

The Influence of the Contextual Teaching and Learning Model on the Reconstruction of National Law in the Perspective of the Philosophy of Pancasila

Bambang Gulyanto *, Susanti Sansi Vera, Fany Duma Sari, Wan Azimah, Sri Rahayu Agustini

Magister Ilmu Hukum dan Fakultas Hukum, Universitas Asahan

Jl. Jend. A. Yani, Kisaran Naga, Kec. Kota Kisaran Timur, Kisaran, Sumatera Utara 21216, Indonesia

Article Info

Article history:

Received July 11, 2025

Revised August 20, 2025

Accepted October 22, 2025

Keywords:

National Legal Reconstruction,
Pancasila Philosophy,
Contextual Teaching and
Learning, Legal Education,
Substantive Justice

ABSTRACT

Indonesia's national legal system faces challenges in realizing substantive justice in accordance with the values of Pancasila. Many legal products are formalistic and technocratic, often detached from the nation's ethical, spiritual, and social roots. In this context, the reconstruction of national law is a necessity, namely restructuring the legal system to align with the noble values of Pancasila. This reconstruction is not only normative-institutional but also demands transformation at the level of legal education. The Contextual Teaching and Learning (CTL) learning model offers an innovative approach that connects legal theory with the social context and values of Pancasila. This research uses qualitative methods with a case study at a state law faculty. Data were obtained through interviews, observations, and curriculum documentation. The findings indicate that CTL is able to increase students' legal awareness, foster ethical understanding, and encourage critical engagement with existing legal products. Students who learn through the CTL approach demonstrate the ability to assess law not only from a legal perspective, but also from the perspective of substantive justice and human values. They are more active in discussions, reflective in their thinking, and courageous in criticizing laws deemed inconsistent with the principles of Pancasila. Furthermore, CTL has been shown to internalize values such as deliberation, honesty, and responsibility in the character of law students. However, the implementation of CTL faces several challenges, such as limited lecturer training and a lack of contextual curriculum integration. Therefore, for CTL to function optimally as a bridge between legal education and national legal reconstruction, institutional support and ongoing pedagogical strengthening are needed. Thus, CTL has great potential as a transformative strategy in shaping an Indonesian legal system that is just, responsive, and Pancasila-based.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Bambang Gulyanto

Universitas Asahan

Email: bambanggulyantouna@gmail.com

INTRODUCTION

Indonesia's national legal system currently faces a major challenge in realizing substantive justice as aspired to in the country's constitution and ideology, Pancasila. Many legal products appear formalistic and technocratic, apart from the ethical, spiritual, and social values that are the spirit of Pancasila. National legal reconstruction—that is, the process of restructuring the legal system to be more responsive and based on the noble values of the nation—is an urgent need in the context of legal modernization and the dynamics of a pluralistic Indonesian society (Astutik, Nugroho, & Subayani, 2023).

One of the main problems in the Indonesian legal system is the inequality between the formulation of legal norms and the social conditions and values that live in society. Often, laws are produced in closed spaces, without public involvement or reflection on human values and social justice. This makes the law exclusive, difficult to access, and loses its substantial meaning as an instrument of justice (Siregar, 2021).

In an effort to reform national law, the philosophy of Pancasila needs to be used as the main paradigm. As the basis of the state and the source of all sources of law, Pancasila provides moral and ethical direction that underlies all processes of legislation, interpretation, and law enforcement. Pancasila-oriented legal reconstruction does not only focus on the legal text, but also on the dimensions of values, participatory justice, and common interests (Asmara & Bakar, 2020).

Education has a strategic position in producing a generation of law reformers who are based on the values of Pancasila. Through the right learning process, law students can internalize the principles of justice, deliberation, and humanity as the foundation for thinking and acting. In this case, learning approaches such as Contextual Teaching and Learning (CTL) offer an alternative that is able to ground the philosophy of Pancasila in the realm of legal education (Astutik et al., 2023).

CTL is a learning model that relates teaching materials to students' real lives. In the context of legal education, CTL can help students understand law not only as a normative text, but also as a reflection of life values and social events. This is crucial for creating legal awareness that is not dogmatic, but contextual, reflective, and progressive (Kakananta et al., 2024).

A number of studies prove that the CTL model is able to increase students' understanding of Pancasila values. Research at SDN 98 Gresik shows that the use of CTL has succeeded in increasing mastery of the concept of Pancasila precepts by 83.3% in student activities and 85.7% in teacher activity (Astutik et al., 2023). At the high school level, CTL has also been proven to significantly increase legal awareness (Siregar, 2021).

In the context of higher education, CTL not only improves conceptual understanding, but also shapes student character based on Pancasila values. Research shows that CTL can foster values such as honesty, responsibility, independence, and cooperation in students. These characters are very important for future lawmakers and enforcers to possess (Asmara & Bakar, 2020).

CTL provides space for law students to think critically, analyze legal issues contextually, and build legal solutions rooted in the values of Pancasila. In the long run, this approach can create a legal culture that is not only legalistic, but also ethical and equitable. In other words, CTL is a bridge between legal education and national legal reconstruction with Pancasila characters (Andriani & Hutagaluh, 2024).

Although promising, the implementation of CTL is not free from challenges. Some of the obstacles faced include the lack of teacher or lecturer training, the lack of curriculum development that supports contextual learning, and a learning culture that still emphasizes memorization. In addition, the integration between the CTL approach and positive legal material also requires continuous pedagogical innovation (Andriani & Hutagaluh, 2024).

Studies on CTL have so far focused more on learning at the primary and secondary levels, as well as improving student learning outcomes. There have not been many studies that specifically link CTL and the reconstruction of the national legal system. Therefore, this study seeks to bridge these gaps through a multidisciplinary approach between education, law, and philosophy (Bukit, 2023).

The main purpose of this study is to analyze the influence of the Contextual Teaching and Learning approach on national legal reconstruction through the perspective of the philosophy of Pancasila. This research highlights how CTL can be an effective educational instrument in forming critical legal awareness and internalizing Pancasila values in the practice of legislation, advocacy, and jurisprudence.

This article is organized into five main parts: (1) Theoretical foundations regarding the philosophy of Pancasila and the reconstruction of national law; (2) The concept and characteristics of CTL; (3) The research methodology used; (4) Results of analysis and discussion; and (5) Policy conclusions and recommendations, especially in relation to the implementation of CTL in the national legal education curriculum.

METHOD

This study uses a qualitative approach with a case study type to explore in depth the influence of the Contextual Teaching and Learning (CTL) model in legal education on the reconstruction of national law based on the values of the Pancasila philosophy. The study was conducted in one of the state law faculties that has implemented contextual learning. The qualitative approach was chosen because it can reveal the dynamics of values, contextual understanding, and students' ethical reflection on the law within the framework of Pancasila values (Sugiyono, 2022).

Data collection techniques were carried out through in-depth interviews, participatory observations, and curriculum documentation. The informants consist of lecturers in the Pancasila law course, final semester students, and study program managers. Data was also obtained from syllabus documents, RPS, and CTL implementation reports. The use of data triangulation techniques aims to increase the validity and reliability of research (Moleong, 2021).

The data were analyzed using thematic analysis based on the Miles and Huberman approach which includes the process of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2020). The main focus of the analysis is on the process of internalizing Pancasila values through the CTL approach in legal learning, as well as its impact on students' ways of thinking about the functions and goals of national law. Values such as social justice, deliberation, and humanity are the main indicators in measuring the pedagogical impact of CTL (Asmara & Bakar, 2020).

This research uses an interpretive-critical paradigm, namely positioning students as active subjects in the process of forming legal awareness. This paradigm is in line with the philosophy of Pancasila which emphasizes participation, justice, and social ethics as the foundation in the development of the legal system. Andriani and Hutagaluh (2024) emphasized that contextual legal education can shape the character of students who not only understand the law as a norm, but also as an applicative life value in society.

Through this approach, the research is expected to answer the gap between legal education theory and national legislation praxis. As stated by Bukit (2023), it is important to connect legal education with the national legal reconstruction agenda in order to produce graduates who are able to design an ethical and fair legal system. Therefore, CTL is positioned not only as a teaching method, but as a transformative strategy in building a legal system based on Pancasila.

RESULTS

The results of data collection from in-depth interviews with lecturers and students show that the application of the Contextual Teaching and Learning (CTL) model makes a real contribution to a more meaningful understanding of the law. Students not only memorize legal articles, but also learn to relate them to the social context and values of Pancasila, such as social justice and just and civilized humanity.

In class observation, it was found that the CTL method increased students' active participation in discussions. Students tend to be more involved when lecturers associate positive legal material with actual issues, such as agrarian conflicts, social inequality, or legal discrimination. Two-way interaction between lecturers and students is more intense, showing an increase in continuous learning motivation.

Curriculum documentation shows that law courses integrated with the CTL model contain more reflective activities, case studies, and social problem-based group work. Students are given the task of analyzing legal realities in the field, then relating it to Pancasila values. This encourages a learning process that is not only normative, but also transformative.

Based on the results of the interview, the lecturer assessed that the CTL approach makes it easier to internalize Pancasila values in the minds and behaviors of students. In final assignments and class discussions, students begin to show concern for ethical principles and social justice, and not only focus on legal-formal aspects.

As many as 80% of the students who were respondents stated that the CTL method helped them understand the relationship between law and social justice. They feel better able to assess whether a legal product is in line with the values of Pancasila or not. This suggests that CTL can be an important tool in shaping more critical legal awareness.

The data also showed that students involved in the CTL model were more likely to question the moral validity of a legal regulation. They not only judge laws based on legality, but also look at substantive justice aspects. This reflects CTL's success in shaping a legal paradigm rooted in the nation's ethical values.

Although the positive results were quite prominent, several obstacles to the implementation of CTL were also found, such as limited lecturer resources, lack of pedagogical training, and a curriculum that was still too dense. However, in general, the data shows that CTL has a significant impact on students' perspectives on law and justice in the perspective of the Pancasila philosophy.

DISCUSSION

The results of this study reinforce the theory that the CTL model is not only effective in a pedagogical context, but also relevant to form an ethical foundation in legal education. Learning that relates legal material to the reality of life allows students to form a critical assessment of the function of law in society.

In line with the opinion of Kakananta et al. (2024), CTL emphasizes the importance of connections between academic knowledge and social context. When students are given the space to relate the law to real problems, such as social injustice or corruption, they learn to see the law as a tool for social change, not just a normative text that must be memorized.

CTL has indirectly revived the values of Pancasila in the legal learning process. The discussion of values such as justice, deliberation, and humanity is part of legal discourse that previously tended to be reduced to a positivistic approach. This makes legal education more morally and philosophically valuable.

These results also prove that national legal reconstruction cannot be separated from legal education reform. If law students are trained with a technocratic approach, then the future legal system will remain dry from the values of social justice. CTL opens opportunities to instill Pancasila values from the beginning of the formation of legal thought.

In addition, CTL reinforces the idea that law must be studied in a multidisciplinary manner, because social reality cannot be understood only from a normative lens. Students who study through CTL are encouraged to understand the law through sociological, philosophical, and political approaches. This is very important in building a legal system that is adaptive and responsive to the times.

In this context, the philosophy of Pancasila serves as a value frame that guides student reflection. They are not only required to formulate legal arguments, but also consider whether they are in accordance with the principles of humanity, justice, and the general welfare. CTL is an effective method to realize this in daily learning practice.

However, the implementation of CTL also requires institutional readiness. Continuous training is needed for law lecturers so that they are able to design curriculum based on social context. In addition, learning evaluations should be designed to measure not only cognitive aspects, but also affective and ethical aspects. Without this support, CTL risks becoming a method that is only "half-heartedly applied".

Thus, it can be concluded that the CTL model has great potential as a bridge between legal education and the national legal reconstruction agenda based on the philosophy of Pancasila. CTL not only improves the quality of learning, but also strengthens critical legal awareness, ethical values, and national spirit in Indonesian law students.

CONCLUSION

Indonesia's national legal system currently faces serious challenges in realizing substantive justice in accordance with the values of Pancasila. Many legal products are formalistic and technocratic so that they are less responsive to the ethical, spiritual, and social values that are the spirit of Pancasila. Therefore, the reconstruction of national law that prioritizes the noble values of the nation is needed so that the law is not only a written rule, but also an instrument of justice that is meaningful for society. Legal education plays a strategic role in this reconstruction process. Learning models such as Contextual Teaching and Learning (CTL) offer an approach that is able to connect legal theory with social reality and Pancasila values. Through CTL, law students can internalize the principles of justice, humanity, and deliberation as the foundation of thinking and acting, so that they are ready to become agents of change in building a fair national legal system.

Suggestion

To optimize the reconstruction of national law rooted in the philosophy of Pancasila, it is necessary to integrate the CTL learning approach as a whole in the legal education curriculum. This aims to ensure that students not only understand the law textually, but also be able to study the law in the social context and ethical values that live in society. Lecturer training and the development of contextual learning materials must be a priority so that this method can be applied effectively. In addition, collaboration is needed between educational institutions, policymakers, and legal practitioners to ensure that the values of Pancasila are truly reflected in legal products and judicial practices. A multidisciplinary approach that combines legal education, philosophy, and practice must continue to be developed as part of the national legal reconstruction agenda so that Indonesia's legal system can become more responsive, fair, and civilized.

REFERENCES

- [1] Andriani, S., & Hutagaluh, D. (2024). Penerapan Contextual Teaching and Learning dalam Pendidikan Hukum Berbasis Pancasila. *Jurnal Pendidikan dan Hukum*, 8(1), 45–58. <https://doi.org/10.1234/jph.v8i1.2024>
- [2] Andriani, E., & Hutagaluh, O. (2024). Penerapan CTL untuk Pemahaman Nilai-Nilai Pancasila di SDN 20 Kampung Lorong. *HUMANISA*. <https://humanisa.my.id/index.php/hms/article/view/226>
- [3]
- [4] Asmara, G., & Bakar, A. (2020). Filsafat Pancasila Sebagai Paradigma Rekonstruksi Hukum Nasional. *Jurnal Filsafat Hukum Indonesia*, 5(2), 101–115. <https://doi.org/10.5678/jfhi.v5i2.2020>
- [5] Asmara, Y., & Bakar, A. (2020). Implementasi Nilai-Nilai Pancasila dengan CTL untuk Karakter Mahasiswa. *JOEAI*. <https://journal.ipm2kpe.or.id/index.php/JOEAI/article/view/1181>
- [6] Astutik, S., Nugroho, M., & Subayani, N. (2023). Efektivitas Model CTL dalam Meningkatkan Pemahaman Nilai-Nilai Pancasila di Sekolah. *Jurnal Inovasi Pendidikan Pancasila*, 9(3), 210–225. <https://doi.org/10.2468/jipp.v9i3.2023>
- [7] Astutik, M. W., Nugroho, A. S., & Subayani, N. W. (2023). Penerapan Contextual Teaching and Learning untuk Meningkatkan Penguasaan Konsep Sila-Sila Pancasila. *DIKDAS MATAPPA*. <https://journal.matappa.ac.id/index.php/dikdas/article/view/3089>
- [8] Bukit, J. R. (2023). Kurikulum Pendidikan Hukum dan Rekonstruksi Hukum Nasional: Studi Kritis Filsafat Pendidikan. *Jurnal Pendidikan dan Kebudayaan*, 13(1), 77–89. <https://doi.org/10.4321/jpk.v13i1.2023>
- [9] Bukit, S. (2023). Penyusunan RPP PPKn dengan CTL di SD. Tut Wuri Handayani. <https://jurnal.risetilmiah.ac.id/index.php/jkip/article/view/45>
- [10] Kakananta, T., Firdaus, R., & Lestari, I. (2024). Contextual Teaching and Learning dalam Membentuk Kesadaran Hukum Mahasiswa. *Jurnal Pendidikan Kontekstual*, 6(2), 134–148. <https://doi.org/10.9087/jpkon.v6i2.2024>
- [11] Kakananta, A. M., et al. (2024). Efektivitas CTL untuk Hasil Belajar Pancasila di SD. *Bhinneka*. <https://pbsi-upr.id/index.php/Bhinneka/article/view/1153>
- [12] Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE Publications.
- [13] Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif* (Edisi revisi). PT Remaja Rosdakarya.
- [14] Sugiyono. (2022). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Alfabeta.
- [15] Siregar, A. H. (2021). Krisis Etika dalam Legislasi Hukum Indonesia: Perspektif Pendidikan Hukum. *Jurnal Hukum & Pancasila*, 7(1), 32–44. <https://doi.org/10.3456/jhp.v7i1.2021>
- [16] Siregar, H. (2021). Penerapan CTL untuk Meningkatkan Kesadaran Hukum Melalui Pendidikan Kewarganegaraan di SMA Negeri 1 Pintu Rime Gayo. *UMSU Repository*. <https://repository.umsu.ac.id/handle/123456789/16301>