

International Journal of Students Education

Page 68-72

ISSN 2988-1765

Vol 3 No 3 2025

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CIVICS EDUCATION AND LEGAL AWARENESS: LITERATURE ANALYSIS ON CURRICULUM IMPLEMENTATION AND CHALLENGES IN THE FIELD

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Abstract

This study aims to analyze the role of Civics Education (PKN) in increasing legal awareness among participants through a literature review related to curriculum implementation and the challenges faced in the field. This study examines various sources discussing the effectiveness of Civics education in developing legal understanding and awareness, the learning methods used, and obstacles such as conventional approaches, minimal integration of current legal material, and limited supporting facilities. The results indicate that interactive and contextual Civics education has the potential to increase students' legal awareness. However, in practice, there are obstacles that require innovation and the involvement of various parties to support optimal implementation. This study recommends strategies for developing learning methods and adding relevant programs to foster legal awareness more effectively. This study examines the role of Civics Education (PKN) in developing legal awareness among students through an in-depth literature analysis of the implementation.

Keywords : Citizenship Education, Legal Awareness, Curriculum Implementation, Learning Challenges, Literature Review Method, Legal Education

Introduction

Legal awareness is a fundamental aspect in building an orderly, just, and prosperous society. As a nation based on the rule of law, Indonesia relies on laws and regulations as guidelines for national and state life. However, in reality, public legal awareness remains relatively low, reflected in various forms of legal violations, such as corruption, traffic violations, abuse of authority, criminal acts, and low public participation in law enforcement. This phenomenon poses a major challenge to legal development in Indonesia, because without a high level of legal awareness, the implementation of existing regulations will not be effective. Civic Education (PKN) plays a crucial role in shaping the character and legal awareness of the younger generation as active and responsible citizens. Through Civics (PKN) learning, students not only understand their rights and obligations in national and state life, but also develop a legal awareness that serves as a foundation for maintaining order and social justice. However, the implementation of the Civics (PKN) curriculum and efforts to increase legal awareness face various challenges in the field, both in terms of material development, teaching methods, and student responses and the educational environment. This literature review aims to examine various studies and sources that discuss the effectiveness of the Civics (PKN) curriculum implementation and the obstacles faced in creating legal awareness and understanding among students, thereby providing a comprehensive overview and recommendations for the development of more optimal civics education. In addressing these challenges, Civics (PKN) plays a strategic role in increasing legal awareness among the Indonesian people. Civics Education aims to shape citizens who understand their rights and obligations and have the awareness to behave in accordance with applicable legal norms. Through PKN, the public can gain a better understanding of the importance of compliance with the law, democratic values, and responsibilities as good citizens. Thus, PKN is an important instrument in building a strong legal culture in Indonesia.

Civics education not only provides theoretical knowledge about laws and regulations, but also aims to instill attitudes and behaviors consistent with legal values. Through interactive and applicable learning methods, Civics

can help society, especially the younger generation, better understand the importance of law in everyday life. Furthermore, Civics also plays a role in increasing public critical awareness of emerging legal issues, so that they become not only law-abiding individuals but also able to play an active role in upholding justice and encouraging better legal reform. However, the effectiveness of Civics Education in raising legal awareness still faces various challenges. These include learning methods that tend to be theoretical and unengaging, minimal integration with the social realities faced by the community, and low support from the social environment and family in building legal awareness. Furthermore, limited access to education in some regions also hinders ensuring that all levels of society receive adequate legal education. Therefore, innovation in Civics teaching methods is needed to more effectively instill legal values in the community.

Research Methodology

This research uses a qualitative literature review method with the aim of reviewing and analyzing various academic sources related to Citizenship Education (PKN) and legal awareness, particularly in the implementation of the curriculum and the challenges faced in the field.

Method Stages

Data collection

Data was obtained from books, scientific journals, articles, research reports, and other official sources relevant to the topics of civic education and legal awareness. These sources were primarily drawn from academic databases such as Google Scholar, university digital libraries, and national and international journal portals.

Literature Selection

The literature used was selected based on the criteria of content relevance to the research theme, data completeness, source validity, and publication timeliness. The selected literature will discuss aspects of the implementation of the Civics curriculum and practical challenges in developing legal awareness through civics education.

Inclusion and Exclusion Criteria

- Inclusion: Literature relevant to the topic in the form of journal articles, books, and research reports published in the last 10 years, in Indonesian and English.
- Exclusions: Sources that do not focus on civic education or legal awareness, or that are less valid and not peer-reviewed.

Data analysis

Data from the collected literature was analyzed qualitatively using descriptive analytical techniques. This analysis aimed to identify key themes, patterns, and gaps in the implementation of the Civics curriculum and to identify various obstacles that emerged in the field, from the perspectives of teachers, students, and education policy.

Presentation Systematics

The results of the analysis are compiled systematically to provide a comprehensive overview of curriculum implementation, the effectiveness of citizenship education in forming legal awareness, and recommendations for future development strategies.

Advantages of the Method

This literature review method allows researchers to present a comprehensive synthesis of various previous studies, thus gaining in-depth insights without the need for time-consuming and costly field research. Furthermore, this method can provide a strong theoretical and practical foundation for the future development of citizenship education. The data analysis technique used was descriptive-qualitative, where the collected data was analyzed by reading, understanding, and interpreting the contents of various relevant literature. The results of the analysis were then systematically compiled to illustrate the relationship between civic education and increased legal awareness in community life. In the analysis process, this study also considers various academic perspectives that can provide broader insights into the effectiveness of civic education in developing the character of citizens who are aware of and obey the law. Using this method, the study aims to provide a more comprehensive understanding of how civic education can be an effective instrument in increasing legal awareness, strengthening democratic values, and encouraging active public participation in building a better legal system in Indonesia.

Result & Discussion

Literature Analysis Results

Based on a literature review of various studies and scientific articles, the implementation of the Civics Education (PKN) curriculum in Indonesia, particularly in developing legal awareness, reveals several key findings. The implemented PKN curriculum has aligned with government policies and the national education vision and mission, such as the Merdeka Curriculum, which emphasizes relevant, contextual learning and focuses on developing students' character. Active learning strategies such as project-based, collaborative, and discussion-based learning have proven effective in enhancing students' understanding of Pancasila values and law. However, the literature also reveals various challenges in implementing this curriculum. One major obstacle is teachers' lack of comprehensive understanding of the concepts and content of the new curriculum, resulting in suboptimal implementation. Other obstacles include limited educational facilities, resistance to policy changes, and variations in student motivation and participation in the learning process. These challenges have the potential to undermine the goal of developing legal awareness, one of the primary goals of civics education.

Effectiveness of Curriculum in Building Legal Awareness

The Civics curriculum, which adopts an integrated approach between civic knowledge, disposition, and skills, provides a comprehensive framework for developing civic virtue. However, the effectiveness of this curriculum depends heavily on implementation at the school level. While innovative methods such as project-based learning can encourage active learning, without adequate resources and optimal teacher training, this impact is limited.

Practical Obstacles in the Field

Obstacles such as teachers' lack of understanding of curriculum concepts and interactive learning methods are systemic issues that must be addressed immediately through ongoing training and teacher mentoring. Furthermore, disparities in facilities between regions also widen the gap in the quality of civics education, resulting in uneven legal awareness.

Limitations of Adaptive Materials and Curriculum

The existing curriculum must adapt to rapid social and technological developments, given that changes in the social environment also influence the younger generation's perceptions of law and citizenship. The curriculum needs to emphasize contextual learning that connects legal values to real-world situations.

The Role of Learning Environment and Student Participation

Legal awareness cannot be developed solely through curriculum material, but also through direct experience and interaction in a supportive learning environment. Active student participation in the learning process and community and family involvement are also determining factors in the success of civics education.

Implications and Recommendations

The development of teacher training and mentoring programs is very necessary so that teachers are able to implement the curriculum with appropriate and innovative learning methods.

- Equal distribution of PKN learning facilities must be a priority to address the gap in education quality across regions.
- The curriculum needs to be continuously updated to be more adaptive to social change and able to instill contextual and applicable legal awareness values.
- Increasing the role of the learning environment and collaboration between schools, families, and communities needs to be developed to encourage the internalization of legal values from an early age.

Thus, based on the literature synthesis, PKN education in the context of legal awareness has great potential to shape character and legally aware citizens, but its successful implementation requires systemic support and continuous adaptation to challenges in the field.

The Role of Civic Education in Legal Education Efforts

Legal education is not only crucial for prospective law graduates at the university level, but equally crucial for its wider community. Citizens need an understanding of legal science to effectively implement the law in their daily lives. The implementation of legal education at the school level can be optimized through Citizenship Education (PKN). Legal education, which aims to strengthen legal awareness and national character education, is closely related to national character and ultimately leads to the character of citizens. The good citizen behavior mentioned in this argument is contained in PKN, which also aims to educate citizens and enable them to live their

lives as good citizens. The implications that will arise if this legal education can be implemented in a structured manner, both at the formal level in schools and universities and through various non-formal means, will be able to encourage public legal awareness, which ultimately can also support the enforcement of legal justice. The implementation of legal education internalized through Civics Education has been provided to secondary school students. This teaching is given to students in stages and levels, starting from general legal knowledge to in-depth application. At the Junior High School (SMP) level, students are given an understanding of the material on the order of legislation and the national legal system, which examines the meaning, position, and function of the 1945 Constitution of the Republic of Indonesia. This learning is also linked to its application in everyday life, so that students are not only able to understand cognitively, but also able to interpret it in an application.

Implementation of the Independent Curriculum in Civics Learning

The Ministry of Education and Culture stated that the Independent Learning Curriculum focuses on essential material and the development of student skills at each stage, enabling students to learn in a fun, in-depth, and meaningful way. Students have the opportunity to actively participate in real-world issues such as the environment and health through these projects, making learning more relevant and interactive. This supports the character and abilities of the Pancasila Student Profile. This teaching aims to improve students' literacy and numeracy skills and broaden their knowledge in each subject. Taking into account students' unique characteristics, potential, and needs, the stages of growth or development refer to the learning outcomes (CP) that students must achieve. The Merdeka Belajar curriculum prioritizes high-quality learning to prepare Indonesian human resources to face global challenges. Minimum completion scores are no longer the primary focus. (Rahmadayanti & Hartoyo, 2022). The implementation of the Merdeka Curriculum in Pancasila and Citizenship Education (PPKn) learning has experienced significant development in schools. Based on library research conducted at several educational institutions, such as SMA Negeri 1 Pringabaya and MA Negeri 1 Ngawi, several crucial elements can be identified:

- 1) At SMA Negeri 1 Pringabaya, PPKn teachers refer to the learning objectives flow to develop open modules. This approach is implemented through a government-organized training program, with the goal of enabling teachers to understand and implement the curriculum effectively. The learning objectives flow serves as a guide to assist teachers in planning effective lessons, ensuring effective learning outcomes. The use of learning modules tailored to student needs is crucial in implementing the Independent Curriculum.
- 2) At SMA Negeri 1 Pringabaya, an open PPKn module was developed following the Ministry of Education's model and tailored to the needs and characteristics of students. Teachers were also trained in creating open modules to develop relevant materials. Assessment in Pancasila and Citizenship Education (PPKn) learning is carried out through two types of assessments: formative and summative. These assessments are designed to help students gain ongoing understanding and provide constructive feedback to improve the quality of the teaching and learning process.

The independent curriculum planning for Civics learning has been successful, according to literature studies. This is evidenced by its synchronization with the needs of teachers and students. Teachers will use various learning methods aligned with the principles of the independent curriculum to implement Civics learning, which will result in an active, critical, independent, and high-quality learning process. Learning must be tailored to students' needs and abilities. These include student circumstances, continuous, holistic, relevant, and sustainable learning. To successfully implement the five principles of learning implementation in accordance with the independent curriculum, teachers must fulfill their duties. First, let's talk about the students' conditions. Teachers must carefully assess their conditions and needs. This is because each student's background is different, and therefore their potential is also diverse. Therefore, teachers cannot use the same approach for every student. Furthermore, teachers need to consider facilities and equipment when implementing learning. When facilities and infrastructure are inadequate, and teachers continue to use the same methods without success, the learning process will not reach its full potential. Furthermore, teachers need to pay attention to how they use methods such as collaboration and reflective questioning. These actions are taken as steps to increase participation in class so that students feel more confident in voicing their opinions. Teachers must help students develop through projects, problems, and challenges, as well as various learning approaches. It is crucial for teachers to communicate well with their students throughout the teaching process. Supportive communication and positive encouragement are crucial because they can help students feel confident and develop their potential in the learning process. Consequently, achieving meaningful learning will be difficult.]

To achieve meaningful learning, it is important for teachers to provide adequate support to students. Good communication with students, providing more support, and showing appreciation for student achievements are important things to do. In this way, students will feel more appreciated and increase their self-confidence. In

addition, based on the principles of the independent curriculum, it is very likely that this will produce independent and self-reliant students. To ensure that learning runs well and to determine the extent to which students understand the subject matter, teachers must conduct learning evaluations. Learning evaluations also provide additional benefits, namely: (1) Gaining insight into how teachers implement learning and evaluate the results (2) Considering learning activities and learning outcomes. (3) Improving learning activities and achieving learning outcomes to achieve optimal educational quality (Magdalena et al., 2020). Because evaluations must be conducted honestly, they will boost students' self-confidence and reassure them that they don't need to study harder because their evaluation scores remain high even if they don't study. However, based on the results of the learning evaluation, students benefited from the independent curriculum. The research results show that the implementation of the independent curriculum in Civics learning provides students with freedom of expression and independence in learning. This means students can explore knowledge from various available sources. The independent curriculum also provides students with opportunities to explore and develop their potential. In addition to students benefiting, teachers also feel more supported because learning is focused on student needs.

Conclusion

Based on a literature analysis of various academic sources related to Civic Education (PKN) and legal awareness, it can be concluded that the implementation of the PKN curriculum in Indonesia has undergone significant development, particularly with the adoption of the Merdeka Curriculum, which emphasizes contextual and character-based learning. This curriculum is able to support the formation of legal awareness through the integration of Pancasila values, legal norms, and active citizenship attitudes. However, achieving these goals faces several challenges. The main challenges include teachers' lack of understanding and readiness to implement the curriculum effectively, limited infrastructure, and variations in student participation and motivation. Furthermore, social change and technological developments require the curriculum to be more adaptive and innovative in delivering civics and legal content. Legal awareness, a key goal of civics education, cannot be achieved solely through subject matter; it also requires a conducive learning environment and support from families and the community to continuously internalize these values.

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