certainty, justice, and utility. These principles ensure that every regulation made has strong legitimacy and can be properly implemented by all stakeholders. Standardization of regulations is important to prevent overlapping rules that can hinder the effectiveness of development policies. Stakeholder involvement is a strategic step in ensuring that the regulations made reflect the needs of the community. The involvement of academics, the private sector, civil society organizations, and government agencies in the process of drafting regulations can increase the acceptability and effectiveness of policy implementation in the field. Public dialogue and consultation are important mechanisms in realizing inclusive regulations.

The medium-term regulatory framework must be aligned with the national development policy contained in the National Medium-Term Development Plan. This includes alignment between economic, social, and environmental policies implemented in various development sectors. With a cohesive regulatory framework, national development can take place in a sustainable and adaptive manner to global dynamics. Annual regulations are needed to ensure that legal and policy provisions that support the implementation of the RKP can be implemented effectively. This regulatory framework functions as a legal instrument that ensures the achievement of the objectives set in the National Medium-Term Development Plan. Through flexible and adaptive regulations, development policies can continue to be refined in accordance with the needs of the community and the challenges of the times.

e. The Concept of Law in the Citizenship Education as Learning

Citizenship Education has a strategic role in shaping citizens who are aware of the law, have character, and contribute to national development. This education is not only oriented to the understanding of legal norms, but also to the application of legal principles in social life. Therefore, the Citizenship Education curriculum must be in line with national development policies and strategies contained in various government planning documents (Irianto, 2019).

The alignment of Civic Education with national development policies is reflected in three main documents:

i). Law No. 59 of 2024 concerning the National Long-Term Development Plan 2025-2045

The National Long-Term Development Plan 2025-2045 sets the vision of Golden Indonesia 2045 with the main goal of realizing a sovereign and sustainable nation. In the context of Civic Education, there are two main aspects that must be integrated: a) Civic Education must internalize the nation's moral and cultural values in order to form a strong national character rooted in national identity; b) increase awareness of *jukum* through the National Long-Term Development Plan 2025-2045 which emphasizes good governance (good governance). Therefore, Citizenship Education must teach about the rights and obligations of citizens and the importance of legal compliance in order to create an orderly and harmonious society.

ii). Presidential Regulation No. 12 of 2025 concerning the National Medium-Term Development Plan 2025-2029

The National Long-Term Development Plan 2025-2045 outlines the implementation strategy of the National Long-Term Development Plan 2025-2045 over a five-year period. Some of the key aspects that must be integrated in Citizenship Education include: a) with a focus on clean governance, Citizenship Education must provide an understanding of the dangers of corruption and its prevention measures to create a generation with integrity; b) democratic participation through the Medium-Term Development Plan The National 2025-2029 emphasizes strengthening democracy. Therefore, Civic Education must equip students with an understanding of the political system and encourage active participation in the democratic process, both in the school environment and in community life.

iii). Presidential Regulation No. 52 of 2023 concerning the Government's Work Plan for 2024

The 2024 Government Work Plan serves as an annual guide for the implementation of national priority programs. Although it does not specifically discuss Citizenship Education, several actual issues raised in the Government Work Plan need to be accommodated in the curriculum, including: a) environmental and sustainability issues through the 2024 Government Work Plan emphasizing the importance of environmental conservation. Therefore, Citizenship Education must provide an understanding of environmental law and the role of citizens in preserving nature; b) with a program to increase social inclusion, Citizenship Education must instill awareness of human rights and the importance of respect for social and cultural diversity. Civic Education that is integrated with legal policies and national development will have a positive impact in several aspects: a) increased community participation, namely: students who receive comprehensive civic education are more likely to be active in democratic and social life; b) strengthening national identity, namely: by understanding the law and national values, the younger generation will have a sense of pride and responsibility in nation building; c) Anti-corruption education in Civic Education can help shape the character of honest and responsible students. By aligning Citizenship Education with legal policies and national development planning documents, it is hoped that this education can contribute effectively in forming citizens who are aware of the law, have strong character, and

are ready to face future challenges. The integration of Pancasila values, democracy, and legal awareness in Civic Education is a strategic step in realizing an inclusive, sovereign, and sustainable society.

f. Legal Concepts in Civic Education as an Educational Program

Civic Education not only serves as a means of knowledge transfer, but also as an instrument to form a critical and responsible mindset towards law and public policy. In the context of national development, this educational approach must be aligned with the long-term and medium-term planning strategies contained in national policy documents. Innovation-Based Citizenship Education Program To ensure its effectiveness, Citizenship Education is developed through various innovative programs, including:

- 1) **School-Based Prevention Development Program:** Provides insight to adolescents on the importance of preventing negative behavior through legal and social ethics education.
- 2) **Social Entrepreneurship Education Program:** Encourage an understanding of social and legal responsibility in building community-based businesses.
- 3) **Education Programs in Suburban Areas:** Reaching out to underserved groups of people who do not have access to legal education.
- 4) **Icon-Based Education Program:** Using national figures or symbols as an educational tool to strengthen national values and legal awareness.
- 5) **Global Education and Life Skills Program:** Teaches legal and policy skills in an international context.
- 6) **Market Education Program:** Provides an understanding of economic regulations and consumer protection for the wider community.

Educational approaches in the integration of legal concepts Civic Education can strengthen legal understanding through a variety of innovative approaches:

- 1) **Creative Education:** Presenting legal material through interactive and applicable methods.
- 2) **Surgical Education:** Analyzing real legal cases as practical learning.
- 3) **Icon-Based Education:** Using cultural or historical icons as a legal learning medium.
- 4) **Debate Education:** Encourages critical thinking of legal policies and regulations.
- 5) **Hip-Hop Education:** Using art and popular culture to convey legal and civic values.

Legal Framework in Civic Education In support of national development policies, the legal framework in Civic Education aims to:

- 1) Equipping students with the ability to map the direction and regulatory needs to ensure alignment between the legal framework and national policy priorities, including in the fields of natural resources, human resources, and science and technology.
- 2) Train students in analyzing the synergy of policies and regulations that link national development planning with the National Legislation Program.
- 3) Developing students' skills in evaluating the simplification and harmonization of regulations, in order to support the implementation of development policies more effectively and efficiently.

Law-based Citizenship Education not only plays a role in building legal awareness, but also becomes the foundation for the creation of a society with integrity and competitiveness. By integrating innovative and policy-based approaches, Citizenship Education can be a key instrument in supporting sustainable national development.

g. The Concept of Law in Civic Education as a Community Movement

Civic Education not only serves as a means of theoretical learning, but also as a vehicle to shape civic awareness and social engagement through various community movement-based initiatives. As a dynamic approach, community movements in Civic Education reflect a diversity of strategies to instill active and socially responsible-oriented civic values (Irianto, 2019). Community movements in the context of Civic Education refer to various initiatives aimed at increasing civic participation and strengthening social cohesion. Some of these forms of movement include:

- 1) The Americanization movement, which focuses on the formation of civil culture by suppressing collective ethnic identity and strengthening the values of individual autonomy in a pluralistic society

(Ball, 2013)

- 2) The Peacemakers Movement, which focuses on the preservation of cultural and linguistic heritage as an instrument to reduce fear and build trust between groups that have historical conflicts, such as Jews and Palestinians (Boyte, 1991)
- 3) Community-Based Initiative, which aims to build trust and commitment among educators and staff in the practice of Organizational Citizenship Behavior (OCB) in Catholic higher education institutions (IHES). (Feuerverger, 2003)
- 4) Community Service Groups, which serve as a forum to reduce political apathy among youth and encourage their involvement in public policy discourse (Olneck, 1989).

According to Beckwith (2014), social movements are not only oriented towards achieving collective goals, but also have different ways of interpreting defeat. Strategies used in facing challenges include:

- 1) Defeat as a Political Lesson, which is to turn failure into an opportunity to understand political dynamics to support advocacy in the future.
- 2) Defeat as an insurrection, in which failure is seen as a courageous act of resistance and can be the foundation for the movement's next efforts.
- 3) Defeat is a noble goal, which frames failure as part of a struggle that is of high value and will gain recognition in the long run.
- 4) Defeat due to Deception, which considers failure as a result of manipulation by external forces that seek to hinder movement.
- 5) Defeat due to Betrayal, which attributes failure to internal disloyalty or deviation from the values of the movement's struggle.

To ensure the sustainability and positive impact of community movements in Civic Education, strategic steps are needed that are integrated with the national development agenda. The implementation of community movements is carried out through:

- 1) Identify Movement Orientation, which is aligning the goals of the movement with long-term development priorities (2025-2045), national and regional agendas (2025-2029), and strategic policies for the current year (2024).
- 2) Determination of Development Priorities, which ensures the relevance of the movement's initiatives to the National Development Plan 2025-2045, the needs of local communities, and the government's priority policies.
- 3) Practical Program Design, which includes the planning of the name of the movement, the setting of goals, the identification of key stakeholders (subjects and beneficiaries), the structure and activities of the movement, the implementation, the allocation of resources, and the evaluation and monitoring mechanism.

Community movements in Civic Education not only function as a medium for learning civics, but also as an applicative means in developing an understanding of law and public policy. Students are encouraged to analyze and apply legal principles in policy formulation and development planning through:

- 1) National Long-Term Development Plan (2025-2045)
- 2) National Medium-Term Development Plan (2025-2029)
- 3) Government Work Plan for 2024
- 4) National Legislation Program

This integration equips students with competencies in policy analysis, regulatory mapping, and good governance. Thus, they not only understand the concept of citizenship theoretically, but also have the practical skills to contribute to national development and the strengthening of democracy. Civic Education has a crucial role in shaping active civic participation through community movements. With a community-based approach and policy integration, these movements can increase community involvement in development planning and support the strengthening of more inclusive regulations. Therefore, the implementation strategy of community movements in Civic Education needs to continue to be developed in order to make a real contribution to sustainable national development and based on the principles of democracy and social justice.

h. Legal Concepts in Civic Education as Character Education

Character education is the main pillar in Civic Education, which plays a role in shaping individuals who are not only academically outstanding but also have awareness and active participation in national development. This character education is not only instilled through educational institutions but also through the family, society, and various state institutions. This concept is in line with the philosophy of Pancasila which is the basis for building a solid and sustainable national identity (Irianto, 2019).

In the context of education, the character of the individual built through Civic Education includes key elements that contribute to academic and social success, including:

- 1) Confidence
- 2) Motivation
- 3) Effort and perseverance
- 4) Responsibility
- 5) Prakarsa
- 6) Strong will and determination
- 7) Compassion and empathy
- 8) Teamwork
- 9) Logical reasoning
- 10) Problem-solving abilities
- 11) Goal-oriented focus

These characters not only form academically superior individuals but also create a generation that has a strong social consciousness and nationalism. Citizenship Education aims to develop critical, reflective, and responsible citizens in the life of the nation and state. Character education in Indonesia is firmly rooted in the values of Pancasila which is the foundation in the development of every aspect of character. The five main principles of Pancasila are a frame of reference in building national values, social justice, and independence. The implementation of Pancasila values in character education does not only take place in the classroom but also in various institutions, such as:

- 1) **Family:** as the first environment in the formation of character values.
- 2) **School:** through a curriculum based on national values and extracurricular activities.
- 3) **Government Institutions:** in policies that support character-based education.
- 4) **Civil Society and Political Organizations:** as agents that strengthen national consciousness.
- 5) **Business and Industry Sector:** in creating a work environment based on ethics and national values.
- 6) **Mass Media:** as a means of education and dissemination of character values.

In the legal realm, Citizenship Education plays a strategic role in shaping the culture of national development. The legal aspect in Civic Education emphasizes the following values:

- 1) **Collective Solidarity:** encouraging collaboration in national development.
- 2) **Social Justice:** guarantee equality and rights of every citizen.
- 3) **Sustainability:** building awareness of the sustainability of natural resources and the environment.
- 4) **Environmental Awareness:** ensuring environmentally friendly development.
- 5) **Independence:** building individuals who have competitiveness and adaptability in global developments.

The formation of citizens who have strong character is not only important in the academic world, but also in social and professional life. Therefore, Civic Education needs to be integrated with various national development policies, such as:

- 1) **National Long-Term Development Plan (2025-2045):** aligning the direction of character education with the vision of national development.
- 2) **National Medium-Term Development Plan (2025-2029):** develop a strategy for the implementation of character education in the national education system.
- 3) **Government Work Plan 2024:** establishes character education policies as part of the human resource development agenda.

- 4) **National Legislation Program:** strengthen regulations that support character education based on national values.

Character education in Civic Education is a fundamental aspect that contributes to academic success, national development, and the strengthening of national identity. By integrating Pancasila values and legal aspects in the educational curriculum, it is hoped that Indonesian citizens can develop into competent, ethical, and ready individuals to face global challenges. Citizenship Education is not only an academic instrument, but also a sustainable and common welfare-oriented nation-building strategy.

IV. CONCLUSION

A study of the concept of law in Indonesian Citizenship Education reveals that this discipline still depends on the study of law and political science in building its knowledge system. The absence of epistemological autonomy makes Civic Education must adopt legal principles as the basis for reasoning, logic, and scientific validation. This shows that the debate on law in Civic Education is not only conceptual, but also closely related to the scientific structure that forms this discipline.

Furthermore, the concept of law in Civic Education plays a strategic role in shaping responsible, critical, and active citizens in national development. The law is not only a regulating norm, but also a policy instrument that ensures that Citizenship Education remains relevant to the national development agenda. By harmonizing policies and regulations in various dimensions-including development agents, regions, governance levels, and time frames-it is hoped that there will be more effective integration and synergy between the central and regional governments.

This alignment is a key factor in creating adaptive and responsive policies, where budget planning, policy implementation, and monitoring and evaluation mechanisms can run systematically. In addition, community involvement in decision-making is a crucial element to ensure that the national goals can be achieved in an inclusive and sustainable manner. Thus, Citizenship Education is not only an educational tool, but also serves as a foundation for more just and future-oriented social, economic, and political development.

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