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Strengthening Nationalism and Insight in Kenteng Youth through Pancasila- Based Street Law Education

*Penguatan Nasionalisme dan Wawasan Melalui
Street Law Education Berbasis Pancasila untuk
Pemuda Desa Kenteng*

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Abstract

Social transformation focusing on youth through Pancasila-based legal education has been implemented in Desa Kenteng using the Street Law model. This study aims to evaluate the effectiveness of this model in strengthening nationalism and national awareness among village youth. The Street Law method, which integrates Pancasila principles with legal theory and practice, is designed to enhance legal understanding while instilling national values in a local context. The results of the program indicate a significant increase in legal knowledge, with basic legal



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understanding rising from 30% to 75% after six months. Additionally, there was a substantial increase in nationalism and awareness of Pancasila values, from 40% to 85%, and a rise in social participation from 20% to 60% among village youth. Despite these positive outcomes, challenges such as uncertainty in practical legal application and the need for ongoing support from government and local legal institutions remain. This study recommends integrating national values into legal education policies and adapting program models to local contexts to ensure broader and sustainable impact in other regions.

KEYWORDS *Street Law, Legal Education, Advocacy, Pancasila*

Transformasi sosial yang berfokus pada pemuda melalui pendidikan hukum berbasis Pancasila telah diterapkan di Desa Kenteng dengan menggunakan model Street Law. Penelitian ini bertujuan untuk mengkaji efektivitas model ini dalam memperkuat nasionalisme dan wawasan kebangsaan di kalangan pemuda desa. Metode Street Law, yang mengintegrasikan prinsip-prinsip Pancasila dengan teori dan praktik hukum, diharapkan dapat meningkatkan pemahaman hukum sekaligus menanamkan nilai-nilai kebangsaan dalam konteks lokal. Hasil dari pelaksanaan program menunjukkan peningkatan signifikan dalam pengetahuan hukum, di mana pemahaman hukum dasar meningkat dari 30% menjadi 75% setelah enam bulan program. Selain itu, ada lonjakan dalam rasa nasionalisme dan kepedulian terhadap nilai-nilai Pancasila, dari 40% menjadi 85%, serta peningkatan partisipasi sosial dari 20% menjadi 60% di kalangan pemuda desa. Meskipun hasil ini positif, tantangan seperti ketidakpastian dalam penerapan hukum dan kebutuhan akan dukungan berkelanjutan dari pemerintah dan lembaga hukum setempat masih perlu diatasi. Penelitian ini merekomendasikan integrasi nilai-nilai kebangsaan dalam kebijakan pendidikan hukum dan penyesuaian model program dengan konteks lokal untuk memastikan dampak yang lebih luas dan berkelanjutan di daerah lain.

KATA KUNCI: *Street Law, Pendidikan Hukum, Advokasi, Pancasila*

Introduction

Social transformation is a fundamental aspect in efforts to build a more inclusive, just and prosperous society, especially in the context of a country as diverse as Indonesia. This process involves fundamental changes in social structures, culture and legal systems, allowing society to adapt and evolve along with changing social and political dynamics. Legal education plays a central role in this process as it shapes individuals' attitudes and understanding of law and citizenship. In the context of Indonesia, where Pancasila serves as the basis of the state ideology, the integration of national values in legal education is essential to strengthen national awareness and national identity.

Pancasila, as the foundation of the state, reflects universal values that are relevant to various aspects of national and state life, such as social justice, unity, and democracy. Therefore, legal education in Indonesia must not only convey legal material theoretically, but must also integrate the values of Pancasila to develop legal awareness based on ethics and morality that underlie the state ideology. Thus, legal education becomes a strategic tool in strengthening social cohesion and deepening understanding of the rights and obligations of citizens.

Kenteng Village, as one of the communities facing challenges in improving legal understanding and social engagement among youth, is the focus of this study. This village has difficulty in equipping youth with adequate legal knowledge and developing a strong sense of nationalism. To overcome these challenges, a Pancasila-based legal education model was introduced in the hope of providing a relevant and effective solution. This model integrates legal theory with local and national values, so it is expected to improve legal understanding, strengthen nationalism, and increase social participation among village youth.

The Street Law model offers an innovative approach to legal education by combining theory and practice in a hands-on and interactive way. This approach is designed to bridge the gap between theoretical legal

knowledge and its practical application in everyday life. In the Street Law model, young people not only learn legal theory from textbooks, but are also invited to be actively involved through various practical activities such as case simulations, group discussions, and role-playing. This method allows them to experience firsthand how the law is applied in real situations, which makes the legal material more relevant and easier to understand.

The integration of Pancasila principles into the Street Law model enhances the dimension of legal education by linking legal knowledge with the national values that underlie the ideology of the Indonesian state. Principles such as Social Justice, Unity, and Democracy are not only understood as abstract concepts, but are applied in a practical context to strengthen the legal understanding of young people. In this way, the Street Law model not only equips young people with legal knowledge, but also instills the values of Pancasila that are important for shaping their character and national identity. This approach is expected to increase the legal awareness of young people while strengthening their sense of nationalism and contribution to society, in line with the goal of strengthening identity and social participation in their communities.

The purpose of implementing the Pancasila-based Street Law model is to improve the legal understanding of the youth of Kenteng village, as well as strengthen their sense of nationalism and national insight. This program is expected to not only provide basic legal knowledge but also equip youth with an awareness of their rights and obligations as citizens, as well as develop their involvement in social activities and community decision-making. With an approach based on local and national values, this model aims to produce a more significant impact on the daily lives of youth and society as a whole.

This study will evaluate the effectiveness of the Pancasila-based Street Law model in achieving these goals in Kenteng Village, with a focus on improving legal understanding, nationalism, and social participation of

young people. In addition, this study will identify challenges faced during implementation and provide recommendations for the development and application of similar programs in other areas. Thus, the results of this study are expected to contribute to the development of legal education policies in Indonesia and strengthen the basis of nationalism and national insight among young people.

Method

The Community Service Program entitled “Social Transformation Through Pancasila-Based Legal Education through the Street Law Model as Strengthening Nationalism and National Insight among the Youth of Kenteng Village” began with a preliminary study to identify the needs and challenges of the Kenteng Village community related to understanding the law, nationalism, and national insight. The initial study design was conducted to assess the level of legal knowledge and national awareness among the village youth, becoming the basis for the development of the Street Law model.

Street Law is an approach to legal education that focuses on bringing legal understanding into the community through a practical and participatory approach. Street Law programs are usually designed to provide legal knowledge to people who do not have a formal legal background, such as school students, college students, or the general public. The goal is for them to be able to understand and apply legal principles in everyday life.

Street Law activities can involve discussion sessions, role-plays, legal case simulations, and other practical activities that allow participants to engage directly in understanding and applying legal concepts. This method is often used to address gaps in legal knowledge among communities that have less access to formal legal education.

The Street Law model can be adapted to suit local needs and contexts. Typically, the program covers a range of legal topics relevant to

everyday life, such as rights and obligations, contracts, housing, and other legal issues that may affect individuals in society. Street Law can also be used as a tool to promote understanding of the legal principles underlying a country's legal system or the particular values recognized by a community.

After identifying the needs, the next step is to develop a Street Law model that is appropriate to the context and needs of Kenteng Village. This process involves modifying existing models, as well as initiating cooperation with legal education institutions to support the implementation of the Street Law model. The importance of facilitator training is also emphasized, by identifying potential youth and providing intensive training on Street Law methods, ethics, and current legal issues.

The third step includes training facilitators and designing Pancasila-based legal education materials that are integrated with local and national issues. These materials are designed to suit the level of understanding of village youth, while maintaining the authenticity of Pancasila values. Furthermore, the program is socialized to the Kenteng Village community through an information campaign, explaining the benefits of the program, and how it can increase legal awareness and nationalism among village youth. The program is implemented by holding regular Street Law sessions in Kenteng Village, involving the active participation of local youth and the community. Regular monitoring and evaluation are important steps to measure the impact of the program, while continuing to adapt to the dynamics of the local community. As a follow-up, this program also emphasizes sustainability through the formation of discussion groups or law clubs in Kenteng Village.

Results and Discussion

1. Results of Community Service Program

1.1. Legal Knowledge and Understanding

After the implementation of the Pancasila-based Street Law model in Kenteng Village, the results achieved showed significant changes in legal knowledge among village youth. Initial research conducted before the program implementation showed that only 30% of youth had a basic understanding of the law and their rights. This reflects a lack of in-depth legal knowledge and understanding of their basic rights in everyday life. As a reference, research by Siregar (2022) shows that low legal knowledge among village communities often results in their inability to access justice and exercise their rights effectively.

However, after implementing a legal education program based on the Street Law model adapted to Pancasila values for six months, there was a significant increase. A post-program survey showed that the percentage of young people who had a basic understanding of the law and their rights increased to 75%. This program not only teaches about basic rights, but also includes legal obligations and legal procedures that are relevant to everyday life. For example, research by Hadi (2023) underlines that integrating legal education with local and national values can substantially increase legal understanding and have a greater impact on the implementation of individual rights.

This increase in understanding is significant because it shows that the practical approach adopted in the Street Law model—which combines legal theory with practical applications and Pancasila values—enables young people to better understand and apply legal knowledge in their daily contexts. This is in line with a study by Rahayu (2021) which states that local context-based legal education can strengthen the relevance of teaching materials and improve the application of law in everyday life practices. With a deeper understanding of their rights and obligations, the

youth of Kenteng Village are now better prepared to face various legal situations and exercise their rights more effectively.

1.2. Nationalism and National Insight

The Pancasila-based legal education program implemented in Kenteng Village not only increased the legal knowledge of young people, but also succeeded in strengthening their sense of nationalism and national insight. Data prior to the program implementation showed that only around 40% of participants showed a high level of concern for the values of Pancasila and the Unitary State of the Republic of Indonesia (NKRI). This shows that, prior to the intervention, village youth still had limited understanding and involvement related to their national values and state ideology.

However, the impact of this program is very significant. After participating in Pancasila-based legal education for six months, the percentage of participants who showed high concern for the values of Pancasila and the Republic of Indonesia jumped to 85%. This increase reflects the effectiveness of the program in deepening understanding and appreciation of national values. This program not only teaches about law but also integrates Pancasila concepts in every educational session, giving young people a broader understanding of the importance of Pancasila as the foundation of the state and a moral guide in their daily lives.

Research by Widodo (2022) shows that education that integrates national values effectively can increase a sense of national identity and concern for state values. With this approach, young people not only understand the theory of Pancasila but also feel its relevance and practical application in the context of their lives. In addition, a study by Prasetyo (2023) emphasized that the integration of Pancasila values in legal education can motivate young people to be more active in national activities and strengthen their national identity.

Furthermore, more active involvement in national activities, such as the celebration of national holidays and participation in community programs, shows that the youth of Kenteng Village now have a deeper understanding of the meaning and importance of Pancasila in the context of nationality. This proves that the Pancasila-based legal education program is not only successful in terms of legal knowledge, but also in strengthening the sense of nationality and national identity among the village youth.

1.3. Participation in Society

The implementation of the Pancasila-based Street Law model in Kenteng Village has not only had an impact on increasing legal knowledge and youth nationalism, but has also significantly increased their social participation in society. Prior to the implementation of the program, data showed that only 20% of youth were actively involved in various social activities in the village. Their involvement in activities such as community service, village meetings, and social programs was very limited, reflecting their low participation in community decision-making and collective activities.

After the Street Law program was implemented for six months, there was a very significant change. The number of young people who were active in social activities increased to 60%. This increase reflects the success of the Street Law model in integrating legal education with social and community aspects. By providing young people with a better understanding of their rights and obligations, as well as national values, the program encourages them to be more involved in activities that support the development of their community.

According to research by Nugroho (2023), active involvement in social activities and community decision-making can be positively influenced by education that emphasizes social responsibility and legal understanding. The Street Law program, which combines legal knowledge

with practical applications in a community context, has been shown to motivate young people to participate more actively in social activities and decision-making processes at the local level. This approach is in line with findings by Sari (2022) which shows that a deep understanding of legal rights and social responsibilities can strengthen community involvement in community activities.

This increase in social participation not only reflects changes in the level of youth involvement, but also contributes to strengthening the social structure in Kenteng Village. With youth more actively involved in social activities, the community becomes more coherent and functions better in dealing with various local issues. This also shows that Pancasila-based legal education programs can serve as an effective tool to increase social awareness and active participation in community life.

2. Discussion

2.1. Effectiveness of Pancasila-Based Street Law Model

The Street Law model implemented in Kenteng Village uses an interactive and practical approach based on the principles of Pancasila. This approach is designed to ensure that village youth not only gain theoretical legal knowledge, but also understand how the law is applied in their local context. By utilizing the principles of Pancasila, this model facilitates a deeper understanding of the relationship between law and national values, as well as increasing the relevance of teaching materials for youth.

The Pancasila-based Street Law model adopts a teaching method that involves practical activities, case simulations, and group discussions, which makes it easier for young people to relate legal theory to real-life situations. For example, instead of just studying laws in text form, program participants are invited to participate in role-plays that illustrate how the law functions in their social context. This approach ensures that the

teaching material is not only understood from an academic perspective but also from a practical perspective that is relevant to their daily lives. This is in accordance with the findings by Kusuma (2022) which shows that interactive and contextual learning methods can improve the understanding and application of law at the local level.

In addition, the adjustment of teaching materials with Pancasila values strengthens the relationship between law and youth national identity. Pancasila as the foundation of the Indonesian state and national ideology has values that regulate social relations, rights, and obligations as citizens. By integrating Pancasila values in every legal education session, this model helps youth understand the law within the framework of national values and morality that underlie national and state life. As a result, program participants not only understand the law as a set of rules, but also as part of their national identity. This is supported by research by Wijaya (2023) which shows that teaching that combines national values with legal materials can strengthen the understanding and acceptance of these values in everyday life.

Overall, the Pancasila-based Street Law model successfully bridges legal theory with real-life practice, strengthens the relationship between law and national identity, and increases the relevance of teaching materials for youth. This approach ensures that legal education is not only beneficial from an academic perspective but also applicable and relevant to their daily lives, supporting the development of a more legally aware community based on national values.

2.2. Strengthening Nationalism and National Insight

Legal education that is adjusted to the values of Pancasila has been proven to have a significant positive impact on nationalism among youth. This approach allows youth to understand their rights and obligations as citizens through the lens of Pancasila, which is the ideology of the

Indonesian state. By combining legal material with the principles of Pancasila, the youth of Kenteng Village not only gain technical knowledge about law, but also realize the importance of national values in their daily lives.

Pancasila, as the state ideology, provides a deep moral foundation for young people in understanding and exercising their rights and obligations. Pancasila values such as Social Justice, Unity, and Democracy are integrated into legal education materials, so that young people do not only see the law as a set of rules that must be obeyed, but also as part of the moral and ethical framework that shapes their national identity. This reflects the findings of Salim (2022), which shows that the integration of national values in legal education can deepen understanding and appreciation of the state ideology among the younger generation.

In addition, the youth of Kenteng Village showed a greater increase in awareness of their national identity after participating in the Pancasila-based legal education program. By understanding how their rights and obligations are connected to the values of Pancasila, they become more appreciative and practice these values in their daily lives. Research by Hadi (2023) states that education that includes national values not only increases legal knowledge but also strengthens the sense of identity and social responsibility among youth.

The importance of Pancasila as a moral foundation that supports daily actions is clearly seen in changes in the attitudes and behavior of young people. They are more likely to engage in activities that support social harmony and community development, and are more aware of their responsibilities as citizens. This is in line with the view expressed by Nugroho (2023) who emphasized that legal education based on national values can strengthen the understanding and acceptance of state ideology, thus having an impact on better social behavior and civic responsibility.

Overall, legal education adapted to Pancasila has made a significant contribution to increasing nationalism among the youth of Kenteng

Village. This program not only educates them about the law, but also strengthens their understanding and application of Pancasila values, which support their national identity and moral actions in everyday life.

2.3. Impact on Social Participation

The increase in social participation among Kenteng village youth can be directly linked to improvements in legal knowledge and increased national awareness. The Pancasila-based Street Law program not only provides a deeper understanding of legal rights and obligations, but also fosters a greater sense of social responsibility among youth. With better legal knowledge, youth feel more confident and informed in engaging in various community activities and decision-making processes.

Before the program was implemented, many young people in Kenteng village were not fully aware of their rights and obligations as citizens. This resulted in their low participation in social and community activities. However, after participating in Street Law-based legal education, they gained a better understanding of how the law works and how their rights can be applied in everyday life. Research by Rizal (2023) shows that better legal understanding is often associated with increased participation in community activities, as individuals who are aware of their rights and obligations tend to be more actively involved in social and political processes.

The Street Law model provides tools and knowledge that enable young people to actively contribute to their communities. By understanding their rights and responsibilities, and how the law can be used to improve social conditions, young people not only feel more empowered but also more motivated to participate in activities that support community development. This is in line with findings by Widodo (2022) which show that legal education adapted to the local context can increase a sense of social responsibility and solidarity among young people, which in turn strengthens their involvement in community activities.

Furthermore, the program strengthens the sense of social responsibility and solidarity among youth, encouraging them to take an active role in activities such as organizing village events, community service, and discussion forums. This not only increases the effectiveness and success of community programs but also strengthens relationships between community members. Research by Jatmiko (2024) supports this finding by showing that youth who are educated in legal rights and obligations tend to have higher levels of social engagement and show greater commitment to the development of their communities.

Overall, the implementation of the Pancasila-based Street Law model in Kenteng Village has shown that increasing legal knowledge and national awareness can significantly increase youth social participation. By providing the tools and understanding needed to actively contribute to the community, the program has succeeded in strengthening a sense of social responsibility and solidarity among youth.

2.4. Challenges and Suggestions

Although the results achieved from the implementation of the Pancasila-based Street Law model in Kenteng Village have shown positive impacts, several significant challenges still need to be overcome to ensure the long-term success of this program. One of the main challenges is the uncertainty among some young people in the practical application of the law. Although they have gained in-depth knowledge of legal theory, the practical application of this knowledge often causes confusion. This indicates the need for further, more targeted training or a more individualized educational approach.

This uncertainty can be caused by a variety of factors, including a lack of practical experience and concrete situations relevant to their local context. According to research by Arifin (2023), young people who do not have direct experience with the application of law often have difficulty connecting theory to practice. Therefore, additional training involving

real-life case simulations or direct guidance from legal professionals can help address this issue. A more individualized approach can also provide the additional support needed by young people who may take longer to understand and apply legal concepts in their context.

In addition to challenges at the individual level, the sustainability of the program also requires ongoing support from the local government and legal institutions. The success of a legal education program depends not only on the initial implementation, but also on the sustainability and consistent support from various parties. Local governments and legal institutions must play an active role in supporting and facilitating this program so that its impact continues. For example, research by Utami (2022) shows that ongoing support from the government and related institutions is essential to ensure that legal education programs remain relevant and effective in the long term. This support can be in the form of funding, ongoing training for facilitators, and providing the resources needed to update teaching materials in accordance with the latest legal developments.

By addressing these challenges through more in-depth training and ongoing support, the Pancasila-based Street Law program can be more effective in facilitating rural youth to apply their legal knowledge practically and actively contribute to society. This will ensure that the benefits of the program are not only temporary but can have a lasting positive impact on the community.

2.5. Implications for Education Policy

The results of community service activities carried out in Kenteng Village emphasize the importance of integrating national values in legal education. The Pancasila-based Street Law program has shown that combining legal theory with local and national values significantly increases legal understanding, nationalism, and social participation among young people. These findings provide valuable guidance for educational

policies to consider a model that integrates legal aspects with national values in the educational curriculum.

The integration of national values, such as Pancasila, in legal education allows participants to not only understand the law theoretically but also relate it to the moral and ethical principles that underlie national and state life. This is in line with research by Ismail (2023) which shows that legal education that integrates national values can strengthen the sense of national identity and increase social involvement. By adapting teaching materials to local and national values, legal education becomes more relevant and applicable to participants, helping them connect legal concepts to the realities of their daily lives.

Educational policies that take this model into account can produce better results in strengthening nationalism and social participation. Programs that integrate legal theory with national values provide participants with a more comprehensive understanding of their rights and obligations as citizens and strengthen their sense of social responsibility. This finding underscores the importance of developing a curriculum that not only focuses on formal legal aspects but also takes into account cultural and national contexts. Research by Setiawan (2022) supports this opinion by stating that an approach that integrates legal education with local values can increase social engagement and awareness among young people.

Similar programs in other regions can benefit from the lessons learned from this success by adapting their approaches to their respective local contexts. By understanding the characteristics and values unique to local communities, legal education programs can be more effective in achieving the goals of strengthening nationalism and social participation. This adaptation allows each region to develop an education model that suits their specific needs and contexts, ensuring greater relevance and impact. For example, research by Yulia (2023) shows that adapting legal education programs to the local context can produce more significant results in terms of legal implementation and social engagement.

Overall, the results of this service emphasize the need for integration of national values in legal education and show how a model that combines theory with local context can strengthen nationalism and social participation. Educational policies that consider this approach can increase the effectiveness of legal programs in various regions, providing a broad positive impact on community development.

Conclusion

The implementation of the Pancasila-based Street Law model in Kenteng Village has proven effective in strengthening nationalism and national insight among youth. Through an approach that combines legal theory with direct and interactive practice, village youth not only gain in-depth legal knowledge but also understand the application of law in the context of Pancasila values. A significant increase in legal understanding, from 30% to 75%, as well as a spike in nationalism and concern for Pancasila, from 40% to 85%, shows that this model has succeeded in bridging the gap between legal theory and practice and strengthening the national identity of youth.

However, challenges such as uncertainty in the application of the law and the need for ongoing support indicate the need for improvements in training and program support. Given the positive results of this program, it is hoped that the Pancasila-based Street Law model can be adapted and applied in other communities to strengthen legal awareness and nationalism throughout Indonesia. The integration of national values in legal education not only enriches legal knowledge but also strengthens the sense of social responsibility and active participation in society, supporting more inclusive and harmonious social development.

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