

## Strategy of civic education teachers in building awareness and legal compliance for the younger generation

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### Abstract

The role of civic education teachers is profoundly strategic in fostering awareness and legal compliance among students. That is because civic education holds a mission and purpose to shape intelligent and virtuous citizens. One of the indicators of a good citizen is one who abides by and adheres to the existing legal regulations. Therefore, this research aims to examine the strategies and roles of civic education teachers in cultivating awareness and legal compliance among students, especially considering the numerous cases of legal violations involving students nowadays. The research design employed a qualitative approach, specifically descriptive research. The data collection technique involved conducting interviews with several civic education teachers from both junior high schools and senior high/vocational schools who are part of the civic education teachers association in Magelang Regency and also engaging with alumni from UNNES who have teaching experience. The findings of this study indicate that the strategies and roles of civic education teachers in fostering awareness and legal compliance among students involve conducting activities such as socialization, mentoring and supervision, setting examples, motivation and habituation, and collaborating with relevant stakeholders. Thus, the various strategies implemented by several civic education teachers are expected to be able to create smart and good citizens by enhancing legal awareness and compliance, especially among students (younger generation), which will subsequently have an impact on improving the quality of human resources in a country, especially in Indonesia.

**Keywords:** civic education teachers; legal awareness; legal compliance; younger generation

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### Introduction

The nation's struggle history has proven that the youth play an active role in efforts to lead Indonesia towards independence. Indonesian youth, as the nation's next generation, have the duty to prepare themselves to advance, safeguard, and maintain the integrity of their nation. Furthermore, the youth also have a role in national renewal and development. Law of the Republic of Indonesia Number 40 of 2009 regarding Youth explains that in realizing the goals of national development, a young generation with noble character, resilience, health, intelligence, independence, and professionalism is required.

As the younger generation, students indirectly have a role in realizing national development. However, there are specific criteria that students must possess to actualize this national development. These criteria include having noble character, resilience, health, intelligence, independence, and professionalism. These criteria are crucial for students as a reflection of being Pancasila learners, embodying the essence of Indonesian students. Indonesian students are lifelong learners with global competencies who behave according to Pancasila values (Rusnaini, Raharjo, Suryaningsih, & Noventari, 2021). Moreover, Indonesian students possess a resilient identity, display caring characters and love for their homeland, are competent, confident, and



actively participate and contribute to addressing issues at local, national, regional, and global levels (Irawati, Iqbal, Hasanah, & Arifin, 2022).

Students as Indonesian learners who are also part of citizens are crucial in possessing various citizenship competencies. Citizenship competencies encompass knowledge, values, attitudes, and skills necessary for students to become actively engaged, participative, and responsible citizens in societal, national, and state affairs (Kurniawan, Nurdin, Subkhan, Kurniati, & Rumiati, 2022). An ideal democratic citizen should function as an informed and reasoned decision-maker; hence, it requires knowledge, skills, attitudes, and civic disposition (Winataputra & Budimansyah, 2012).

Students, as part of citizens, also bear the responsibility to adhere to the prevailing laws and regulations. This obligation is enshrined in the written constitution (Constitution of the Republic of Indonesia year 1945) that every citizen must uphold. Article 27, paragraph (1) of the Constitution of the Republic of Indonesia Year 1945 states, "All citizens are equal before the law and government and shall uphold the law and government without exception." The wording of this article explicitly mandates that every member of the state (citizen) is required to uphold the laws of Indonesia without exception. Upholding and adhering to prevailing laws is an essential part of citizenship competency that every citizen should possess. This competency refers to civic disposition, which signifies both public and private character crucial for maintaining and developing constitutional democracy (Branson, 1999).

Adhering to and implementing existing legal provisions is an important aspect of public character that should be embraced by every citizen, especially students. That is because by complying with and following the laws, it fosters a harmonious societal life and peace in communal, national, and state affairs. However, in reality, there is an increasing number of students whose character does not reflect or comply with the prevailing laws, be it within school environments, society, or nationally. Various incidents involving law violations or criminal cases involving students have become prevalent in both mass media and social media reports. These reports shed light on the lack of character development among students, which has become increasingly concerning. The involvement of students in criminal acts reflects a low level of legal awareness and compliance among them.

One example indicating the low awareness and compliance with the law among students is through acts of murder. Murder constitutes a legal violation as it infringes upon the right to life of others (taking someone else's life). Referring to the National Criminal Information Center of the Indonesian National Police, between January and October 2022, the police took action against 472 reported cases of murder and crimes against life, of which 4.2% involved students or university students. In addition to murder cases, drug abuse involving students is another example of low awareness and compliance with the law among students. According to National Criminal Information Center of the Indonesian National Police, between January 1st and 21st, 2023, there were a total of 2,605 reported drug-related cases, with 8.3% involving students or university students.

Apart from the murder, as mentioned earlier, and drug abuse cases, there are numerous other instances reflecting Indonesian students' behavior that does not adhere to prevailing laws. One commonly found example is traffic violations. In Makassar City in 2017, there were 1,678 cases of traffic violations involving individuals aged 0-15 years and 3,728 cases involving individuals aged 16-21 years (school-aged students). Some of these individuals were underage, unable to present a driver's license, failed to show vehicle registration document, did not wear a helmet while riding, or went against traffic flow (Mariani, 2019).

Within the school environment, instances of students displaying low legal awareness and compliance, such as cheating/plagiarism, improper waste disposal, bullying, skipping classes during learning sessions, and others, are still prevalent. Therefore, collective efforts are required to enhance the low level of legal awareness and compliance among students. One of the key contributors in fostering legal awareness and compliance among students, particularly within the school/educational institution, is the civic education teacher. That is because teachers not only play a role in the transfer of knowledge to students but also have a greater responsibility to guide

and direct students toward positive behavior, thereby ensuring their compliance with the law. Hence, the goal of this research is to understand and assess the strategies and role of civic education teachers in cultivating legal awareness and compliance among students, specifically within the context of secondary schools.

The results of this research are expected to make a significant contribution to the development of social science, particularly in the field of civic education or legal education, by demonstrating the role of civic education teachers in enhancing legal awareness and compliance among the younger generation. The findings also provide empirical evidence on the effectiveness of teaching strategies used by civic education teachers in building a better understanding of the law and promoting legal compliance among students. This research is also anticipated to contribute to and serve as a reference for the development of curriculum and more effective teacher competency development in the field of legal education.

## Methods

The design utilized in this research employs a qualitative approach with descriptive research. The qualitative approach aims to explore and describe the strategies employed and the role of civic education teachers, particularly within the context of secondary schools, in cultivating legal awareness and compliance among students. The descriptive research type in this study intends to systematically depict the strategies and roles of civic education teachers in fostering legal awareness and compliance among students where they teach.

The informants in this research are civic education teachers associated with the alumni network of civic education students from Semarang State University (UNNES) who have taught at the secondary school level and civic education teachers affiliated with the subject teacher forum of civic education in vocational high schools in the Magelang Regency and also civic education teachers associated in Vocational High School Pusat Keunggulan (*Sekolah Menengah Kejuruan Pusat Keunggulan* (SMK PK)). Overall, there were fourteen informants in this study.

The data collection technique employed in this research involved conducting unstructured virtual interviews via WhatsApp. These interviews comprised spontaneous question-and-answer sessions between the interviewer/researcher and the informants, conducted without any specific interview guides or instruments. The researcher sent questions to the informants via WhatsApp. The question was, "As a civic education teacher, what strategies do you implement to build/increase legal awareness and compliance among students?" The informants then answered the question based on their experiences, either through chat or voice notes.

The data in this study are qualitative, comprising sentences and descriptive narratives obtained from the research data sources. The primary source of data comes from virtual interviews with several civic education teachers teaching in secondary schools. The obtained data were analyzed using the interactive model developed by M. B. Miles and A. M. Huberman, encompassing data collection, data reduction, data display, and conclusion drawing (Miles & Huberman, 2014). To ensure data validity, the researcher employed triangulation. The type of triangulation used to test the credibility of the data in this research is data source triangulation. The researchers conduct data source triangulation by comparing the research findings obtained from interviews between one informant and another.

## Results and Discussion

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that,

"Education is a conscious and planned effort to create a conducive learning atmosphere and learning process so that learners actively develop their potential to possess spiritual strength, self-

control, personality, intelligence, noble character, as well as skills necessary for themselves, society, nation, and state."

Therefore, it can be concluded that education is a process aimed at shaping learners not only to develop their intellectual potential (knowledge) but also to build character (attitudes/noble traits) and the skills needed to face various challenges, both present and future.

Education directed at shaping the character/noble traits of learners is highly essential today, considering that the availability of human resources with character is a vital necessity for a country to prepare for global challenges and the competitiveness of a nation and state (Inanna, 2018). A nation's and state's ability to compete is also determined by the quality of its human resources and character. That is because the quality of human resources with character shapes the nation and its character. A nation with character is resilient, competitive, morally upright, tolerant, cooperative, patriotic, dynamic, cultured, and oriented towards science and technology based on Pancasila and fueled by faith and devotion to the One Almighty God (Bendesa, 2014).

Therefore, it can be said that in building a nation with character to compete on the global stage, it is essential to cultivate human resources with character. Human resources with character are a part of civic disposition (citizenship character), which is a component of citizenship competency that should be possessed by every citizen, especially Indonesian students, to realize the aspirations of a democratic and competitive nation. Strengthening civic disposition among students as the future generation is crucial to shaping excellent and character-driven human resources, which is essential for the nation's character development (Rahmatiani & Indriyani, 2020).

One indicator of human resources with character is adherence to prevailing laws. That is because obeying the laws is part of civic disposition competence, primarily public character, which is crucial for a citizen or individual to ensure the proper functioning of democracy in a country. The competency of a citizen's character consists of both private and public aspects. The private character of a citizen or individual includes moral responsibility, self-discipline, and respecting human dignity, while the public character comprises empathy, politeness, adherence to laws, critical thinking, and willingness to listen, negotiate, and compromise (Fusnika, 2014).

Hence, education must shape the character of citizens, particularly in guiding and simultaneously raising awareness and compliance with prevailing laws among students, as part of their private character, to encourage the functioning of a democratic state. Awareness and compliance with the law are fundamental values that society must possess to abide by and obey the laws (Apriandhini, Santi, & Widhi, 2021). Legal awareness can be understood as an individual's or a community's awareness of the prevailing laws aiming to establish order, peace, and justice in human interaction (Nora, 2023). According to Soekanto (1982), legal awareness encompasses knowledge of the law, understanding its content, legal attitudes, and patterns of legal behavior. Legal awareness refers to compliance with the law. Compliance is defined as submission to something or someone. Therefore, legal compliance means respecting/submitting to the laws, a prerequisite for society to follow the applicable laws (Syamsarina, Aziz, Arzam, Hidayat, & Aji, 2022).

In efforts to foster legal awareness and compliance among citizens, especially students, a civic education teacher holds a strategically significant role. The role can be understood as actions that limit an individual from performing a task/activity based on goals and applicable provisions (Lantaeda, Lengkong, & Ruru, 2017). A civic education teacher plays a vital part in shaping intelligent and good citizens, directly aligned with the objective of civic education to shape responsible and good citizens. Additionally, civic education aims to develop the capabilities of good citizens to actively participate and take responsibility for a democratic government (Prasetyo, Danurahman, & Hermawan, 2023). Moreover, civic education focuses on molding citizens with intellectual skills and participatory skills in civic activities to create intelligent and good citizen characters (Iyan & Dewi, 2021). A good citizen category is defined as an individual's attitudes and behaviors that do not deviate from or contradict the Constitution and consistently adhere to the regulations within it (Winarno, 2012).

A civic education teacher bears the responsibility of reinforcing the characters of students who comply and transforming and directing the characters of those who do not align with the prevailing rules (Cahyani & Dewi, 2021). One of the roles of teachers in guiding student behavior toward noble character is by instilling legal awareness and compliance, especially during school learning activities. That is because legal awareness and compliance are part of the public character that every citizen, especially Indonesian students, should possess. In instilling legal awareness and compliance in students, a civic education teacher employs various strategies and specific methods to internalize these values. Strategies can be understood as techniques or methods used to achieve a desired goal (Fatimah & Sari, 2018). Therefore, a civic education teacher's strategy in nurturing legal awareness and compliance in students can be interpreted as efforts or techniques used by the teacher to ensure students understand, adhere to, and implement prevailing rules in their lives.

AMP, a Pancasila and civic education teacher at Public Junior High School 2 Sukoharjo, builds awareness and compliance with the law among students by providing an understanding of school regulations and implementing these rules within the school's code of conduct. Additionally, AMP provides advice, guidance, and firm sanctions when students violate these regulations. Exemplifying exemplary behavior and demonstrating compliance with rules are also essential to instill legal awareness and compliance among students. MS, a Pancasila and civic education teacher at Public Junior High School 31 Semarang, employs various methods to foster legal awareness and compliance among students. These methods include educating students about compliance with laws or prevailing norms, offering concrete and contextual examples of adhering to rules in daily life, guiding students to implement prevailing norms consistently, and collectively reflecting on behaviors that adhere to or violate rules/norms.

ANS, a Pancasila and civic education teacher at Junior High School Syubbanul Wathon in Bandongan, Magelang Regency, fosters legal awareness and compliance among students by imparting knowledge about the functions and purposes of implementing a rule. The aim is for students to apply and adhere to rules, especially those within the school, in hopes that it will influence their compliance with rules in external environments like their families and communities. LK, a Pancasila and civic education teacher at Public Junior High School 1 Welahan in Jepara Regency, implements various strategies to instill legal awareness and compliance among students. She consistently applies these strategies during both classroom lessons and extracurricular activities, such as during school-initiated socialization. Additionally, she provides concrete examples related to students' lives to cultivate awareness and compliance with prevailing rules, especially school regulations.

As a Pancasila and civic education teacher at Public Junior High School 1 Slawi, Tegal Regency, MZP implements various strategies to build awareness and compliance with the law among students. One strategy is holding class meetings to create a class contract/agreement on shared values. The agreed-upon values are then collectively upheld. If a student violates these collectively agreed values, they face consequences as a result of their actions. The compiled values are called the ten (10) class convictions. These agreed-upon values are written as rules displayed in the classroom for everyone to remember and read. The compiled values include piety, discipline, honesty, empathy, mutual cooperation, creativity, hard work, etiquette, responsibility, and simplicity.

SH, a Pancasila and civic education teacher at Public Vocational High School 1 Sanden, Bantul Regency, employs various strategies to foster legal awareness and compliance among students. He imparts knowledge about prevailing legal regulations, instills values of discipline through personal example, provides guidance and supervision to prevent students from engaging in unlawful behavior, motivates students to adhere to prevailing laws consistently, and participates in resolving issues related to students' legal violations. Additionally, HNA, a Pancasila and civic education teacher at Public Senior High School 28 in Tangerang Regency, applies strategies to build legal awareness and compliance by employing engaging and enjoyable learning techniques using group-based learning methods and identifying law-abiding and unlawful behaviors through visual media.

Strategies to instill legal awareness and compliance among students are also employed by RS, a Pancasila and civic education teacher at Public Vocational High School 1 Bancak, Semarang Regency. Her strategies include conducting socialization through assembly activities, inviting key figures and law enforcers such as police officers, military personnel, district heads, and others to provide guidance to students, organizing workshops, and supervising student behavior by admonishing and sanctioning those who violate rules. A similar approach is taken by HDA, a Pancasila and civic education teacher at Vocational High School for Information Technology Kartika Cendekia Purworejo, who collaborates with guidance counselors and the Vice Principal for Student Affairs to devise methods for socialization activities related to legal awareness and compliance, involving speakers who are Pancasila and civic education teachers themselves or legal practitioners.

FF, a Pancasila and civic education teacher at Public Senior High School 10 Semarang, employs various measures to build legal awareness and compliance among students. She encourages and sets a good example for students to consistently adhere to prevailing laws. Additionally, fostering good character among students, making them responsible, and understanding laws and their consequences are crucial for Pancasila and civic education teachers. S, a Pancasila and civic education teacher at Public Vocational High School 1 Pringapus, Semarang Regency, also applies several strategies to instill legal awareness and compliance among students. His methods involve imparting knowledge about how the law functions, educating students about the roles and sanctions of laws within the school environment, and encouraging students to internalize legal regulations in their daily lives, both within the school and society.

Strategies to build legal awareness and compliance are also implemented by MH, a Pancasila and civic education teacher at Public Senior High School 2 Semarang. He employs various methods such as incorporating legal learning activities into the basic competencies, imparting exemplary values to students by demonstrating compliance with prevailing rules, and socializing adherence to legal regulations by relating them to the context of students' daily lives. Similarly, AR, a Pancasila and civic education teacher at Public Vocational High School 2 Jepara, employs diverse methods to foster legal awareness and compliance among students by instilling an understanding of constitutional awareness, particularly regarding citizens' rights and obligations. Students are expected to discern their entitlements and responsibilities by comprehending these rights and obligations. Legal awareness and compliance are among the obligations of citizens that should be adhered to and practiced by every citizen.

EK, a teacher at Muhammadiyah Vocational High School Mungkid, Magelang Regency, adopts various methods to build legal awareness and compliance among students. He establishes agreements between teachers and students regarding learning contracts, indirectly introducing rules to students even within the classroom context. He implements strict penalties for students who violate prevailing legal regulations and consistently reminds and motivates students to adhere to these regulations during learning activities.

In general, the strategies employed by several Pancasila and civic education teachers, both at the junior and senior high school levels, aim to build legal awareness and compliance among students through the following methods.

### **Socialization**

The most common strategy employed by Pancasila and civic education teachers in building legal awareness and compliance among students is through the socialization of laws and their roles in daily life. Socialization can be defined as the communication or dissemination of new information or knowledge (Ismail, 2019). The activities for socialization aimed at building legal awareness and compliance among students conducted by Pancasila and civic education teachers include imparting knowledge and understanding of the role of law in life through intra-curricular activities (teaching) inside the classroom, using specific engaging and enjoyable teaching models. Additionally, these socialization activities are carried out through workshops or seminars with the involvement of community figures and law enforcement authorities like the police, military

personnel, and others. The daily assembly activities can also be utilized as a medium for socializing legal awareness and compliance among students.

Socialization activities are considered effective in instilling and building habits, values, and rules from one individual to another, from one group to another, and from one generation to the next (Elyas, Iskandar, & Suardi, 2020). For example, research related to the socialization of Drug Abuse Prevention, Eradication, and Trafficking in schools has been proven to influence the knowledge and attitudes of adolescents about the dangers of drugs (Marhaely & Astuti, 2024). Additionally, socialization activities conducted by the Indonesian Teachers Association team in Semarang City have also impacted the understanding of legal protection for teachers in Semarang (Budoyo, 2022). Furthermore, the socialization of the four pillars of national and state life conducted by Desy Ratnasari as a member of the MPR for the 2014-2019 period is considered effective and meets the expected criteria (Apriliansyah, 2020). Thus, through socialization activities, the habits and values of awareness and compliance with applicable regulations can be instilled and built among students, thereby increasing their legal awareness and compliance. That will create peace and harmony in community, national, and state life

### **Guidance and supervision**

Guidance can be understood as a learning process where individuals learn things they have not mastered yet with the goal of assisting, correcting, and developing existing knowledge and skills, as well as acquiring new knowledge and skills to achieve specific desired goals (Wadu & Jaisa, 2017). Therefore, in enhancing legal awareness and compliance among students through guidance and supervision strategies, Pancasila and civic education teachers take various steps. One of these steps involves creating contracts (agreements) with students before the learning activities begin. These contracts outline what students can and cannot do during Pancasila and civic education classes. Students who breach these agreements face specific sanctions as consequences for their actions. Moreover, Pancasila and civic education teachers also supervise student behavior in classrooms and within the school environment by reprimanding students found violating the prevailing rules.

Guidance plays a crucial role in shaping students to become intelligent and character-driven individuals. Based on the results of several studies, it has been found that parental academic guidance has a highly positive impact on the learning achievements of elementary school students (Musfiyyah & Maknun, 2022). Additionally, guidance is necessary to help students overcome problems and develop their potential (Ananta, 2022). Furthermore, guidance activities carried out by teachers are needed to help students plan for a better future (Evi, 2020). In addition to guiding students, teachers also need to supervise student behavior to ensure that students consistently follow the prevailing rules and do not violate them, especially in school. Supervision of student behavior is very important because it influences the students' own behavior. The more optimal the teachers' supervision, the more compliant the students will be with the rules, and vice versa. For example, teachers' supervision of student discipline at Public Vocational High School 1 Jejawati is considered to be suboptimal, resulting in many students committing violations at the school (Febriyanti, 2022). Thus, teachers' guidance and supervision provided in building legal awareness and compliance among students are expected to develop their potential and character, enabling them to behave according to the values and rules that apply in every aspect of life.

### **Exemplification**

Exemplification refers to positive actions/behaviors demonstrated by someone that are worthy of imitation or emulation by others. Thus, the strategy employed by Pancasila and civic education teachers to foster awareness and compliance with prevailing rules and laws involves demonstrating examples of law-abiding behavior to students in their everyday lives, with the hope that students will follow suit in adhering to the law, emulating the law-abiding behavior exhibited by their teachers. Exemplary behavior/showing positive actions to others is considered an effective strategy. It can influence others to act based on the actions demonstrated by the one providing the example.

For instance, a teacher must be able to become a model or role model for students in order to build good habits and behaviors (character) in them (Sutisna, Indraswati, & Sobri, 2019). The exemplary behavior of a teacher as a role model is also needed in strengthening character education for students. That is because character formation in students begins with observing and imitating (Salman, 2022). Moreover, the exemplary approach is also considered effective for educational aspects aimed at forming certain attitudes and skills (Siregar, 2021). Thus, the exemplary behavior demonstrated by civic education teachers has an impact on the formation and enhancement of students' awareness and adherence to the law. The exemplary approach taken by civic education teachers can build good habits and behaviors in students, one of which is obeying applicable regulations.

### **Motivation and habituation**

Motivation is an inner or outer driving force that encourages an individual to take action toward a specific goal (Laka, Burdam, & Kafiar, 2020). Pancasila and civic education teachers enhance legal awareness and compliance by urging students to always abide by the laws, both within and outside the school environment. That aims to create a harmonious, safe, and orderly environment. Besides motivating students, Pancasila and civic education teachers also habituate or instill the values of awareness and compliance with rules in students to make them accustomed to following these laws without feeling compelled to do so.

Motivation is closely related to behavior. Motivation is a construct that begins with a need in an individual, which manifests as active energy causing a drive with a certain intensity that functions to activate, direct, and make persistent (repetitive) a behavior to fulfill the need that causes the drive itself (Siregar, 2020). In building legal awareness and compliance among students, providing motivation is necessary to encourage them to perform actions that align with prevailing values and rules. The importance of motivation for students also affects other aspects, such as contributing to the achievement of their learning outcomes. A student with high learning motivation will achieve better learning results compared to a student with low learning motivation (Muhammad, 2016). Not only students, but motivation also affects the performance of employees in certain companies. For example, work motivation has a positive impact on employee performance and positively affects work discipline at the Tunas Mertha Mandiri Singaraja Multipurpose Cooperative (Miskiani & Bagia, 2020).

Not only motivation, but habituation is also important for building legal awareness and compliance among students. That is because habituation is an effective strategy for developing the character of citizens, especially for students. For example, habituation programs for students, such as flag ceremonies, the use of the proper Indonesian language, and singing the national anthem, "Indonesia Raya," at the beginning and end of learning activities can contribute to character development in students in border areas (Keraf & Komalasari, 2019). Additionally, the habituation program implemented at Public Senior High School 4 Gorontalo has proven to enhance the religious character of students at the school (Bialangi, Mas, & Masaong, 2023).

Thus, providing motivation and habituation to students to behave according to prevailing values and rules influences their legal awareness and compliance. As a result, students will be able to follow the rules and fulfill their duties both as students and as members of society/citizens sincerely, earnestly, and without feeling forced to do so.

### **Collaboration**

Collaborating with specific entities to build legal awareness and compliance among students is part of the strategy adopted by Pancasila and civic education teachers. Collaboration refers to the relationship between an individual or organization and others or other organizations to mutually participate and agree to work together in achieving specific goals, sharing information, and benefiting from each other (Dorisman, Muhammad, & Setiawan, 2021). Therefore, Pancasila and civic education teachers cooperate by involving related parties such as guidance counselors and law enforcement figures like the police to actively contribute to building legal awareness and compliance among students through socialization or seminars.



Collaborating with other parties is very important to build solid relationships, which can create effective methods and strategies to achieve desired goals. For example, to create a conducive learning climate and atmosphere for students, the principal and teachers need to build a solid relationship to develop methods that can enhance students' learning performance (Ramdani, Amrullah, & Tae, 2019). Another example is the collaboration between parents and teachers, which is necessary so that both can understand their respective roles in educating children and thus provide the best service to the children (Hernawati & Kurniasih, 2021). Therefore, a civic education teacher needs to collaborate with various parties to build legal awareness and compliance among students. This collaboration aims to achieve the desired goal of having students consistently behave according to prevailing rules.

## Conclusion

Indonesia is a legal state. The consequence of such a state is to establish laws/rules as the foundation for daily behavior. One of the obligations as citizens is to respect and uphold these laws. It is crucial to employ strategies to build awareness and compliance with the law to shape and ensure that citizens respect and uphold these laws. One channel for fostering awareness and compliance with the law among citizens is through the educational process, encompassing formal, informal, and non-formal education.

Schools are formal educational institutions that play a role in instilling legal awareness and compliance among citizens, especially students. In this regard, Pancasila and civic education teachers play a highly strategic and crucial role. Pancasila and civic education teachers are responsible not only for imparting knowledge about citizenship but also for cultivating attitudes and behaviors in students that align with prevailing laws and norms. Various strategies employed by Pancasila and civic education teachers to build legal awareness and compliance among students include socialization activities, guidance and supervision, setting examples, motivation and habituation, and collaborating with relevant parties. By implementing these strategies, the aim is to foster legal awareness and compliance within students, thus creating an ideal student—one who is intelligent and has a strong character. This research is expected to serve as a reference and evaluation material for all parties, particularly for teachers and future researchers, in developing better models and strategies to enhance legal awareness and compliance among the younger generation, especially students.

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