



## Application of Jurisprudential Inquiry Model Through PKn Learning to Grow Student Law Consciousness as Citizens

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ABSTRACT	ARTICLE INFO
<p>This study aims to determine how effective the application of the jurisprudential inquiry model is in increasing students' enthusiasm in the learning process in the classroom, as well as to foster legal awareness of students as citizens in an era of increasingly rapid social change. The approach of this research is carried out by a mixed approach (mix method), the method used in this study is the Classroom Action Research method. This research was conducted on students of class X MIPA 5 SMA Negeri 14 Bandung as a research sample. This research model uses the Kemmis and Taggart models. The results of the study show that the application of the jurisprudential inquiry model can foster legal awareness of students as citizens. Judging from the change in behavior of students who initially majority often skipped PKn lessons or in other words had low legal awareness by not obeying school discipline, became so enthusiastic about attending PKn lessons. The jurisprudential inquiry learning model also enables students to think critically and be sensitive to various social issues and then be able to position themselves as students or as citizens of Indonesia.</p> <p>© 2020 Jurnal Civicus</p>	<p><b>Article History:</b> <i>Submitted/Received 22 Jun 2020</i> <i>First Revised 23 Oct 2020</i> <i>Accepted 05 Nov 2020</i> <i>First Available online 15 Dec 2020</i> <i>Publication Date 15 Dec 2020</i></p> <hr/> <p><b>Keyword:</b> <i>Application Of The Jurisprudential, Citizen, Inquiry Model Legal Awareness.</i></p>

## 1. INTRODUCTION

The State of Indonesia as one of the countries that makes law the highest supremacy said in Article 1 paragraph (3) of the Constitution of the Republic of Indonesia in 1945, "The State of Indonesia is a state of law" which means that all matters of human life in Indonesia must be based on or in accordance with applicable law in Indonesia. Discussing law certainly discusses also the current social conditions of society, and this will not be separated from sociological theory whose main figure is Auguste Comte (1798-1857) ([Arif, 2020](#)).

Comte's opinion is in line with the nature of law which tends to be flexible or dynamic following the times, departing from this understanding of social change, the law must be up to date or current ([Turiman, 2020](#)). That the development of law as a result of developments in other areas of life, such as political economy, technology, even the social life of the people themselves ([Setiawan, 2018](#)). The life of today's society which tends to still have a variety of cultures and intermediate and modern social structures, there is almost always a difference between patterns of actual-behavior, and patterns of behavior desired by law (expected-behavior) caused by increasing complexity and degree of differentiation that causes the law to always lag behind. Weber explained that the development of law is the impact of developments or changes in other fields including social life ([Hasan & Mahyudi, 2020](#)).

The condition of legal development that always departs from social changes must be addressed not only by the quantity of legal norms produced by a country, but also must pay attention to the effectiveness of the legal norms made and so that it can be seen how accurate a regulation is to answer social problems in terms of public awareness of the law itself ([Gunakaya, 2014](#)). Regarding legal or legal education as a source of education in Indonesia, it is important to note because the main goal is to create legal awareness for the Indonesian people, because enforcing the law cannot only be through sanctions, fines, or post-incident actions (repressive), but must also focus on actions before the incident with legal education / legal education that starts from an early age (preventive) ([Ernis, 2018](#)).

One model that can be used in the framework of legal education is to apply a jurisprudential inquiry model in classroom learning activities carried out by providing information about social problems that occur in the community environment which later students critically examine these problems ([Kertih, 2020](#)). The purpose of involving students in studying social problems is not only to create active learning situations in class, but also to train students' critical thinking and argumentation skills so that students are able to understand their position as good citizens who always obey every applicable law.

## 2. METHODS

Realizing that the research conducted is a reflective study conducted to grow students' legal awareness as citizens at SMA Negeri 14 Bandung, the appropriate method implemented in this study is the Classroom Action Research method. The Classroom Action Research Method was first introduced by American Social Psychologist Kurt Lewin in 1946 ([Darmawan & Sastrawijaya, 2017](#)). The essence of Lewin's idea was further developed by other experts such as Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt, and so on.

Action research is an attempt to pilot ideas into practice to improve or change something in order to obtain a real impact from the situation ([Nabila, 2020](#)). Classroom action research is the study of social situations with a view to fostering quality practice ([Muhammad & Yaumi, 2015](#)). Action research involves the process of studying, diagnosing, planning, implementing, monitoring, and establishing the necessary relationship between self-evaluation and professional development, thus, action research emphasizes activities (actions) by testing an

idea into practice or real situations on a micro scale in the hope that the action is able to improve and grow quality in the real situation.

The class action research method is essentially research that combines research procedures with substantive action ([Apriyani & Nugraha, 2020](#)), an action taken in the discipline of inquiry or an attempt by a person to understand what is going on, while engaging in a process of improvement and change. The problems found by researchers apart from the condition of grade X students in the learning activities conveyed tend to be teacher-oriented as a learning resource which results in students being bored and tend to be bored in carrying out learning activities in class, this can be seen from the passivity of students in class when learning, especially Civics lessons. The condition of saturation and lack of interest of students in Civic Education subjects which in fact are subjects which builds good student behavior and character, making grade X MIPA 5 SMAN 14 Bandung students have low awareness, especially in compliance and obedience to applicable laws in schools and communities.

This condition makes researchers interested in conducting research in class X MIPA 5 SMA Negeri 14 Bandung, entitled Application of Jurisprudential Inquiry Model through Civics Learning to Foster Legal Awareness of Students as Citizens (Class Action Research on Class X MIPA 5 SMA Negeri 14 Bandung). The application of the jurisprudential inquiry learning model through Civic Education learning is intended to answer the low learning motivation and legal awareness of students as part of citizens who are actually obliged to obey and obey the laws that apply both at school and in the community.

Qualitative research uses data analysis obtained from various sources, using various data collection techniques (triangulation), and is carried out continuously until the data is saturated, with continuous observation resulting in high data variation. The data obtained are generally qualitative data, so that the data analysis techniques used have not been clear patterns.

Data analysis in qualitative research, is carried out at the time of data collection, and after completion of data collection within a certain period ([Utami, 2019](#)). When the interview the researcher has analyzed the interviewed answers, if the interviewed answers after analysis feel unsatisfactory, then the researcher will continue the questions again, until a certain stage, obtained data that is considered credible. Activities in qualitative data analysis are carried out interactively and carried out continuously until complete, so that the data is saturated. Activities in data analysis include: data reduction, data display, and conclusion drawing/verification. Qualitative researchers do not seek and collect data or evidence to support or reject hypotheses made before the study began, but they make abstractions when the specific things that have been collected are grouped together.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Result**

Based on the results of an interview with Gur Civics SMAN 14 Bandung The implementation of research from cycle 1 to cycle 3 is known by partner teachers, partner teachers have also seen firsthand the application of the Jurisprudential Inquiry Model through Civics Learning to Grow Legal Awareness of Students as Citizens conducted by researchers in this study. He said that he rarely applied the learning model, especially class X because of the short time between classes he taught every day. Partner teachers also revealed that the application of this model had never been known by partner teachers before researchers practiced it, so he said this was a unique learning model and must continue to be developed because it was able to increase student learning participation.

The opinion of Mr. Bambang Sugianto as a Civics teacher in class X MIPA 5 SMAN 14 Bandung regarding the application of this jurisprudential inquiry model requires better abilities from students and teachers. Students must be able to think critically in the application of this jurisprudential learning model and also teachers must be better able to control learning conditions so as not to come out of the substance of learning. This model can also give rise to critical thinking skills and also foster understanding and awareness of the law from students. Mr. Bambang also added that legal awareness to students from an early age is very important because legal awareness must be built early and this jurisprudential inquiry model is clearly very effective, especially in encouraging students to understand about the law and grow their legal awareness.

The obstacle / obstacle in the implementation of this jurisprudential inquiry model as expressed by the partner teacher as a resource person is that if the teacher is unable to master the class, the application of this model will fail, plus the limited time because by displaying videos, time is not felt. In addition, when students who argue by not paying attention to the conduciveness in their arguments will actually cause an uproar in the classroom that has the potential to disrupt other classes. This obstacle is one of the factors of researchers in formulating efforts / solutions to overcome the problems faced in the application of the jurisprudential inquiry model through Civics learning, solutions are also conveyed by partner teachers, according to him for students, namely by dividing groups to students so that classes are conducive, and for teachers to be able to prepare more thoroughly even just before Civics lesson time begins.

Student learning outcomes, especially in an effort to increase student motivation for Civics subjects and also efforts to foster student legal awareness according to partner teachers, this model is proven to foster student legal awareness. This is based on the decreasing rate of skipping classes or leaving classes, especially in Civics subjects, this means that students' legal awareness has increased by always being aware of their position as students who must obey school rules and also their position as citizens who must obey applicable laws. Mr. Bambang also added that this model is very relevant to be applied in the past, present, and future because its learning is always oriented to a strong legal foundation on social issues that are happening. In accordance with article 1 paragraph 3 of the 1945 Constitution which states that Indonesia is a state of law, students need to know the importance of law in their lives since school.

Regarding Civics subjects before the implementation of the learning model by researchers, 4 out of 6 speakers did not like Civics subjects because they summarized too much and revealed that partner teachers rarely came to class, while others said they liked it because Civics was considered an important lesson that discussed problems from small to large scale. Students also explained about the obstacles faced by students in Civics lessons are almost all said boring and because partner teachers rarely explain. Civics subject matter through the lecture method by the teacher makes students not understand Civics subjects at all nor do they ever know about the application of learning models in Civics subjects, at least that was delivered by 5 out of 6 student speakers.

Questions in interviews were also conducted by researchers when they had applied the jurisprudential inquiry learning model in class X MIPA 5, and 6 speakers said the application of the model was very exciting and fun, 5 speakers said this jurisprudential inquiry model made students able to argue and know cases that occurred especially in terms of law, 1 student said it was fun but more fun free class. Then regarding the obstacles to applying this jurisprudential model, according to 4 students, it is difficult to memorize articles and find information / sources from the legal basis, but 2 students say it is not too difficult.

The solution presented by the average student states that Civics teachers must teach until their students understand, are given complete information so that students are not overformed, and the material delivered must be more concise and to the point. Finally, according to students, Civics lessons make students less unfamiliar with articles and laws, especially in the application of the jurisprudential inquiry model in Civics subjects, it increasingly makes students understand the law and also increases students' legal awareness, especially in schools.

### **3.2. Discussion**

#### **3.2.1 Planning for the Application of the Jurisprudential Inquiry Model through Civics Learning to Foster Legal Awareness of Students as Citizens**

Based on the findings of research in class X MIPA 5 SMA Negeri 14 Bandung, a plan is prepared in advance so that the research carried out gets maximum results as planned. As a result, learning activities are carried out by producing improvements / changes from both teachers and students. Some important things from the application of the jurisprudential inquiry model are, First, that the application of the jurisprudential inquiry model through Civics learning can be said to be successful in fostering student legal awareness, especially in changes in student behavior that tend to increase in legal compliance in this case school order. The second is that the increase is also experienced by teachers from cycle 1 to cycle 3 where every observation is reduced to reflection and every meeting becomes reflection material to correct previous shortcomings, although in the data the increase is not too far from what students experience so it is difficult to read the data through graphs.

Cycle 1 scored against the teacher's assessment of 39 or around 51.31% and students 34 points or about 44.73%. and in the assessment both teachers and students can be categorized in predicate C or sufficient, this is because in cycle 1 teachers are less able to control and condition students who do not reprimand students when leaving class without permission. Although at the end of the activity students showed good participation during learning, but because this model is new for students so that there are still many who play smartphones, sleep, and even chat when learning in cycle 1, the assessment of teaching and learning activities in class towards teachers and students in observer observation is still considered less optimal in cycle 1.

Cycle 2 that is carried out is still considered to have shortcomings, especially in educating class conditions so that not all students pay attention to the explanation given by the teacher. The results of observations in cycle 2 also show the tendency of students who are more active in class in arguing even though in opinion, students tend to be less appreciative of their colleagues because the method used in applying this jurisprudential model is a debate with pro and con groups. Groups in cycle 2 are divided into pro and con groups so that students can help each other with their group mates and discuss together the activities carried out.

In cycle 2, material was given by the State Institution of the Republic of Indonesia according to the 1945 Constitution, as material used in applying the jurisprudential inquiry model and students were assigned to 2 large groups to analyze taje cases #2019gantiPresiden from various points of view. When in groups, students are given the freedom to provide ideas and suggestions without fear, especially in analyzing cases. Students are able to apply the jurisprudential inquiry model in learning independently with teacher guidance.

Determining the material of the Authority of State Institutions of the Republic of Indonesia according to the 1945 Constitution in chapter 3 is the selection of suitable subject matter by applying this model, especially those that depart from controversial issues to provide an overview of legal knowledge to students. Students also like this learning model because it can

make them better understand the material from the smallest scale to the large scale. Although the students who were used as resource persons in this interview admitted that they had never known the jurisprudential inquiry model in Civics, they were enthusiastic in applying this learning model even though memorizing articles became their obstacle in understanding a case.

The implementation of the jurisprudential inquiry model from the first to the last cycle, begins with initial activities that include preparing the physical and psychological conditions of students to follow the learning process, because if student conditions and classroom conditions are not conducive then the application of the model will not run optimally. The implementation of the application of this model then goes into the core activities, which include the learning process to achieve basic competencies which are carried out interactively which include process, exploration, elaboration, and confirmation ([Widiantono, 2017](#)).

The core activities are carried out by starting to provide learning materials according to Civics textbooks chapter 3 related to the Authority of State Institutions of the Republic of Indonesia according to the 1945 Constitution through the lecture method, then also providing learning materials from controversial issues / social facts that occur through video screening.

The subject matter in the core activities that researchers provide to students is based on 2 things, the first is the concept / subject matter from the book, and the second is material from reality in society through cases shown in the video, the aim is to see the relevance between *das sein* and *das sollen*. The jurisprudential inquiry model requires students to think critically in examining a social issue and correlate it with existing legal bases to then determine their attitude as citizens.

The core activities in implementing the application of the model carried out by researchers in class X MIPA 5 SMAN 14 Bandung from cycle to cycle are substantially the same, the difference is in its application using different methods. Cycle 1 uses a jurisprudential inquiry model with an initial lecture. Furthermore, in cycle 2, the jurisprudential inquiry model is combined with the debate method to stimulate students to argue. Finally, the application of the jurisprudential inquiry model is combined with the talking stick method, although different ways in applying the jurisprudential inquiry model but in essence students are positioned as learning resources in class, and the teacher opens a class discussion room and tends to ask students about social issues and the position of students responding to these issues as well as in the Socratic method (Socratic Methods).

The closing activity is carried out by the teacher by providing a final conclusion on the learning carried out and providing an assessment of students during learning ([Bistari, 2017](#)). In this phase, students are given tests to really make sure students understand the test in the form of multiple-choice questions (PG) or oral questions through PPT. After assessing the activities that have been carried out consistently and programmatically, the teacher plans follow-up learning activities such as: remedies, enrichment programs, counselling services, and others. At the very end of the concluding activity, the teacher presents a lesson plan at the next meeting.

#### **4. CONCLUSION**

The jurisprudential inquiry learning model also makes students able to think critically and be sensitive to various social issues to then be able to position themselves both as students and as Indonesian citizens. The acquisition of student learning outcomes is also very good with active student participation, especially in arguing and expressing their opinions in front of classmates. This improvement in the learning process occurs from cycle to cycle that researchers have given action in it.



Civics learning planning by applying the jurisprudential inquiry model to cycle 1, 2, and 3 actions is carried out by prior communication with the school and partner teachers (Civic Teachers of SMAN 14 Bandung) for the preparation of Learning Implementation Plans (RPP). The implementation of the jurisprudential inquiry model through Civics learning to foster students' legal awareness as citizens in class X MIPA 5 SMA Negeri 14 Bandung was carried out 3 times (3 cycles).

Efforts to overcome obstacles in implementation so that students feel rushed in doing the tasks given by the teacher, namely researchers must understand well the steps in applying the jurisprudential inquiry model in order to convey the aims and objectives clearly to students. In addition, researchers also improve the ability to manage classes and add insight / knowledge both about jurisprudential inquiry models, social issues, media use, learning material processing, and evaluation

Legal awareness of students as citizens after applying the jurisprudential inquiry model is obtained from changes in student behavior towards Civics subjects and the evaluation results given to students based on individual assessments with multiple-choice questions produce data that will show students' legal understanding, and students' legal awareness, especially in obeying school rules ([Sulfemi & Mayasari, 2019](#))

The recommendation given is to prepare learning tools such as preparing Learning Implementation Plans (RPP) in a mature and structured manner. The selection of learning models is very important in the process of learning activities, teachers must be able to provide stimulus in order to stimulate student learning interest ([Maesaroh, 2013](#)). Students should continue to explore the understanding of law, especially in Civics subjects and are expected to actively participate in the community in applying or applying Civics knowledge that has been obtained and remembered at school. Schools may be able to assist the learning process in facilities and infrastructure, support students' interest in channelling their talents in Civics subjects, and provide diverse learning resources. As for the next researcher, it is hoped that the application of the jurisprudential inquiry model can be a reference, it would be better if it can be done using experimental research methods or descriptive studies to overcome the limitations of using this research method.

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