

## Learning civic education on students' legal awareness

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### ABSTRACT

Increasing legal awareness must start from education. A good education will produce humans who are responsible, tolerant, and care for the environment. Legal awareness among students is essential. Students are the nation's next generation. High legal awareness among lessons can provide comfort and discipline, especially in schools and, in general, in the community. This study aimed to analyze civic education learning's effectiveness on legal awareness of class X students at SMAN 1 Ciranjang, Cianjur regency. The method used is a quantitative method with 60 students and sampling using purposive sampling with a sample size of 60 students. The descriptive analysis results show that the class X student civic education learning at SMAN 1 Ciranjang is in the high category with an average score of 80.60 of the ideal score of 100. The legal awareness of class X students at SMAN 1 Ciranjang is in the high sort with an average score of 80, 57 out of the ideal score of 100. The inferential analysis results show a significant influence between civic education learning on legal awareness in class X students at SMAN 1 Ciranjang. The results showed that high school students' common understanding was implemented on the students' values regarding the level of obedience to the existing laws (school rules). Students carry out legal awareness among students towards their high understanding of the law for students that can result in obeying the rules that apply in school. On the other hand, low awareness among students will violate the regulations that apply in schools.

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### Introduction

Legal awareness is something that must be obeyed by the community, as well as by students as members of the academic community at school. The impact of adhering to legal awareness in schools by students can result in them obeying the regulations that apply in schools. On the other hand, low legal awareness among students will result in many violations of the rules that apply in schools (Arifin, 2009).

Indonesia's national education aims to develop the potential of students as stated in Law no. 20 of 2003 concerning the National Education System, Chapter II article 3 states National education functions to establish capabilities and shape the character and civilization of a nation with dignity to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. One, have noble, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens (Djamilah, 2019). This statement implies that all aspects of the national education system will reflect activities inspired by Pancasila and the 1945 Constitution and are rooted in the Indonesian nation's culture (Utomo, 2019). The national education objectives referred to here are the ultimate goals that will be achieved by all education providers, both formal, non-formal, and informal within the country

of Indonesia as stated in Law No. 20 of 2003 concerning the National Education System, Chapter II article 3.

Citizenship education is part of learning that participates in achieving educational goals (Trisiana, 2020). Citizenship education directs its attention to the expected moral, namely shaping students to become good citizens who know their rights and obligations, both as school citizens and law-abiding citizens (Somantri & Winataputra, 2017; Wahab & Sapriya, 2011).

Several indicators, including one influence the emergence of law violations committed by students) internal factors, in the form of students' interests and talents which are indirectly related to personality; 2) external factors, in the form of the influence of the student's social environment, among others in the family, community and school, which greatly influence attitudes and behavior patterns, for example, the lack of knowledge and understanding for students to obey and realize the importance of the law. Students are indispensable for creating a safe, peaceful, and serene life, especially in a school environment (Pradesa, 2020). However, even though the school rules and regulations have been made and material about the importance of the law in Citizenship Education, there is still a lack of awareness of students to obey the rules even though strict sanctions have been imposed in each of their violations.

Every school must have its own rules or laws, especially at SMAN 1 Ciranjang. There are school rules that must be obeyed by the SMAN 1 Ciranjang community citizens, especially their students so that SMAN 1 Ciranjang students have noble characters and become good citizens. The facts in the field that the researchers found on February 3, 2020, at 09:30 WIB, the legal awareness of SMAN 1 Ciranjang students are very obedient and aware of the laws or rules made by the school, but not all students are aware of the school rules and regulations either in class or in the community at SMAN 1 Ciranjang.

According to the citizenship education subject teacher, students' awareness of the law in grade 10 is very conscious because grade 10 students rarely go out or eat in class when learning occurs. Several rules are often violated or violated by a handful of students, one of which is five rules that students like to break: 1) arriving late to school; 2) leave class without permission; 3) dressed in incomplete uniform; 4) eating in class during the course; 5) buying food during class, and 6) long hair for men.

The information above is the source of the student-teacher at SMAN 1 Ciranjang, and the violations above are partly dominated by class 11, the most subject to penalty points are grade 11, while some parts of class 10 and 12 which somewhat violate the chart each year always decrease because the sanctions given are increasingly years are getting heavier because they suppress students who misbehave or misbehave

In this context, SMAN 1 Ciranjang has made its own school discipline rules to discipline its students. Students who attend SMAN 1 Ciranjang are disciplined and responsible for their school environment and the community. Students who obey the laws and regulations with their awareness and willingness, this kind of behavior is not because they are afraid of punishment and threats but because they are happy to obey them. Still, some violate these rules and regulations (Laugi, 2019). Penalties are given for violating rules and regulations to make them aware not to repeat similar acts (Arsaf, 2016).

In this case, corporal punishment should not be used because, in addition to being ineffective, it can also cause problems. Here, there are students of SMAN 1 Ciranjang who obey the awareness of the school's rules. Some do not comply with the regulations made by the school. For example, attributes schools that are incomplete are skipping class during class hours and not wearing clothes that the school should have required (Hadianti, 2017).

School rules can be interpreted as ties or rules that must be obeyed by every member of the school where the teaching and learning process takes place (Ramdhani, 2017). School discipline implementation will run well if teachers, school officials, and students have mutually supported the school rules themselves. Lack of support from students will result in less meaningful school rules implemented in schools ((Aini & Efendi, 2019).

School regulations in the form of school rules are a collection of written and binding rules in the school environment (Aini & Efendi, 2019). So it can be understood that a school discipline is a unit that cannot be separated from one another as the rules that apply in schools so that the education process can effectively and efficiently (Utomo, 2019).

In this case, one of the goals of making rules or laws at school is that students are expected to obey the school's rules and create an orderly or safe atmosphere at school. And suppose a government loses its meaning and meaning as a law. In that case, this rule is no longer obligatory and, therefore, no longer obeyed. The school will be chaotic if all students no longer attend the school's laws to cause ineffectiveness in learning. Learning is no longer conducive because many students break the rules. This study aims to analyze the effectiveness of civic education learning on legal awareness of class X students at SMAN 1 Ciranjang.

## Method

This type of research is an ex post facto research using a quantitative approach. This study's research design consisted of 2 variables: the effectiveness of learning civics education (X) and students' legal awareness (Y). The variable of the point of civic education learning referred to in this study is the cognitive aspects possessed by students obtained from the learning process of citizenship education of class X students of SMAN 1 Ciranjang. Meanwhile, the student legal awareness variables referred to in this study are students who study orderly, have a tidy appearance, in personal safety/environment and cleanliness.

The study population were students of class X SMAN 1 Ciranjang, which consisted of 6 classes with 232 students. The sample in this study, using a simple random sampling technique with a random class target. Simple random sampling is a random sampling technique from a population without paying attention to statistics, such as students' level of intelligence in that population. The number of samples in this study is class X SMAN 1 Ciranjang, with 60 students.

The data collection technique used in this study was a questionnaire, in this study the researcher took a questionnaire that would be used in the study, namely a closed questionnaire, where a closed questionnaire was a questionnaire whose answer had been provided by the researcher so that the respondent only chose the solution according to the question (Creswell, 2012). This questionnaire will be distributed to respondents where the respondents are students of SMA Negeri 1 Ciranjang.

## Result and Discussion

### Citizenship Education Learning

The study results show that the mean learning outcomes of class X students of SMAN 1 Ciranjang are 80.60 from the ideal score of 100. With a standard deviation of 6,644, the data is only scattered around the average value. The categorization of civic education learning is divided into 5, namely very high, high, medium, low and very low. Based on civic education learning, it can be obtained that the moderate value category is nine students or 15%, 32 students (53.33% of 60 students) are in the high sort, and 19 students (31.66%) are in the very high category. This shows that for citizenship education learning class X SMAN 1 Ciranjang students are in the high sort. Even so, the high student civic education learning must be a concern for the teacher to maintain these

high results or further improve them where citizenship education learning is one of the most important lessons that can be interpreted as preparation for the younger generation (students) or the nation's successor to become citizens who have the knowledge, skills, and values needed to be able to participate in society actively (Pradesa, 2020).

Teachers must have educational qualifications following the lessons carried out in schools through higher education undergraduate programs. This is explained in Law No. 14 of 2005 on Teachers and lecturers, article 8, article 9, and 10. Article 8 says that teachers are required to have academic qualifications, competencies, teacher certificates, are physically and mentally healthy, and can realize national education. Article 9 reads that the educational qualifications referred to in article 8 are obtained through higher education undergraduate programs or diploma four programs. Meanwhile, Article 10 states that teacher competence, referred to in Article 8, includes pedagogical competence, personality competence, social competence, and professional competence obtained from professional education.

One of the efforts to develop the learning achievement of teacher students is recommended to design learning, as well as applying learning theory, as well as developing strategies to be selected in the implementation of education, where knowledge will go well and be fun if it is prepared in advance and encourages students to find out more deeply and look for sources that have been described by educators.

In addition to explaining the learning that is in the learning material concerned, it is hoped that it can facilitate students to develop the various potentials of students even though it is not following the subjects they have, which must be admitted that students have different interests and possibilities that it must be known that an educator results in students being able to explore the attractions and potentials that exist within themselves to increase student achievement (Willemse et al., 2015).

Efforts can also improve student learning achievement through natural behavior carried out by an educator. An educator must act following legal norms and display actions based on the benefit of students in schools and in a society where an educator becomes a role model for students whose behavior is always in the spotlight to be imitated; therefore, educators must have an action that has a positive effect on students and have respected behavior (Kerr, 1999).

Social factors for educators will also affect students' achievement. Educators must communicate and get along effectively with students, colleagues at school, parents/guardians, and the community, increasing harmony and trust in educators and knowing their strengths. Shortcomings possessed by students who make evaluation materials carried out by educators (Komalasari & Saripudin, 2018). In addition to the qualifications and competencies included by an educator, an educator must obey the government's rules and the applicable curriculum to be applied in learning and learning activities to improve student achievement and the quality of education in the country of Indonesia (Hadin & Fahlevi, 2016).

## **Student Legal Awareness**

The study results show that class X SMAN 1 Ciranjang students' average legal awareness is 80.57 from the ideal score of 100. With a standard deviation of 3,784, the data is only scattered around the average value. The categorization of consciousness to obey the rules is divided into 5, namely very high, high, medium, low, and very low. Fifty-two students (86.66% of 60 students) were in the high category, whereas eight students (13.33%) were in a very high sort. It shows that the legal awareness of class X SMAN 1 Ciranjang students is in the high category. In other words, class X students of SMAN 1 Ciranjang have heightened legal awareness, both in orderly learning, tidy appearance, personal/environmental safety, and cleanliness. However, legal awareness in

obeying the high student discipline must be a concern for teachers and staff in the school environment to become role models. A person or group of people cannot carry out enforcement of punishment. Still, it must involve all school components to support each other (Dwi, 2013).

In their role, civic education teachers must instill good students' good values to have good norms in the school environment and the community (Trisiana et al., 2015). It means a certain degree of understanding of the school environment's applicable legal provisions (Ardini, 2015). However, this is not a guarantee that students who recognize specific rules or regulations obey them. Still, it also needs to be acknowledged that students who understand a legal provision sometimes comply. Thus, civic education learning can overcome the negative impact of the abuse of rules, students' obedience to laws or school rules.

### The Effect of Citizenship Education Learning on Students' Legal Awareness

Based on the research that the researchers did directly to the field, namely at SMA Negeri 1 Ciranjang, researchers overview the effect of civic education learning on students' legal awareness. The results showed a significant influence between learning citizenship education on legal awareness of class X SMAN 1 Ciranjang. Based on the t table value of 1.6710 and the calculated t value is 11.466. This shows that the  $t > t$  table and the individual probability value in the coefficients table are 0.000, where  $0.000 < 0.05$ , which means that  $H_0$  is rejected. In other words,  $H_1$  is accepted. Thus, it can be concluded that citizenship education learning affects the legal awareness of class X students of SMAN 1 Ciranjang. From the results of the analysis of the coefficient of determination, it can be seen that the regression for citizenship education learning on students' legal awareness is 0.550, which indicates that there is a 55% contribution of the civic education learning variable to students common understanding. In comparison, the remaining 45% is influenced by other factors.

Legal awareness among high school students is students' value regarding the level of obedience to existing laws. Students carry out legal awareness among students regarding their awareness of the law (Hasibuan, 2017). High awareness for students can result in obeying the rules that apply in schools. On the other hand, low awareness among students will violate any of the rules that apply in schools. This is related to the law's functioning in schools or the effectiveness of legal provisions in its implementation. So, legal awareness concerns whether legal requirements function or not in schools (Anggraini & Supeni, 2017). In this case, the civic education teacher plays a vital role because the subject of citizenship education is constructive in fostering good attitudes for students to make humans who obey the school's rules and by the state.

Furthermore, to strengthen the research results, Nugroho (2014) stated that successful citizenship education would produce an intelligent mental attitude full of students' sense of responsibility. The following behaviors accompany this attitude: a) believing and being obedient to God almighty and living up to the nation's philosophical values; b) virtuous character, discipline in society, government and state; c) rational, dynamic, and aware of the rights and obligations of citizens; d) professional character imbued by the awareness of defending the nation; e) actively utilizing science, technology and art for the benefit of humanity, government, and state (Althof & Berkowitz, 2006).

With students having an attitude and moral awareness of the rules or laws made by the school here, the students of SMA Negeri 1 Ciranjang have been successfully implemented, namely students who obey the rules, order, are full of responsibility, discipline, are rationally aware of the rights and obligations of citizens and have faith, have a sense of humanity and fear God Almighty.

Furthermore, the formulation of attitudes according to Osler and Starkey (2005) are as follows: a) attitude is not carried by a person from birth, but is formed or learned during the

person's development about the object; b) attitude can change if some specific conditions and conditions make it easier to change the attitude of that person; c) attitude cannot stand alone, but always contains a particular relation to an object; d) the item of mentality can be a sure thing, but also can be a collection of these things; e) attitude has aspects of motivation and aspects of feeling which means dynamic characteristics towards a goal, trying to achieve a goal.

Citizenship education subjects have a significant role in building students' attitudes that obey the rules or laws made by schools and the state (Alivernini & Manganelli, 2011). Successful citizenship education can foster students to have good attitudes and actions. As evidenced by the results of a questionnaire distributed to students. To strengthen this study's results, citizenship education is a normative science (Sapriya, 2007; Somantri & Winataputra, 2017; Wahab & Sapriya, 2011). The center of attention lies in fostering the role of citizens or the maturation of citizens. At the time of implementation, to increase legal awareness, there is a need for guidance and counseling to understand the legal regulations' use or benefits to obey and obey these legal regulations voluntarily.

## Conclusion

Based on the research results, there is a significant influence between learning citizenship education on legal awareness of class X SMAN 1 Ciranjang. To increase awareness of the law in 10th-grade students at SMAN 1 Ciranjang, guidance is needed to participate in organizational activities in schools and counselling by teachers and parents to know, understand the use or benefits of legal regulations. That, so that students voluntarily obey and obey the rules of the law. Furthermore, teachers of citizenship education subjects need to make the efforts that need to be made in building students' legal awareness attitudes through school rules or regulations to create a disciplined school community obeying applicable rules.

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Appendix

Civic education learning interval	Category
Score 85 until 100	Very High
Score 75 until 84	High
Score 55 until 74	Moderate
Score 40 until 54	Low
< 40	Very low

Table 1 Research Data

No	Respondent	Var X Value	Var Y Value	No	Respondent	Var X Value	Var Y Value
1	S1	75	78	31	S31	86	81
2	S2	85	87	32	S32	78	79
3	S3	89	84	33	S33	78	78
4	S4	90	87	34	S34	67	76
5	S5	86	81	35	S35	86	84
6	S6	78	79	36	S36	66	76
7	S7	78	78	37	S37	78	78
8	S8	67	76	38	S38	92	90
9	S9	78	79	39	S39	84	84
10	S10	87	80	40	S40	83	78
11	S11	73	80	41	S41	79	76
12	S12	76	78	42	S42	85	85
13	S13	86	84	43	S43	82	78
14	S14	66	76	44	S44	82	80
15	S15	78	78	45	S45	85	78
16	S16	92	90	46	S46	83	80
17	S17	84	84	47	S47	80	80
18	S18	83	78	48	S48	90	92
19	S19	79	76	49	S49	88	82
20	S20	85	85	50	S50	80	78
21	S21	84	84	51	S51	86	81
22	S22	74	82	52	S52	78	79
23	S23	75	81	53	S53	78	78
24	S24	83	80	54	S54	67	76
25	S25	82	78	55	S55	78	80
26	S26	82	80	56	S56	73	80
27	S27	85	78	57	S57	76	78
28	S28	83	80	58	S58	86	84
29	S29	91	86	59	S59	66	76
30	S30	84	84	60	S60	78	78

**Table 2 Statistics on Citizenship Education Learning Scores**

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pem_PKN_Var1	60	66	92	80.60	6.644	44.142
Valid N (listwise)	60					

**Table 3 Distribution of Frequency and Percentage of Citizenship Education Learning scores**

Interval Value	Category	Frequency	Percentage
Score 85 until 100	Very high	19	31.66
Score 75 until 84	High	32	53.33
Score 55 until 74	Moderate	9	15
Score 40 until 54	Low	0	0
< 40	Very Low	0	0

**Table 4 Statistic of Legal Awareness Score Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kes_Hukum_Y	60	76	92	80.57	3.784	14.318
Valid N (listwise)	60					

**Table 5 Distribution of Frequency and Percentage of Legal Awareness scores**

Interval Value	Category	Frequency	Percentage
Score 85 until 100	Very high	8	13.33
Score 75 until 84	High	52	86.66
Score 55 until 74	Moderate	0	0
Score 40 until 54	Low	0	0
< 40	Very low	0	0

**Table 6 Hypothesis Test Results**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	46.537	4.059		11.466	.000
Pem_PKN_Var1	.422	.050	.741	8.413	.000

a. Dependent Variable: Kes\_Hukum\_Y

**Table 7 Uji F Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	464.261	1	464.261	70.773	.000 <sup>b</sup>
	Residual	380.473	58	6.560		
	Total	844.733	59			
a. Dependent Variable: Kes_Hukum_Y						
b. Predictors: (Constant), Pem_PKN_Var1						

**Table 8 Coefficient of Determination**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 <sup>a</sup>	.550	.542	2.561
a. Predictors: (Constant), Pem_PKN_Var1				

**Descriptive Statistical Analysis**  
***Citizenship Education Learning***

In table 2, it is known that there are 60 samples of student civic education learning outcomes with a maximum value of 92 and a minimum score of 66. The table also shows an average score (mean) of 80.60 with a standard deviation of 6,644 and a variance of 44,142. It can be said that the data is scattered around the mean value.

Based on table 3, it is known that none of the students who answered was in the deficient and low categories, nine students or 15% in the moderate category, 32 students (53.33% of 60 students) were in the high sort, and 19 students (31.66%) were in the very high kind. Based on the table of statistical values, it is known that the mean value of 80.60 is in the high category, and the table, the highest frequency category is 32 or 53.33% of the total sample is also in the high sort. Based on this, it can be concluded that, in general, student civic education learning is in the high category.

***Student Legal Awareness***

The descriptive analysis results related to the score of students' legal awareness variables can be seen in table 4. In table 4, it is known that there are 60 samples of student standard awareness data with a maximum value of 92 and a minimum value of 76. The table also obtained the results of the average score (mean) 80.57 with a standard deviation of 3,784 and a variance of 14,318, it can be said that the data is scattered around the mean value.

Based on table 5, it is known that there are no students who are in the very low, low, and medium categories. Fifty-two students (86.66% of 60 students) were in the high sort, whereas eight students (13.33%) were in a very high class. Based on the table of statistical values, it is known that the mean value of 80.57 is in the high sort, and the table, the highest frequency category is 52 or 86.66% of the total sample is also in the high kind. So based on this, it can be concluded that in general, the awareness of obeying the students' discipline is in the high category.

**Inferential Statistical Analysis**

After conducting the prerequisite test, namely the normality test, multicollinearity, and heteroscedasticity, to perform the regression test and stated that the data were normally distributed, multicollinearity did not occur, and there was no heteroscedasticity problem. Then the regression test will then be carried out.

### **Regression Test**

Hypothesis test

The research hypothesis is:

H0: Citizenship education learning does not affect students' legal awareness

H1: Citizenship education learning affects students' legal awareness

Based on table 6, it can be seen the relationship between the independent variable and the dependent variable by comparing the calculated t value with the t table value. Based on the table above, the t table value can be seen at the 0.05 significance level where  $df = 60 - 1 = 59$  is 1.6710, and the calculated t value is obtained in the coefficients table, namely 11.466. This shows that the t count > t table and the individual probability value in the coefficients table is 0.000, where  $0.000 < 0.05$ , which means that H0 is rejected, or in other words, H1 is accepted. Thus, it can be concluded that citizenship education learning affects the legal awareness of class X SMAN 1 Ciranjang students.

### **F Test**

This test is used to determine whether the independent variables together have a significant effect on the dependent variable or are used to determine whether the regression model can be used to predict the dependent variable or not. Based on table 7, the f table's value can be seen at the significance level of 0.05 where  $df = 60 - 1 = 59$  is 4.00 and the calculated f value obtained in the coefficients table is 70,773. This shows that the f count > f table and the individual probability value in the coefficients table is 0.000, where  $0.000 < 0.05$ , which means that the regression model can be used in this study.

### **Result of the Coefficient of Determination**

Based on the results of the coefficient of determination in table 8, it was found that the variable of student civic education learning had an effect on the student's legal awareness variable by 0.550 or 55%, while the remaining 45% was outside of the variables studied.