
Legal Counselling and Education on Legal Awareness For Students in Building Citizenship-Oriented Character at Al-Ihsan Mulia Junior High School Medan

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Abstract

The goal of this legal counseling and education event is to make Al-Ihsan Mulia Junior High School Medan students more aware of the law and more civic-minded. Because they are young people, students need to know about legal, moral, and social duty so they can follow the rules at school and in the community. Students from classes XI-A and XI-B took part in this action through live lessons, quizzes, and group chats. The counseling materials stressed how important it is to follow school rules as a way to teach kids about the law from a young age and how this relates to learning about civics. The activity's results show that the students eagerly took part in the counseling, asked and answered questions, and understood how law, discipline, and building public character are connected. Students also showed that they had a better grasp on their responsibilities and rights as young citizens, as well as how important it is to follow the rules at school. Based on these results, we can say that this legal counseling and education practice works to make students more aware of the law and help them develop the values they need to be smart, good, and law-abiding young adults. By promoting legal knowledge from a young age in schools, this practice is meant to help keep people from breaking the law.

Keywords: Students, Citizenship, Legal Awareness, Social Responsibility

1. INTRODUCTION

Law No. 20 of 2003 about the National Education System says that civic education and the development of legal values in schools are part of the national education goals. These goals stress the development of students' potential to become loyal, good-natured, and responsible citizens (Damayanti & Martiani, 2025).

It is crucial to possess legal awareness in order to establish a society that is both orderly and virtuous, particularly among the younger generation, who are the future of the nation (Pertiwi & Rahayu, 2025). Not only knowing the rules and laws, but also having strong morals, following the rules, and caring about others in your daily life are all parts of being legally aware (Listyarini et al., 2025). When it comes to education, schools play a key role in teaching these values from a young age through tasks that are important to the lessons and help students learn (Manurung & Siregar, 2025).

Student ignorance of the law is still the biggest problem for service right now (Rr. Herini Siti Aisyah, Bambang Suheryadi, Abd Shomad, Fikri Adhipramana & Arnanda Mahantika, 2025). The number of violations involving kids has gone up by 12.4% in the last five years, according to the Central Statistics Agency. These violations include bullying, breaking school rules, and misusing social media (Arief Budiman, 2021). Accordingly, Indonesian students' character index scores 61.2 out of 100, falling into the "moderate" category, according to the Ministry of Education, Culture, Research, and Technology (Nurhidayati et al., 2025). This situation suggests a discrepancy between the practical conduct of pupils in the classroom and the normative interpretation of the law (Azmi et al., 2025).

Law No. 35 of 2014 Amending Law No. 23 of 2002 Concerning Child Protection states that students, as a group of children, are entitled to supervision and protection throughout the educational process, including protection against deviant conduct (Kemensesneg, 2014). This program aims to raise students' legal awareness by helping them comprehend their rights and responsibilities and by teaching them to follow school regulations as a way to apply the law in a small-scale context.

Increasing legal understanding and overall student involvement are the main goals of this legal education and outreach initiative. In the meanwhile, using a participatory method based on Community-Based Research (CBR), this activity particularly focuses on enhancing legal knowledge as a crucial component of character development with a civic viewpoint. Additionally, by positioning school regulations as a kind of micro-law that is relevant to students' daily lives, this exercise helps students absorb legal ideals via firsthand experience in the classroom in addition to academic understanding. This service activity fosters renewal by strengthening civic character via the application of contextual laws in educational settings (Kurniyawan & Tanshzil, 2024).

At Al-Ihsan Mulia Junior High School Medan, this service project was conducted as legal socialization and education for students in classes IX-A and IX-B in light of these circumstances. The rationale for selecting this particular activity style is that it facilitates the contextual and participatory delivery of legal content, allowing students to not only comprehend legal topics in theory but also connect them to their everyday school experiences.

Following this exercise, students should have a greater knowledge of the law, which will be shown by their ability to behave in a disciplined manner, follow school rules, and comprehend their rights and responsibilities as young people. It is thus anticipated that civic education-based legal education would be a preventative and long-lasting endeavor to mold a generation of young people who are morally upright and legally educated.

2. RESEARCH METHODOLOGY

The Community-Based Research (CBR) strategy is a service technique that stresses student-school community engagement in a participatory legal learning process, and it is used in this outreach effort. With this method, participants are not only the objects of the activity but also actively participate in the process of debate and the application of moral principles in the educational setting.

The following steps are taken in order to undertake legal counseling activities:

1. Stage of Preparation: The principal and accompanying teachers of the Al-Ihsan Mulia Junior High School Medan must be contacted in order to determine the activity's schedule, location, and target audience. At this stage, the service team developed educational materials tailored to junior high school pupils' need. These resources included subjects including the definition of law, legal knowledge, the rights and responsibilities of students, and the need of adhering to school rules. Educational materials, such as presentation slides and fundamental legal examinations, were also developed as supplemental aids for the exercise.
2. Stage of Implementation, At Al-Ihsan Mulia Junior High School Medan, on Tuesday, November 13, 2025, 31 students from classes IX-A and IX-B will participate in the activity implementation phase. In order to provide participants a fundamental grasp of legal awareness and civic character, the activity started with the presentation of information using interactive lecture techniques. After that, the students were split up into discussion groups to talk about straightforward case studies involving infractions of school rules and the practical application of legal principles. The exercise also incorporates interactive legal questions to gauge student comprehension and boost engagement.
3. Stage of Evaluation: Following the counseling activity, an assessment phase is carried out via a collaborative reflection session and question and answer period. The purpose of this assessment is to determine how well students comprehend the content that has been taught, especially with reference to the ideas of legal awareness, discipline, and responsibility as young citizens. In order to determine the effectiveness of the counseling, the assessment is also conducted by looking at the students' participation and reactions during the activity.

Law professors and Law Study Program students from Tjut Nyak Dhien University's Faculty of Business and Humanities are the implementers of this activity, while the principal of Al-Ihsan Mulia Junior High School and accompanying teachers are partners. This CBR approach was selected because it may motivate instructors and students to actively participate, resulting in outreach activities that are both educational and promote legal awareness via a social learning process that involves participation.

3. RESULTS AND DISCUSSION

Legal counseling and teaching were conducted as part of community service activities at Al-Ihsan Mulia Junior High School Medan in an attempt to raise legal understanding and mold students' civic character as young people. As outlined in Law No. 20 of 2003 regulating the National Education System, the Character Education Strengthening policy is in line with efforts to strengthen students' character via educational activities in the classroom. A presentation of information on the meaning of law, legal awareness, discipline, and students' rights and responsibilities in both school and community life kicked off this exercise. The interactive lecture approach was selected to enhance students' preliminary comprehension and promote two-way contact between the instructor and the students. The children exhibited focused attention, orderly conduct, and excitement while engaging in the activities throughout the content delivery procedure. According to the information provided, following school rules is a concrete method of fostering legal awareness in children at a young age.



Figure 1. The resource person provides understanding of legal awareness for students in building citizenship-minded character.

Group discussions and a legal quiz, which served as a technical action in the mentoring process, followed the presentation of the content. Students had the chance to voice their thoughts, pose inquiries, and provide instances of disciplinary actions and rule infractions that commonly take place in the classroom via discussion. Law quizzes are used as an assessment technique to gauge how well students comprehend the content that has been taught. The conversation and test results demonstrate that students can reiterate the fundamental ideas of legal awareness and connect them to disciplined conduct as learners. Students who bravely ask and respond to questions are rewarded with rewards in order to boost enthusiasm and active engagement.



Figure 2. Students asked questions about the problem of how to build awareness of citizenship-minded character.

Students' comprehension of the value of legal knowledge, their rights and responsibilities as young citizens, and the connection between law, discipline, and the development of civic character has increased as a consequence of the service project (Indri Febrianti, Sriyanti2, 2025). Along with the Minister of Education and Culture Regulation Number 20 of 2018 on Strengthening Character Education in Formal Education Units, it also highlights how students' active participation in legal discussions can help them develop social responsibility and citizenship character from an early age. The Minister of Education and Culture Regulation Number 20 of 2018, Strengthening Character Education in Formal Education Units, outlines the Character Education Strengthening policy, which is in line with the idea of strengthening students' character via educational activities in schools (Lubis & Karnati, 2022).

The five students from class IX A showed initiative and bravery in posing and responding to questions during the legal quiz exercise. Following that, six students from class IX B actively and receptively participated with the speaker's subject throughout the interactive lecture session. In the meanwhile, a combined group of twenty students from classes IX A and IX B participated in the group discussion and material reflection exercise. Their replies to the legal topics presented demonstrated a high level of excitement and critical thinking abilities. According to this evidence, a participatory extension method may actively promote student participation in a range of activities while enhancing their knowledge and comprehension of the law in the classroom.



Figure 3. The entire organizing committee team and activity participants taking a group photo.

A commemorative plaque was given to Al-Ihsan Mulia Junior High School Medan as a final service program activity to show gratitude for the established collaboration and assistance. This exercise highlights the value of university-school relationships in fostering civic engagement and legal understanding in the classroom.

All things considered, this service project illustrates the dynamics of a mentoring process that develops gradually and collaboratively. It begins with the delivery of content to reinforce fundamental knowledge, moves on to discussions and legal quizzes as a technical action to internalize legal awareness values, and ends with the expression of gratitude and the fortification of relationships with the school. This set of exercises acts as a direct intervention to improve pupils' lack of legal understanding, especially when it comes to following school policies. The results of this service project support the idea that an educational-participatory approach to legal counseling is successful in forming students' civic character and legal awareness, as stressed in a number of earlier service projects that stress the value of active participant involvement in the social learning process. As a result, this service project not only facilitates information transmission but also shapes long-lasting legal attitudes and behaviors in the classroom.

4. CONCLUSION

Students' understanding and attitudes toward legal awareness can be improved through a participatory legal counseling approach, as demonstrated by the legal counseling and education activities about Legal Awareness for Students in Building Citizenship-Oriented Character that were carried out at Al-Ihsan Mulia Junior High School Medan. Students learned about fundamental legal ideas via a series of engaging lectures, group discussions, and legal quizzes. They also had the opportunity to consider the significance of responsibility, discipline, and obedience to school regulations as components of becoming good citizens. Positive reactions and active student participation throughout the exercise are signs that the approach is appropriate for the requirements and traits of students in a junior high school setting.

In retrospect, this service project shows that direct engagement, which creates a forum for debate and boosts participants' motivation, is an excellent way to develop legal awareness. In addition to helping students, this initiative enhances universities' ability to use legal knowledge practically in the classroom and forge long-lasting alliances with educational institutions.

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