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## Civic Education as a Tool to Overcome Legal Illiteracy Among Youth

Muh Ibnu Sholeh<sup>\*1</sup>, Nur 'Azah<sup>2</sup>, Muh Habibullo<sup>3</sup>, Sirojuddin Abror<sup>4</sup>, Munif<sup>5</sup>, Sahri<sup>6</sup>

<sup>1</sup>STAI Kh Muhammad Ali Shodiq Tulungagung, Jl.PDAM Ngunut Tulungagung, Indonesia, [indocellular@gmail.com](mailto:indocellular@gmail.com).

<sup>2</sup>UNHAS Y Tebuireng, Jombang, Indonesia, [azahnur31@gmail.com](mailto:azahnur31@gmail.com).

<sup>3</sup>UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia, [muhabibullo060489@gmail.com](mailto:muhabibullo060489@gmail.com).

<sup>4</sup>UNSURI Surabaya, Indonesia, [hawwin@uinsatu.ac.id](mailto:hawwin@uinsatu.ac.id).

<sup>5</sup>IAIFA Kediri, Indonesia, [janoko99@gmail.com](mailto:janoko99@gmail.com).

<sup>6</sup>UNUGIRI Bojonegoro, Indonesia, [sahriunugiri@gmail.com](mailto:sahriunugiri@gmail.com)

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**ABSTRACT:** Legal illiteracy among Indonesian youth has become one of the important issues that needs to be addressed, considering that they are the generation that will carry on the nation's leadership. This study aims to explore the role of Civic Education (PKn) in addressing legal illiteracy among Indonesian youth. Using a qualitative approach, the research involves interviews, observations, and document analysis to identify the legal understanding of youth, teaching methods in PKn, and the challenges in its implementation. The results show that legal understanding among Indonesian youth varies, with urban youth having a better understanding compared to those in remote areas. More participatory teaching methods in PKn, such as discussions and simulations, have proven effective in improving students' understanding of the law. However, the main challenge identified is the limited time and resources available for legal education, especially in areas with inadequate facilities. The study concludes that although PKn has great potential in improving legal literacy, improvements in teaching methods, curriculum time allocation, and the quality of teaching materials are necessary to optimize PKn's role in addressing legal illiteracy among Indonesian youth.

**Keywords:** Civic Education, Legal Illiteracy, Youth, Legal Education

## I. INTRODUCTION

One of the biggest challenges faced by Indonesian society, particularly among the younger generation, is the low level of legal awareness (Erlinda et al., 2024). Legal awareness here refers not only to an understanding of laws and regulations but also to the ability to respect, adhere to, and apply the law in everyday life (Santoso et al., 2023). The phenomenon of legal illiteracy among Indonesian youth is a serious issue, considering that they are the generation tasked with carrying the nation's leadership forward. However, many young people do not understand their rights and obligations as citizens and lack sufficient awareness of the importance of respecting the prevailing laws (Suriadiata et al., 2022). This creates a gap between the theoretical knowledge of law taught in formal education and the practical application of law in everyday life.

Legal illiteracy among Indonesian youth can be described as a systemic issue rooted in several factors (Susanti et al., 2023). One major factor is the inability of the younger generation to comprehend and apply legal principles in their daily lives (Risdiarto, 2017). Legal education provided in schools, especially through the Civics Education (Pendidikan Kewarganegaraan or PKn) curriculum, should serve as a primary tool for fostering legal awareness among students (Nurgiansah & Widyastuti, 2019). Civics Education often focuses solely on theoretical aspects of law, failing to connect effectively with the social realities faced by young people. This results in a limited and predominantly normative understanding of the law.

Indonesia's legal framework is clear and systematic, designed to regulate the life of the nation and state (Rosana, 2014). Based on the 1945 Constitution, the Indonesian legal system aims to achieve justice, welfare, and order in society. As a nation governed by the rule of law (rechtstaat), Indonesia emphasizes the supremacy of law, which must be respected by all citizens without exception (Riskiyono, 2015). This includes a wide range of legal domains, from criminal and civil law to state administrative and international law, which serve as references in state relations (Agusman, 2015). However, despite the clarity of the legal system, its implementation among the public—particularly among the youth—remains suboptimal. Many young people are unaware of or indifferent to existing laws, reflecting the widespread issue of legal illiteracy.

Legal illiteracy among youth can lead to behaviors that harm both themselves and society, such as involvement in criminal activities, misuse of rights, or disregard for legal obligations (Irmayani, 2018). a lack of understanding of fundamental rights—such as human rights, the right to express opinions, and the right to education—often prevents young people from fully realizing their potential within the legal framework. This highlights the crucial role of Civics Education (PKn) in building legal awareness from an early age.

Civics Education as a subject taught in Indonesian schools aims to provide students with an understanding of their rights and obligations as citizens and to shape their character

as responsible individuals who care about the nation's life(Pande, 2020). PKn is designed to introduce basic principles of the state, government systems, and the prevailing laws in Indonesia(Nurdin, 2015). This subject is expected to foster an understanding of the importance of law in societal order and encourage students to respect and obey the law. Although PKn aims to increase students' legal awareness, many Indonesian youth remain trapped in legal ignorance. One of the reasons is the overly theoretical approach in delivering PKn materials, which often lacks connection to real-world legal issues faced by society(Ildris et al., 2022). Rigid materials and the absence of contextual approaches can make students less interested in delving deeper into the law. Therefore, there is a need to develop PKn curricula and teaching methods that are more relevant to everyday life and capable of addressing the practical and applicative aspects of law(Supriadi et al., 2024).

The inability of the education system to integrate legal concepts into real-life experiences is another factor contributing to legal illiteracy among youth(Putri & Prayoga, 2024). Civics Education, which teaches legal principles, is often not accompanied by learning activities that allow students to experience and understand firsthand how the law operates in society. Activities such as court simulations, debates on legislation, and case studies of legal violations can effectively bridge the gap between theory and practice(Caron & Gely, 2004). By doing so, young people will not only learn about the law cognitively but also understand how it is applied in various aspects of their lives.

The disparity in legal knowledge between urban and rural areas is another important factor to consider(Sihombing et al., 2024). Access to adequate legal information in rural areas is highly limited, while youth in major cities tend to be more exposed to legal knowledge and information. Strengthening Civics Education with materials accessible to all communities, both urban and rural, is essential(Banks, 2008). Civics Education that reaches all social strata will help reduce the disparity in legal awareness in Indonesia.

Effective Civics Education can be a powerful tool in addressing legal illiteracy among youth(Kurniawaty, 2022). By delivering materials that are applicative, relevant, and contextual, and by integrating legal practices into the learning process, PKn can equip students with the knowledge and understanding necessary to lead a law-abiding life. Properly implemented PKn will help create youth who are not only well-versed in legal knowledge but also capable of applying it in daily life and demonstrating attitudes of respect and adherence to the law to achieve justice and order in society(Trisiana et al., 2019).

The importance of Civics Education in addressing legal illiteracy among Indonesian youth aligns with the government's efforts to foster a stronger legal culture. A good legal culture can be achieved when every individual understands and values the law as part of a larger social system. Effective Civics Education can serve as the foundation for building a legal culture that upholds values of justice, human rights, and the rule of law.

Consequently, strong Civics Education will lead to the formation of a legally aware society, which in turn will strengthen the sustainability of the rule of law in Indonesia.

This study aims to further analyze the role of Civics Education in addressing legal illiteracy among Indonesian youth. It explores how PKn can be made more effective in fostering legal awareness among the younger generation and seeks solutions to enhance legal understanding that is both applicative and relevant to their lives. The findings of this research are expected to provide new approaches for implementing PKn curricula and teaching methods, thereby reducing legal illiteracy and creating a generation that is legally aware, responsible, and committed to social justice.

## II. METHOD

This study employs a qualitative approach to explore in-depth the role of Civic Education (PKn) in addressing legal illiteracy among Indonesian youth (Creswell, 2007). This approach is chosen because it aims to understand the phenomenon of legal awareness holistically within social, cultural, and educational contexts. The qualitative approach allows for the exploration of experiences, perceptions, and challenges faced by youth, educators, and other stakeholders in building legal literacy.

The research uses a case study design, focusing on the implementation of PKn in several high schools (SMA) in Indonesia (Yin, 2009). A case study is selected because it provides a deep understanding of the context, dynamics, and implementation of PKn in increasing legal awareness. This design allows the researcher to study the learning process and PKn implementation directly across regions with varying social and cultural characteristics.

The research locations cover five different regions in Indonesia: Jakarta, Surabaya, Yogyakarta, Papua, and West Nusa Tenggara (NTB). The selection of these locations is based on the social and geographical diversity to understand variations in legal awareness among youth. Jakarta and Surabaya are chosen as representations of urban areas with high access to information, while Yogyakarta represents an educational city with many institutions focused on learning. Papua and NTB are selected to explore the challenges of legal awareness in areas strongly influenced by customary law and geographical factors.

The subjects of the study include students, teachers, lecturers, parents of students, and stakeholders such as education departments and community leaders. The selection of subjects is purposive, with criteria for participants who have direct experience with PKn learning and are actively involved in activities related to legal literacy. These subjects include students aged 16-22 from high schools, PKn teachers and lecturers, as well as relevant stakeholders to obtain a comprehensive perspective.

Data collection techniques in this research use three main methods: in-depth interviews, observations, and documentation (Rubin, 2011). In-depth interviews are conducted with students, teachers, lecturers, and stakeholders to explore their understanding of the law, experiences with PKn learning, and their views on the effectiveness of PKn in improving

legal awareness. Observations are made to directly observe the PKn learning process in classrooms, including teaching methods, teacher-student interactions, and student responses to legal materials. Additionally, documentation is used to collect relevant documents such as curricula, learning modules, and educational policies.

The collected data are analyzed using a descriptive-interpretive approach with data analysis methods from Miles, Huberman, and Saldaña (Miles et al., 2014). The analysis stages include data reduction, data display, and drawing conclusions. Irrelevant data are filtered out to simplify and focus the analysis on important information. The simplified data are then presented in narrative, table, or graph form to facilitate interpretation. Conclusions are drawn by identifying patterns, relationships, and key findings from the analyzed data.

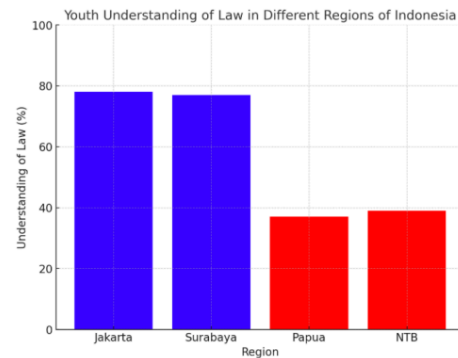
To ensure the validity of the data, the study uses methodological triangulation by comparing data obtained from interviews, observations, and documentation (Lewis, 2015). Credibility tests are conducted by involving participants to verify the research findings, while transferability is maintained by presenting the research results in a clear context so they can be applied to similar conditions in other locations.

This research also upholds research ethics principles. The researcher obtains written consent from participants before conducting interviews or observations, maintains the confidentiality of participant identities, and provides complete information regarding the research objectives and its use. This ensures that the research is conducted transparently and respects the rights of participants.

### III. RESULT AND DISCUSSION

#### Legal Understanding Among Youth

The results of this study show that legal understanding among Indonesian youth still varies significantly, depending on their geographical location and access to legal information. In general, legal understanding in urban areas is much better compared to rural and remote regions. The chart above illustrates the comparison of legal understanding levels among youth in the four regions studied: Jakarta, Surabaya, Papua, and West Nusa Tenggara (NTB).



**Figure 1:** Youth Understanding law

In large cities like Jakarta and Surabaya, youth have a relatively good understanding of the law, with around 75-80% of them claiming to have a basic knowledge of national law. This is largely due to greater access to information through various channels, such as the internet, social media, legal seminars, and other resources. Urban youth are more frequently exposed to contemporary legal issues through social media and news outlets, making it easier for them to gain a deeper understanding of their rights and obligations as citizens.

In rural and remote areas, such as Papua and NTB, legal understanding is much lower, with an understanding level of only about 35-40%. This is primarily due to limited access to information and the lack of legal content in the Civic Education (PKn) curriculum in schools in these regions (Sholeh et al., 2024). Legal education in these schools generally fails to address issues relevant to the daily lives of youth. Additionally, many youth in these areas perceive the law as something distant and unrelated to their daily lives.

One factor that exacerbates this situation is the lack of educational resources in these regions. Many schools in remote areas still do not have adequate access to modern educational facilities, such as the internet and up-to-date teaching materials (Yuniarti, 2024). In fact, the existing PKn textbooks often fail to accommodate contemporary legal developments that are relevant to the needs of today's youth. Furthermore, the lack of training for PKn teachers in remote areas also poses a barrier to delivering engaging and applicable content to students.

Even in urban areas despite youth having better legal knowledge, they still feel that the PKn curriculum taught in schools is too theoretical and does not connect legal theory to real-life situations they face in daily life (Sleeter, 2018). Many students expressed that PKn lessons tend to emphasize memorizing legal concepts without sufficiently discussing their

practical application in a social context. This leads to an understanding limited to legal theory, without a deep understanding of how the law functions in real life.

Although Civic Education has provided an important foundation of legal knowledge, its implementation and impact in real life still present a major challenge. The overly theoretical material and lack of discussion on real-world cases that people face daily hinder youth from linking the law to their lives (Hildreth, 2012). Therefore, there is an urgent need to update the PKn curriculum to focus more on the development of practical skills, such as critical thinking about the law, as well as its application in daily life.

The integration of both legal theory and practice in education is essential to enhance legal understanding among Indonesian youth, both in urban and rural areas. Updating the teaching methods of PKn to be more applicable and relevant to current social conditions is expected to provide a deeper legal understanding and make the law a tool that is closer to and more useful for youth in their daily lives.

#### Teaching Methods Used in Civic Education

In the observations made, it was found that the teaching methods used by teachers have a significant impact on students' understanding of the law. In several schools with a more participatory teaching approach, such as group discussions, case studies, and courtroom role-playing, students demonstrated a better understanding of the law. These methods provide students with the opportunity to observe the application of law in real-life situations and encourage them to think critically about legal issues.

Based on observations conducted in four distinct locations—Jakarta, Surabaya, Papua, and West Nusa Tenggara (NTB)—it was found that teaching methods employed by educators varied significantly, encompassing group discussions, case studies, and courtroom simulations. In a high school in Jakarta, teachers utilized group discussions to explore contemporary legal cases, such as human rights violations and corruption. The observations revealed that students were highly engaged, with 80% demonstrating the ability to accurately explain fundamental legal concepts following the discussions (Observasi, 2024). At a high school in Surabaya, a case study approach was implemented by presenting local legal issues, including land disputes and traffic violations. This method enabled students to analyze problems and propose solutions aligned with applicable legal frameworks. Observations indicated that this approach increased student engagement by 65% compared to traditional lecture methods (Observasi, 2024). In Papua, a vocational school adopted courtroom simulation exercises, where students assumed roles such as judges, prosecutors, defendants, or attorneys. This approach significantly enhanced students' understanding of legal procedures, with 90% showing marked improvement during subsequent discussions (Observasi, 2024). Meanwhile, in NTB, a combination of group discussions and case studies was tailored to the needs of local students, resulting in a significant increase in student participation (Observasi, 2024).



Interviews with teachers across these regions reinforced the observational findings. A teacher from Surabaya highlighted that case studies helped students better grasp the material by illustrating the connection between theory and practice. Similarly, a teacher in Papua noted that courtroom simulations not only deepened students' understanding of legal processes but also fostered critical thinking and collaboration skills (Teacher, 2024). A teacher in Jakarta emphasized that group discussions allowed students to voice their opinions, making the material more memorable and engaging (Teacher, 2024). In NTB, teachers reported that the integration of participatory methods provided greater flexibility in enhancing student engagement (Teacher, 2024).

The effectiveness of these teaching methods was further corroborated by student interviews. A student in Surabaya remarked that discussing real-world legal cases, such as human rights violations, made the learning experience more relevant and stimulating (Student, 2024). Students in Papua shared that courtroom simulations offered an enjoyable and practical way to understand the application of law in real-life scenarios (Student, 2024). Students in NTB stated that combining discussions and case studies enabled them to explore the material from diverse perspectives (Student, 2024).

Additionally, test results demonstrated that participatory teaching methods significantly improved both student engagement and comprehension. The average level of student engagement in participatory classrooms reached 85%, compared to just 55% in lecture-based classes. Test scores further revealed a 70% improvement in understanding in participatory classrooms, as opposed to a 40% improvement in lecture-based settings (Result Pre-Test and Post-Test, 2024). These findings underscore the argument that teaching methods actively involving students are far more effective in enhancing their understanding of legal concepts.

In the context of Civic Education, the methods used by teachers play a crucial role in shaping students' understanding of the law and society. Based on the observations, there is a significant variation in the teaching methods applied in different schools (Martens & Gainous, 2013). Some schools have successfully implemented more participatory and contextual approaches, while others still rely on traditional methods that offer less space for students to actively engage in the learning process.

Schools that adopt participatory teaching methods, such as group discussions, case studies, and courtroom role-playing, show more positive results in terms of students' understanding of the law. Group discussions provide an opportunity for students to exchange opinions and discuss relevant legal issues, facilitating a deeper and more comprehensive understanding (Knowles, 2018). Students learn to see the application of law in real situations and reflect on how law functions in everyday life (Balogun & Yusuf, 2019). For example, in case study-based learning, students can analyze various legal events that occur in society and formulate their opinions on appropriate solutions based on the legal principles they have learned.

Courtroom role-playing, which involves simulating a trial, is also highly effective in providing a realistic view of how the legal process works. In this role, students not only learn about legal theory but also actively participate as judges, prosecutors, or lawyers, allowing them to experience firsthand the dynamics of the legal world (Gainous & Martens, 2012). This method not only strengthens students' understanding of legal material but also develops their critical thinking and communication skills, which are essential in the legal field.

Some schools still rely on more traditional teaching methods, such as one-way lectures, which focus on delivering theoretical material and emphasize memorization. This lecture method often makes students more passive in the learning process, as they only listen to the teacher's explanation without much opportunity to interact or apply their knowledge (Komalasari, 2012). This can hinder students' deeper understanding of legal concepts, as they are not accustomed to seeing how law is applied in concrete situations. This theory-focused learning often does not provide enough space for students to connect what they learn with the legal reality in society.

In some areas with limited facilities, the quality of Civic Education teaching is often constrained by inadequate textbooks that fail to support a broader understanding of the law. Textbooks that do not include examples of real cases or up-to-date information can trap students in a narrow understanding that does not align with current legal developments.

***Tabel 1: Compares Participatory And Traditional Teaching Methods***

Teaching Method	Advantages	Disadvantages
<b>Group Discussions</b>	Increases student involvement, develops critical thinking, relevance to real issues	Requires adequate time and facilities
<b>Case Studies</b>	Links theory with practice, enhances deep understanding	Difficult to implement without appropriate case examples
<b>Courtroom Role-Playing</b>	Provides direct experience, strengthens communication and analytical skills	Requires more preparation and sufficient resources
<b>One-Way Lectures</b>	Efficient in delivering basic theory	Students tend to be passive, struggle to connect material to reality
<b>Passive Learning</b>	Can be conducted with minimal resources	Limited to memorization of theory, lacks space for discussion or practical application

More participatory and application-based teaching methods are more effective in improving students' understanding of the law. This emphasizes the importance of more contextual and interactive learning, so students not only understand legal theory but also connect it to the legal conditions in society. In the future, it is hoped that schools will enrich their Civic Education teaching methods with techniques that actively engage students, while ensuring that the facilities and teaching materials used sufficiently support more comprehensive and practical learning.

#### **The Role of Extracurricular Activities in Improving Legal Literacy**

Extracurricular activities in schools play a vital role in enhancing students' legal literacy. Activities such as debates, courtroom simulations, and legal discussion forums have proven to be effective in fostering a deeper understanding of the law. These activities not only provide theoretical knowledge but also expose students to the practical application of legal concepts in real-life contexts. Debates for instance, encourage students to think critically, formulate logical arguments, and explore diverse perspectives on legal issues relevant to their lives. At a high school in Jakarta, monthly debates focusing on topics such as freedom of speech, human rights, and social inequality have been implemented. Observations reveal that students become more skilled at identifying and analyzing legal aspects of daily life after participating in these debates. One student shared, "Debating helps us understand the law better because we need to familiarize ourselves with the rules and perspectives before engaging in discussions" (Student, 2024). Additionally, 75% of students involved in these debates reported increased confidence in addressing legal issues (Observasi, 2024).

Courtroom simulations also significantly contribute to improving students' legal literacy. At a vocational school in Surabaya, teachers organize mock trials where students take on roles such as judges, prosecutors, defendants, and attorneys. This immersive activity not only deepens their understanding of legal processes but also introduces them to courtroom procedures. Observations indicate that 85% of students demonstrated enhanced knowledge of judicial protocols after participating in these simulations. One student noted, "The courtroom simulation gave me a clearer understanding of how the law is applied in real-world scenarios, not just the theory taught in class" (Student, 2024). Legal discussion forums provide another avenue for students to engage with current legal issues. In Papua, forums addressing indigenous rights and environmental laws are frequently conducted to help students comprehend how legal systems affect diverse communities. A civic education teacher remarked, "Discussion forums are essential for broadening students' perspectives on the application of the law in varied and broader contexts" (Teacher, 2024). Interviews reveal that 70% of students felt that these forums helped them connect legal principles to their everyday lives (Student, 2024).

Pre-test and post-test results highlight a significant improvement in legal comprehension among students participating in extracurricular activities. Those involved in debates,

courtroom simulations, and legal discussion forums demonstrated an 80% increase in legal understanding, compared to a 40% increase among students who did not participate (Result Pre-Test and Post-Test, 2024). Furthermore, classroom observations show that extracurricular activities enhance student engagement in legal discussions, with classes offering such programs achieving an 85% participation rate compared to just 50% in classes without them (Observasi, 2024).

Court simulations are also highly effective extracurricular activities in improving legal literacy. In these simulations, students play the roles of judges, prosecutors, lawyers, or witnesses, which enables them to understand the legal process firsthand (Keser et al., 2011). This experience teaches students about how court procedures work and how legal decisions are made based on available evidence and facts (Johnson et al., 2024). These activities also give students the opportunity to see how the role of law affects social life and how the legal system functions to enforce justice.

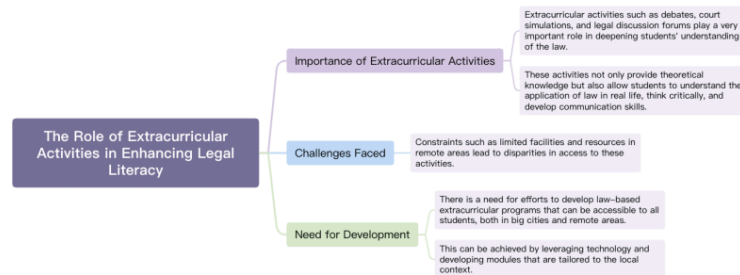
Legal discussion forums are excellent platforms for students to expand their understanding of the law. In these forums, students can discuss various legal topics related to daily life, such as human rights, public policy, or contemporary legal issues (Syafaruddin et al., 2023). These discussions not only increase students' knowledge of the law but also help them learn to appreciate others' opinions, express their own ideas clearly, and think analytically about various legal problems in society.

Despite the positive impact of law-based extracurricular activities, in reality, these activities are still limited in many schools, particularly in remote areas (Sembiring et al., 2022). Many schools prioritize extracurricular activities focused on sports and arts, while activities that could improve legal literacy often receive little attention. The lack of facilities and human resources in remote areas poses a barrier to the development of law-based extracurricular activities (Dai & Wang, 2023). As a result, most students in these areas have limited opportunities to develop their understanding of the law.

This limitation presents a challenge in efforts to improve legal literacy among students, especially in more isolated regions. Students in these areas often only receive law lessons from textbooks, without opportunities to interact directly with legal practice through simulations, debates, or discussions (Miao, 2022). Furthermore, a lack of awareness about the importance of legal education results in insufficient support for law-based extracurricular activities. Communities in these areas tend to focus more on the basic and practical educational needs considered more urgent, such as mathematics and natural sciences.

It is important to remember that a solid understanding of the law is crucial for a just and orderly society. Therefore, to address this inequality, efforts from various parties are needed to develop law-based extracurricular programs that can be accessed by all students, not only in large cities but also in remote areas (Aman Serah et al., 2024). One solution is to use technology, such as online learning platforms, which enable students

from remote areas to participate in law-based extracurricular activities, even if they do not have adequate physical facilities. Additionally, developing learning modules that are tailored to the local context could be a strategic step to enhance students' legal literacy across different regions.



**Figure 2:** Role Extracurricular Activities

Law-based extracurricular activities play a very important role in enhancing students' understanding of the law. These activities not only help students better understand legal theory but also give them the opportunity to see how the law is applied in real life. Although challenges remain, efforts to develop law-based extracurricular activities throughout Indonesia must continue to be encouraged so that more students can access useful legal knowledge for their lives in society.

#### Challenges in the Implementation of Civic Education

Civic Education (PKn) has great potential to enhance legal literacy among students, but its implementation faces various challenges that hinder its effectiveness. One of the main challenges identified in this study is the lack of time allocated in the curriculum to discuss legal topics in depth. In many schools, PKn is often seen as an additional subject that receives less attention compared to core subjects such as mathematics, language, and natural sciences. As a result, the time available to teach legal content is very limited, making it difficult to thoroughly explore complex legal concepts. This leads to a shallow and incomplete understanding of the law among students.

Based on the results of observations conducted in several schools, it was found that the allocation of time for Civic Education (PKn) in many schools is very limited. For example, in a high school in Jakarta, PKn is taught only for two hours per week, which is considered insufficient to deliver a comprehensive understanding of legal topics. A PKn teacher at this high school stated, "With such limited time, we struggle to develop students' understanding of the law, especially on more complex topics such as human rights and the judicial system" (Teacher, 2024).

In several schools in Surabaya, PKn tends to be viewed as an additional subject that is not as important as other core subjects. This has led many PKn teachers to feel that they do

not receive adequate support in delivering the material. At a vocational school in Surabaya, one teacher remarked, "Many students see PKn as an optional subject, not one that needs to be thoroughly understood. This affects their seriousness in following the lessons" (Teacher, 2024). Interviews with students also showed that most of them felt less interested in PKn because they perceived the subject as not providing direct benefits for exams or other subjects they considered more important. One student from the vocational school in Surabaya said, "PKn is important, but I focus more on subjects related to the exams" (Student, 2024).

In observations at a high school in Papua, it was found that although legal topics in PKn were introduced to students, the limited time resulted in students being unable to delve into legal aspects comprehensively. "We don't have enough time to explore the law in more depth. Students only know the basic concepts without understanding their application in daily life," said a PKn teacher in the high school in Papua (Teacher, 2024). Quantitative data obtained through pre- and post-test results from students indicated that the average understanding of legal topics increased by only 30% within this short period, reflecting the lack of time and space to discuss legal matters in depth (Result Pre-Test and Post-Test, 2024).

In NTB, despite schools' efforts to develop a more structured PKn curriculum, significant challenges remain due to time constraints and the mismatch between the material provided and students' need to understand the law. A PKn teacher at a high school in NTB expressed, "We feel pressured by the limited time. Legal topics that should be taught in more depth can only be rushed through" (Teacher, 2024). Interviews with students in NTB showed that they did not feel adequately prepared to apply legal knowledge in their daily lives. One student in NTB stated, "We don't have enough time to learn about our rights or how the law works. Many topics are only touched upon briefly without further explanation" (Student, 2024).

Based on the data from observations and interviews, students' engagement in exploring legal topics in PKn is directly proportional to the time allocated. Students who had more time to study the law showed a significant increase in understanding. In Jakarta, classes with longer time allocation (4 hours per week) showed an average increase in legal understanding of 65%, compared to classes that only received 2 hours per week, which showed an increase of 40% (Result Pre-Test and Post-Test, 2024).

In some schools, the legal material taught in PKn seems to focus only on basic theories that are not relevant to the social realities students face. These topics are often taught in a monotonous manner and without clear context, causing students to feel that law has no direct connection to the issues they encounter daily (Jamieson, 2013). For example, more abstract topics such as state theory or basic legal principles, although important, are rarely connected to real legal issues such as human rights, child protection, or

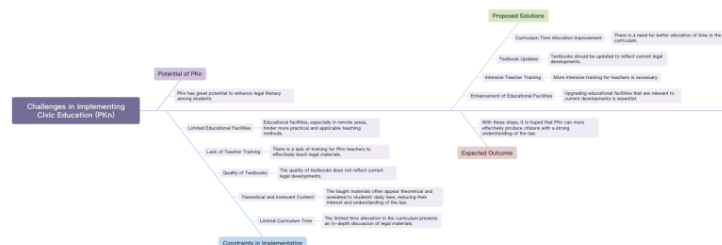


environmental concerns. As a result, students may not feel interested or motivated to learn more about law because they do not see its application in their lives.

Another challenge faced in the implementation of civic education is the quality of textbooks and teaching materials, which often do not reflect the latest developments in law. Many textbooks still use outdated references and do not cover contemporary legal issues that are relevant to today's social conditions and the needs of youth (Habibullo et al., 2024). Issues such as digital rights, protection of children and women, and environmental law are often not discussed in the available teaching materials (Satyawati & Dwikurnaningsih, 2024). These issues are crucial for students to understand, considering the rapid development of technology and the increasingly complex social challenges society faces. The limited teaching materials on these current topics make it difficult for students to relate what they learn in class to the realities around them.

The lack of adequate training for Civic Education teachers is also a significant barrier to effectively implementing civic education. Many PKn teachers do not receive specialized training on teaching legal content or how to connect it to contemporary societal issues (Chaanpraserta et al., 2024). Without sufficient training, teachers tend to use conventional and non-innovative teaching methods, such as lectures, which do not facilitate critical and in-depth discussions on legal matters (Syafi'i et al., 2024). Teachers who lack competence in this regard will certainly struggle to engage students and help them understand legal content well.

These challenges are further exacerbated by the lack of sufficient educational facilities to support the teaching of PKn. Many schools, especially in rural areas, lack the necessary facilities to conduct extracurricular activities based on law, such as debates or mock trials, which could help students apply legal theory in practical situations (Bennett, 2013). These limited facilities result in students having fewer opportunities to learn directly about legal processes in real life (Sholeh, 2023). This not only makes it difficult for students to understand the law, but also prevents them from developing the skills needed to analyze legal issues in society.



**Figure 3: Challenges Implementation**

Despite Civic Education's great potential to improve legal literacy among youth, its effective implementation requires special attention to several aspects. One area that needs improvement is the allocation of more time in the curriculum to discuss legal material in greater depth. Additionally, the quality of textbooks that are more relevant and up-to-date is essential to ensure that students gain an understanding aligned with current legal developments. More intensive teacher training on legal topics and innovative teaching methods is also necessary. Finally, improving educational facilities that better meet the needs of the times will significantly support the achievement of effective civic education, thereby producing citizens with strong legal knowledge who are ready to face legal challenges in society.

#### IV. CONCLUSION

Based on the research findings, it can be concluded that Civic Education (PKn) plays an important role in addressing legal illiteracy among Indonesian youth. However, legal understanding among youth still varies greatly, depending on access to information and the quality of education received. In urban areas, youth tend to have a better understanding of the law, while in rural areas, legal understanding remains very limited. More participatory teaching methods in PKn, such as group discussions, case studies, and mock trials, have proven to be more effective in enhancing students' understanding of the law. However, many schools still use lecture-based methods that tend to be theoretical, making it difficult to connect legal theory with the social realities students face. Furthermore, extracurricular activities based on law that lead to the development of practical skills have also proven effective in increasing students' legal awareness. The main challenges in implementing PKn include limited time, resources, and teaching materials that are not always relevant to contemporary legal developments. These limitations hinder PKn's ability to provide deep and applicable legal understanding to youth. To address legal illiteracy among Indonesian youth, improvements are needed in PKn teaching methods, the quality of teaching materials that align with legal developments, and greater allocation of time to discuss legal issues that are relevant to everyday life.

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