



# Learning Design Democratic Education Model in Pancasila and Civic Education Base on Development Student Legal Literacy

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**Abstract.** Indonesia as a country based on people's sovereignty has implications for efforts to realize the constitutional mandate to form democratic citizens. One of the efforts to realize this goal is to increase legal literacy through education which is substantially included in civic education. The purpose of this study was to design a prototype of a Pancasila-style democracy education learning design in civic education subjects in schools according to the learning outcomes of the independent curriculum contained in the Pancasila profile with the orientation of developing the legal literacy of the younger generation. This study used a design and development (D&D) method with a qualitative approach. Data collection techniques of observation, interviews, FGDs, and documentation studies, as well as qualitative data analysis techniques. The results of this study are expected to be able to describe conceptual instructional design learning in the concept of democracy education which is adapted into Pancasila democracy education which integrates national identity (the noble values of Pancasila) which is designed in Civics learning designs in schools based on the development of legal literacy, so as to encourage the fulfillment of democratic principles and values in the essential fulfillment of the ideals of independence to become a democratic nation. The development of democratic citizens has implications for the need for and encouragement for the implementation of democratic education in schools, which is needed in classrooms and applied in teaching and learning activities.

**Keywords:** Civics education · Democracy education · Learning design · Legal literacy · Pancasila

## 1 Introduction

Lack of legal competence can impede the effective exercise of guaranteed rights in law enforcement, because knowing and understanding the law is also a person who knows the law. In addition, lack of literacy can harm citizens in many ways. From this it can be concluded that legal competence is very important for strengthening the community and as a means to combat social injustice [1, 2]. The legal competence is basically the same for both groups; The former are marginalized and discriminated members of society [3], and the other group includes teachers and doctors who face legal problems [4, 5].

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Based on this, the development of legal literacy through education in the learning process is an appropriate and relevant step in forming citizens who are aware of the law. Therefore, every organization at all levels of society should be engaged in education to increase literacy levels. Legal literacy can promote a clearer understanding of the rights and obligations of the public to be better informed of their access rights and fulfill their responsibilities more effectively [6]. This explains that individuals with a good level of legal literacy can decisively sort out and choose the better resolution of conflicts in legal matters because that person has legal knowledge in which the individual has knowledge an understanding of the legal conflicts he faces so that these individuals can analyze conflict resolution that is best for him. The reason is that the legal literacy model focuses on increasing public awareness of rights, especially vulnerable individuals [7].

Legal literacy itself is an extension of civic literacy which is a basic literacy that society must have as one of the prerequisites for 21st-century life skills. Referring to this, literacy skills are very important for students, parents, and even all members of society. Therefore, Indonesia must be able to develop a culture of literacy through integrated education between families, schools, and society. This is because the urgency of fostering legal literacy in forming a legally aware character is basically based on the purpose of the presence of law in people's lives, namely to create a harmonious life where each individual can live in an orderly and peaceful manner [8].

The immaturity, immaturity, and lack of wisdom of citizens in implementing democracy are certainly inseparable from the lack of success in instilling democratic values in the world of education, especially through the subjects of Pancasila and Citizenship Education, one of the subjects taught at all levels and types of schools pragmatically has a psycho-pedagogical vision, namely fostering democratic citizens within the scope of education in educational institutions, both formal and non-formal.

This is in accordance with the Pancasila and Citizenship Education task with a new paradigm as the main vehicle and the essence of democratic education which is carried out through civic intelligence. However, the lack of optimal democratic education in Pancasila and Citizenship Education is partly because there is no democratic education design learning that can be a reference for integrating Pancasila democratic values as it contains the noble values of Pancasila and is coherent with democratic values that are relevant to democratic principles and values in general.

The hallmark of democracy in Indonesia is a serious concern for the principle of diversity that exists within the Indonesian nation. "Democratic life as the main characteristic of civil society will get a perfect seeding in the diversity of Indonesian society and culture." [9]. This is what distinguishes the principles of Indonesian democracy which are characterized by Pancasila from democracy in other countries. The hopes or ideals of the concept of Indonesian democracy were formally formulated constitutionally in the Preamble to the 1945 Constitution of the Republic of Indonesia which reflects the implementation of democratic life in Indonesia.

Based on this, it is known that the message of moral values carried by Civics subjects related to democratic life is a democracy with Indonesian characteristics which fully refers to the philosophical basis of the Pancasila State. Therefore, understanding it requires a process of democratic education. Democratic education can be carried out

through various channels, namely: formal education (schools and universities), non-formal (outside school education), and informal (home association and cultural community) to build ideals, values, concepts, principles, attitudes, and democracy skills in various contexts [10].

As for the urgency of implementing democratic education, namely, the results of research conducted that not only in developing countries but also in developed countries “education for democracy” or democratic education is considered important [10]. In other words, democracy cannot teach itself. If the power, benefits, and responsibilities of democracy are not well understood and lived up to by citizens, it is difficult to expect them to be willing to fight to defend it. Therefore, it is further emphasized that: “Education for democracy, therefore, must be approached in a conscious and serious manner” Democracy education must be addressed consciously and seriously.

Based on this urgency, innovation in the form of learning design is needed so that it can become a reference and guide for educators in schools in applying democratic education which is characterized by Pancasila with systematic instructional design learning in fulfilling learning outcomes. This learning design is designed to capture the apparently rapidly changing skill/knowledge sets of the “new generation,” and consider characteristics specific to that generation such as the ability to read visual images, visual-spatial skills, digital literacy, and connectedness, among others. Such characteristics will have major implications for the field of instructional design and learning objects, especially in terms of their application. Therefore, it is a big challenge in making learning designs that are in accordance with the development of students and the development of the characteristics of students which are poured into the design of effective learning experiences in the educational context and the increasingly diverse characteristics of children.

Through this research, it is intended to design democratic education learning designs that integrate Pancasila in the context of democratic values and principles that will be applied in Civics learning. This is optimized through strengthening legal literacy. The design was designed based on the considerations of post-pandemic Coronavirus Disease 2019 (COVID-19) conditions which have implications for the learning process which is now being implemented in a hybrid learning manner, in which the learning process is carried out by utilizing various technological devices that support the teaching and learning process with offline learning collaboration.

## **2 Literature Review**

### **2.1 Learning Design**

Learning design is defined as the application of knowledge learning designs in developing concrete learning units such as curricula, learning materials, and learning events [11]. Learning design is the key to providing an effective, effective and enjoyable learning experience. Learning design is not a shift in the learning paradigm that is centered on the teacher to a learning paradigm that is set on students. In contrast, learning design is a different mindset where the emphasis is on learning objectives rather than learning approaches [12]. Learning design includes events, data, and information that reinforce the socialization of learning situations [13].

Learning design is very important because it provides a framework for analyzing and changing student behavior data and learning that is successful or ineffective [14]. Learning design basically refers to various ways of designing student learning experiences, namely the sequence of types of activities and interactions. The learning design can be at the subject level, or subject components. Instructional design can be thought of as a framework that supports student learning experiences. This project focuses on learning designs implemented using Information and Communication Technology.

## 2.2 Democracy Education in Pancasila and Civic Education

Democracy education is basically not only oriented towards the formation of intelligent citizens but also must have a qualified attitude and reliable skills in practicing democratic values. Democratic education can be interpreted as a systematic effort by the state and society to facilitate individual citizens to understand, live, practice and develop democratic concepts, principles, and values according to their status and role in society [10]. Conceptually and functionally, democracy and democratic education are the logical relationships between democracy as a basic political concept and democratic education as an educational concept, while what is meant by functional link is the relationship between democracy as a substance and the process of education for all citizens.

Democracy education in Indonesia is basically included in the substance of Pancasila dan Civic Education which makes Pancasila dan Civic Education the position of democratic education. The aim is to prepare citizens to think critically and act democratically through activities to instill awareness in new generations about the awareness that democracy is the form of life that best guarantees the rights of citizens [15]. Pancasila dan Civic Education as democratic education, was developed based on the school curriculum which refers to more specific targets for citizens at school age. Therefore scientifically based on the basic concept of democracy in political science by using a pedagogical approach for the benefit of education.

The urgency of implementing democratic education is reinforced by the results of research conducted which states that not only in developing countries but also in developed countries “education for democracy” or Democratic education is indeed considered important, but in reality, they say: “...it is often taken for granted or ignored” is often taken lightly or forgotten [10]. In other words, democracy cannot teach itself. If the power, benefits, and responsibilities of democracy are not well understood and lived up to by citizens, it is difficult to expect them to be willing to fight to defend it.

To develop the skills and knowledge necessary for the participatory age. Therefore, democratic education can be carried out through various channels, namely: formal education (schools and colleges), non-formal (outside school education), and informal (association at home and cultural society) to build ideals, values, concepts, principles, attitudes, and democratic skills in various contexts [10]. Furthermore, offers his own dichotomy of contemporary formulations of citizenship, differentiating loosely networked individual-actualized citizens who reflect civic ideas through a personal lens from docile citizens who still adhere to traditional ideas [16]. This illustrates that good citizens are characterized by having competence that is measurable and directed and has broad insights and practices.

### 2.3 Legal Literacy

Legal literacy was first used to describe components of professional legal education. The ability to understand and write legal arguments, rulings, and laws and regulations that are a component of a legal entity is referred to as being legally literate in this context [17]. Legal literacy is referred to in the context as “legal literacy.” In this sense, legal writing programs in law schools that instruct students on how to think and communicate “like a lawyer” are primarily concerned with legal literacy. Knowing how to read and write legal arguments, summaries, opinions, judgements, and statutes that support legal entities is referred to as legal literacy.

Legal literacy is a crucial effort to address the need to inform and direct new believers in the legal consequences that might enable people and communities to understand their rights and obligations [18]. According to earlier definitions, legal literacy is based on the development of fundamental legal skills and entails learning about, understanding, and critically evaluating the law, the legal system, and its resources, enabling and promoting the use of one’s capacity in practice [18]; The ability to use the legal system effectively and articulate strategies to improve it is what the American Bar Association and Canadian Bar Association respectively define as legal literacy [19], and the Canadian Bar Association state legal literacy as the ability to understand words used in legal contexts, to draw conclusions from them, and then use these conclusions to take action [20].

Based on this, legal literacy emphasizes the ability to take appropriate action in responding to problems involving the law. It is understandable that such actions are sometimes critical and challenge the legal system. This view of what constitutes legal literacy corresponds to the notion of being a member of society.

## 3 Methodology

With the aim of establishing an empirical foundation for both learning and non-learning activities and developing or improving models that guide their development, this study employed the design and development (D&D) method with a qualitative approach. The conceptual design of democratic education learning designs in Civics learning is the focus of design and development as a research approach, which does not only concentrate on product results but also on product findings that have been generated.

Teachers and students in the junior high and senior high school equivalent levels in the city of Bandung served as the study’s subjects. The study’s participants were chosen based on traits that were appropriate to the study’s needs, such as education experts who conducted evaluations of prototype learning design models. Techniques for gathering data include observation, interviews, focus groups, documentation studies, and qualitative data analysis methods such data reduction, data presentation, and conclusion drawing.

## 4 Result and Discussion

The design of the democratic education learning model basically integrates 3 components, including (1) the characteristics of Pancasila democracy, (2) the conception of a rule of law, and (3) the basic values of Pancasila into the learning components of learning activities which include:

1. Material: the substance of the material is based on psycho-pedagogy in democratic education. Substantially the material will be based on the principles and instruments of Pancasila democracy, namely:
  - a. Principles of Pancasila Democracy: a. Equality for all Indonesian people. b. The balance between rights and obligations. c. The exercise of freedom that is normally responsible to God Almighty, oneself, and others. d. Realizing a sense of social justice. e. Decision-making by consensus deliberation. f. Prioritizing national unity and kinship. g. Uphold national goals and ideals.
  - b. Democracy tools are as follows: a. There is active community participation in the life of society, nation, and state. b. There is recognition of the rule of law. c. There is recognition of equality among citizens. d. There is recognition of civil and military supremacy. e. There is freedom of expression, speech, assembly, organization, religion, belief, and freedom to take care of one's own destiny.
  - c. Democratic values, including a. Tolerance; b. Freedom of expression; c. Respect dissent; d. Understanding diversity in society; e. Open and communication; f. Uphold human values and dignity; g. Self-confident; h. Do not depend on others; Mutual respect; j. Able to restrain oneself; k. Togetherness; and l. Balance.
2. Method: contains instructional context based on case analysis and simulation in learning.
3. Media: the use of multimedia based on studies on implementing democracy in Indonesia.
4. Learning resources: using multiple sources of learning based on legal study materials, by utilizing media learning patterns with multiple sources.
5. Evaluation: an assessment based on process or by using authentic assessment techniques (Authentic Assessment) which is integrated with elements of legal literacy development.

The integration of these components is the result of assimilation from an exploration of adaptation in accordance with the essence, substance, and characteristics of the development of democratic education which is then interpreted through the learning components that have been prepared. In addition, this integration becomes a generalization of teaching and learning activities into learning activities, so that the application of learning components used such as materials, methods, media, learning resources, and evaluation in learning becomes more exploratory, developing, and varied as well as creative and interactive.

This elaboration of teaching and learning activities can be generalized into the syntax of the democratic education learning model which is synchronized with aspects of the development of Pancasila democracy. The learning steps are as follows:

1. Problem Orientation is a process that involves a number of activities that concentrate on case study and simulations relating to legal, social, and political events by giving a thorough introduction to learning. These activities are explained below:
  - a. Explain the learning objectives and contextual study of events both in the social, political, and legal spheres;
  - b. Stimulating students regarding actual, viral, and current cases;

- c. Determine the topic of the case democratically.
2. Organizing Learning Situations, a procedure that entails a number of democratic learning exercises geared on enabling students to recognize and investigate the philosophical, legal, and sociological underpinnings of the cases they are studying:
  - a. Application of cooperative learning, at this stage students are divided into several groups and oriented towards fulfilling the principles of cooperative learning.
  - b. Helping students define and organize learning tasks related to problems studied democratically.
  - c. Guiding the identification and exploration of various bases in studying the topic of study according to the principles of Pancasila democracy.
  - d. Directing students to find various sources of credible and valid literature that can be used as material for analyzing the cases studied.
  - e. Making Assumptions, at this stage students are guided by lecturers to make assumptions from the identification results that have been carried out as initial assumptions which will later be proven scientifically and rationally so that these assumptions can be validated.
  - f. Conduct a problem assessment, at this stage students are guided by educators to test the assumptions that have been made by conducting a more in-depth analysis by conducting a problem assessment of the issues/cases that have been determined.
3. Discussion and discussion, namely the process of encouraging students to carry out analytical studies.
  - a. Discussion, at this stage students and educators carry out discussions democratically by placing students as the main instructors in the learning process.
  - b. Provide the opportunity for each group to present the results of the problem assessment that has been carried out through active discussion guided by educators.
  - c. Guided discussion, students carry out dialogue and brainstorming with the guidance of educators.
4. Presentation/demonstration of results, namely presenting the results of group work.
  - a. Testing Assumptions, at this stage students and lecturers test the assumptions from the results of the problem assessment that have been raised previously to validate which assumptions and which arguments are relevant and are scientific and rational.
  - b. Results presentation and discussion, which is the process of helping students offer concepts for issues that have been examined based on the outcomes of group discussions.
5. Evaluation and reflection, which is a procedure for assisting students in reflecting on and evaluating the points expressed and arguments made.
  - a. Evaluation, at this stage students are guided by educators in evaluating the results of discussions, and testing assumptions that have been carried out and can produce assessments of studies that have been carried out by students and provide technical improvements and knowledge of good and correct assessments.
  - b. Reflection, at this stage students are given a reflection on the results of the studies that have been carried out by educators by providing conclusions from all the studies

produced by students and the form of reflection of these studies in an applicable form in everyday life.

This learning process is based on the development of legal literacy skills in promoting legal and political awareness. This means that legal and political awareness talks about whether a certain legal provision actually functions or not in society. Legal literacy can provide a stronger awareness of the public's rights and responsibilities to provide better information about how to access their rights and effectively fulfill their responsibilities [6]. Increasing one's knowledge is the most frequent beneficial effect when the government or civil society organizations promote legal empowerment in society, which is also known as "legal empowerment" [22]. Additionally, there is proof that legal empowerment initiatives can result in successful conflict resolution and access to legal remedies.

The idea that legal literacy prefers to stay out of court whenever possible since it may be expensive, disruptive, divisive, and time-wasting [5, 23]. Legal literacy also enables people to avoid unconstitutional activities and alert relevant agencies to legal infractions. This explains that individuals with a good level of legal literacy can decisively sort out and choose the better resolution of conflicts in legal matters because that person has legal knowledge in which the individual has knowledge and understanding of the legal conflicts he faces so that these individuals can analyze conflict resolution that is best for him. The reason is that the legal literacy model focuses on increasing public awareness, especially among vulnerable individuals [7].

The term "learning design" primarily refers to a variety of strategies for planning student learning activities, namely the order of different sorts of activities and interactions. The learning strategy may be subject-specific or comprised of subject-specific elements. One way to think of instructional design is as a framework for enhancing student learning. In this project, the utilization of information and communication technology is used to execute learning designs. Key components of instructional design include the following [24]:

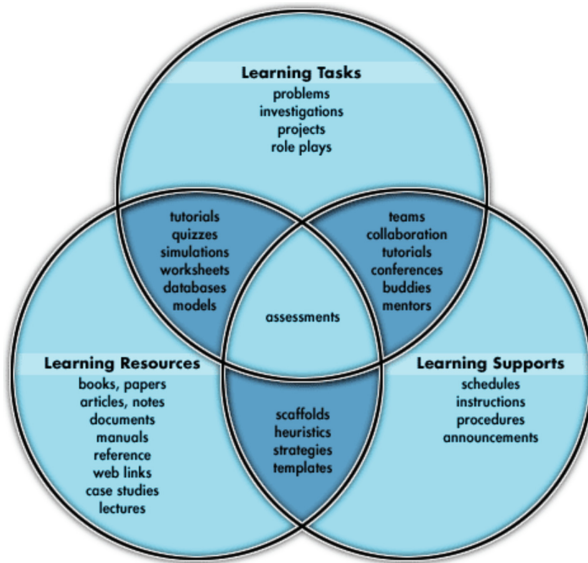
1. Tasks that must be done by students.
2. Resources that support students to perform tasks.
3. Support for existing mechanisms from an implementing teacher.

In this project, the phrase "instructional design" refers to a variety of frameworks that can be used to direct the design and selection of these three components in the creation of learning experiences for students, particularly those that are mediated by ICT. The rules for creating a number of learning designs must be founded on:

#### 1. Rationality

To establish a consistent style of communication for describing various types of instructional designs and emphasizing their key features, protocols have been devised to show instructional designs in a temporal manner. These fundamental ideas are supported by research that pinpoints crucial components for instructional design, especially when ICT is included [30–32]. The tasks or activities that students must complete, the content or resources they interact with, and the support mechanisms offered to encourage student engagement with the assignments and resources all constitute essential parts. As follows is an illustration of this (Fig. 2):





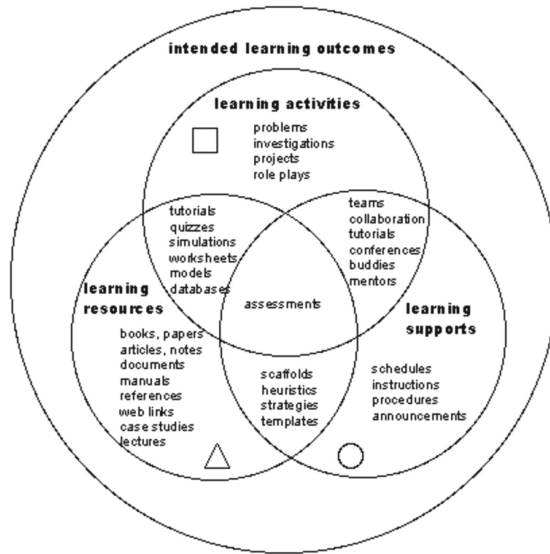
**Fig. 1.** Exploring Strategies for Teaching and Learning [24]

## 2. Sequence representation of the learning design

The components in Fig. 1 are described in the learning design sequence as they are employed over time. Thus, to get to the last part of the sequence, the learning outcome, the sequence outlines the learning activities, resources, and supports as well as the artifacts created by students.

- a. Using rectangles to indicate learning activities: Rectangles are arranged vertically to represent learning activities. The learner's "journey" is represented by this exercise. There is an explanation of what the learner is expected to perform or produce in each rectangle. An asterisk (\*) denotes activities that can be evaluated.
- b. Represents learning resources: To the left of the list of activities is a triangular symbol that stands in for learning resources. When there is an arrow from a resource (triangle) to an activity (square), the students can use the resource while engaging in the activity. Arrows pointing from activities (rectangle) to resources (triangle) show that resources are created during an activity and then become resources that can be used by others in the future.
- c. Represents learning support: To the right of the activity sequence, a circle denotes learning support. Arrows pointing from "circle" to "square" denote the employment of support strategies to aid pupils in their learning.

Represent different combinations of resources, activities, and help: Re-sources and support may be tailored to a particular activity, provided before or after the activity is finished, or made available throughout the entire learning process. It is recommended to use the following convention to illustrate this visually:



**Fig. 2.** Learning design components [24–26].

1. If learning resources or support are limited to a particular activity, their availability is represented by a horizontal arrow to the specific activity available.
2. If learning resources or support are available for some activities then a resource triangle and/or support circle is drawn once (where students are first introduced) and vertical arrows indicate resources and/or support available for a certain period of time.
3. If the student produces an artifact from the learning activity that is used as a resource for the next activity, an arrow is drawn from the activity to the resource.

In this regard, that there are at least four reasons why people obey the law, namely as follows [8]:

- a. Compliance, namely the basis of compliance that comes from the existence of public expectations for certain rewards or can also come from the efforts of the community to avoid threats of sanctions that will be obtained if certain laws are violated. Of course, this compliance is not compliance based on belief in the essence of the law itself but rather lies in the authority of power that has the right to reward or punish based on people's behavior towards the law. As a result, this obedience will only appear if the authorities carry out strict supervision.
- b. Identification, namely compliance that appears to maintain the integrity of the group based on the existence of good relations with those who are authorized to apply various legal rules. The main value in this compliance is in the existence of benefits derived from the establishment of these relationships so that the level of compliance with the law is only based on the pattern of interaction and the circumstances of these relationships.
- c. Internalization, namely compliance that comes from a person's belief that the contents of the applicable law are in line with the values he believes in or can also arise because he changes his beliefs to follow the values contained in the law. The essence of this factor

lies in the individual's belief in applicable legal values, regardless of various external factors such as group values or the role of the authorities.

d. There is a guarantee that the law in force is capable of safeguarding and protecting the various interests of society.

Based on the description above, it can be understood that people's fear of sanctions is not the sole reason for compliance with the law. The existence of belief in the values contained in the law is also a strong reason why the law must be obeyed. This is because legal principles can originate from values that grow and develop in society so that without a doubt the community will comply with applicable laws. This becomes an orientation in fulfilling democratic learning models that lead to 21st-century skills. That democratic learning models in the 21st century where schools now must be able to fulfill several ideal qualifications, namely [26]:

1. Education for all; students must receive the same treatment, receive lessons so as to have the opportunity to achieve scientific competence according to curricular limits, and have a skill base and skills that suit their interests, and according to the needs of the labor market;
2. Providing skills and skills that are in accordance with the latest technological advances, because the market demands that each workforce has skills in using modern technological tools, global communication skills, mathematics, and the ability to access knowledge;
3. Emphasis on collaboration, namely emphasizing the experience of students in collaborating with others, through group assignments in the learning process, so that they have experience developing collaboration because the future market trend is the development of collaboration, both between companies or between companies. Companies with the community and others, so that their learning experience will be very useful in self-articulation in their professional field;
4. Development of multiple intelligences; namely that students must be given the opportunity to develop their multiple intelligences, by providing opportunities to develop diverse skills and abilities, so that they can easily make adjustments in the labor market;
5. Integration of educational programs with community service activities, so that they have social sensitivity."
6. Based on the statement above, it can be seen that there is a demand for a curriculum that is dynamic, progressive, and sensitive to various technological advances and developments outside of school so that the curriculum must also be adapted to changing times by developing various kinds of skill abilities in order to create democratic learning.

## 5 Conclusion

The design of the democratic education learning model basically integrates 3 components, including (1) the characteristics of Pancasila democracy, (2) the conception of a rule of law, and (3) the basic values of Pancasila into the learning components of learning activities. The integration of these components is the result of assimilation from

an exploration of adaptation in accordance with the essence, substance, and characteristics of the development of democratic education which is then interpreted through the learning components that have been prepared. In addition, this integration becomes a generalization of teaching and learning activities into learning activities, so that the application of learning components used such as materials, methods, media, learning resources, and evaluation in learning becomes more exploratory, developing, and varied as well as creative and interactive. This elaboration of teaching and learning activities can be generalized into the syntax of the democratic education learning model which is synchronized with aspects of the development of Pancasila democracy. The learning steps are as follows: Problem Orientation, Organizing Learning Situations, Discussion and discussion, Presentation/demonstration of results, and Evaluation and reflection. This learning process is based on the development of legal literacy skills in promoting legal and political awareness. This means that legal and political awareness talks about whether a certain legal provision actually functions or not in society. Legal literacy can promote a clearer understanding of the rights and obligations of the public to get better information about accessing their rights and fulfilling their responsibilities more effectively.

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