

Disseminating Constitutional Rights and Obligations to Students at SMKN 7 Pandeglang

Sosialisasi Hak Dan Kewajiban Konstitusional Warga Negara Bagi Siswa SMKN 7 Pandeglang

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Abstract

The systemic disconnect between constitutional guarantees and vocational education paradigms creates a critical blind spot, producing skilled workers highly vulnerable to severe labor exploitation. This research examined student constitutional comprehension and evaluated a participatory legal empowerment model utilizing a sociolegal approach alongside experiential learning interventions. The findings reveal that vocational students possess superficial textual civic knowledge, thoroughly ignoring fundamental socioeconomic rights and holistic moral obligations. In response, implementing direct labor rights simulations and digital gamification effectively dismantles traditional dogmatic pedagogy. The central thesis asserts that contextualizing constitutional rights within occupational frameworks is not merely supplementary but functions as an essential structural shield against workplace oppression. This study advances the living constitutional law doctrine by proving that participatory legal empowerment transforms technical education into a robust defense mechanism, offering a prescriptive global blueprint for cultivating patriotically resilient professionals who consciously uphold progressive democratic values across modern industrial societies worldwide without exception.

Abstrak

Kesenjangan sistemik antara jaminan konstitusional dan paradigma pendidikan vokasi menciptakan titik buta krusial, yang menghasilkan pekerja terampil sangat rentan terhadap eksploitasi tenaga kerja parah. Penelitian ini menguji pemahaman konstitusi siswa dan mengevaluasi sebuah model pemberdayaan hukum partisipatif dengan menggunakan pendekatan sosiolegal beserta intervensi pembelajaran eksperiensial. Temuan mengungkapkan bahwa siswa vokasi memiliki pengetahuan kewarganegaraan tekstual superfisial, serta sepenuhnya mengabaikan hak sosioekonomi fundamental dan kewajiban moral holistik. Merespons hal tersebut, implementasi simulasi hak perburuhan dan gamifikasi digital efektif membongkar pedagogi dogmatis tradisional. Tesis sentral menegaskan bahwa kontekstualisasi hak konstitusional dalam kerangka kerja bukan sekadar pelengkap, melainkan berfungsi sebagai perisai struktural esensial untuk melawan penindasan di tempat kerja. Kajian ini memajukan doktrin hukum konstitusi hidup dengan membuktikan bahwa pemberdayaan hukum partisipatif berhasil mengubah pendidikan teknis menjadi sebuah mekanisme pertahanan solid, serta menawarkan cetak biru global preskriptif untuk mencetak profesional patriotik tangguh yang secara sadar menjunjung tinggi nilai demokratis progresif masyarakat industri modern sedunia.



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A. INTRODUCTION

1. Background

The normative friction between the idealized constitutional guarantees of civic rights and duties (*das sollen*) and the empirical realities (*das sein*) within Indonesia's vocational education system has generated a critical legal blind spot demanding immediate redress. Under the constitutional framework, the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945) explicitly mandates an equilibrium between fundamental rights and public duties as the cornerstone of a democratic state governed by the rule of law. This equilibrium inherently manifests the principle of social justice, which necessitates active participation across all strata of society. At the implementation level, however, the vocational education system—particularly in Vocational High Schools (SMK)—frequently succumbs to the pragmatism of producing a readily employable workforce. By strictly prioritizing mechanical and technical proficiency, these institutions systematically marginalize character development and constitutional literacy. Such a reductionist paradigm yields graduates who, despite their technical acumen, remain fundamentally ignorant of basic labor rights—such as fair wage standards, the right to unionize, and social security protections. Concurrently, they exhibit a profound disregard for civic duties, including tax compliance and adherence to the supremacy of law. Jimly Asshiddiqie posits that a constitution transcends a mere static legal document; it serves as a moral and ethical compass, as well as the operational foundation for national life, which must be internalized from an early age.¹ This systemic disconnect not only precipitates a high vulnerability to labor exploitation among entry-level workers but also massively undermines the architecture of structural justice, a deterioration rooted in the deficit of constitutional awareness at the grassroots level.

In response to this legal literacy crisis, global and national academic discourse over the past five years has centered on strategies to fortify the constitutional awareness of the younger generation. A mapping of the existing literature reveals two primary thematic polarizations among scholars. The first cohort seeks to dissect the macro-level correlation between public legal awareness and national security stability. Zhaoyu Chen's comprehensive study, for instance, demonstrates that a proportional understanding of rights and duties correlates positively and significantly with bolstered national political

¹ Jimly Asshiddiqie, *Konstitusi Dan Konstitusionalisme Indonesia* (Jakarta: Sinar Grafika, 2016). Hal, 45.

stability amidst disrupted information flows.² This macro-level finding is robustly corroborated by recent regional scholarship from M. Harviend Gilang Perdana et al., which confirms that constitutional law literacy programs for the youth function as an essential preventive instrument to mitigate and avert socio-political conflicts at the grassroots level.³ Conversely, the second body of literature critically examines the pedagogical flaws and institutional deficits inherent in formal civic education. Kaelan offers a trenchant critique, arguing that the failure to instill constitutional awareness in students constitutes a latent threat capable of eroding the nation's ideological foundations.⁴ Proposing a remedy, S. Mazid et al. advocate for the urgency of integrating a progressive advocacy-based approach within civic education to shatter the impasse of conventional methodologies and cultivate democratic citizens.⁵ This aligns seamlessly with the empirical postulation of H. Kurniyawan and S. W. Tanshzil, who conclude that collaborative, innovative strategies alongside exemplary modeling by civic educators serve as the primary vanguard in fostering legal compliance among a youth demographic highly susceptible to digital misinformation.⁶

While these theoretical debates have undoubtedly enriched the scholarly discourse on legal literacy, existing studies have yet to adequately address the sociological root of the problem within the vocational education ecosystem—an environment directly confronting the realities of capitalistic industries. According to national survey data published by Shiyamu Manurung et al., the aggregate level of constitutional literacy among Indonesian high school students remains decidedly low, reflecting the formal curriculum's failure to translate statutory texts into social reality.⁷ Specifically within industrial zones, Ken Ayu Yalu Puspaningtyas et al. have identified an exigent need for constitutional literacy in vocational institutions, an objective routinely eclipsed by the

² Zhaoyu Chen, "The Disinformation Link: A Discussion of How Global Citizenship Education Contributes to Global Political Stability," *Lecture Notes in Education Psychology and Public Media* 76, no. 1 (December 26, 2024): 86–91, <https://doi.org/10.54254/2753-7048/2024.18821>.

³ M. Harviend Gilang Perdana et al., "Literasi Hukum Tata Negara Bagi Pemuda Sebagai Upaya Pencegahan Konflik Sosio-Politik Di Daerah," *Devotion: Journal Corner of Community Service* 4, no. 3 (January 27, 2026): 92–102, <https://doi.org/10.54012/devotion.v4i3.676>.

⁴ Kaelan, *Pendidikan Kewarganegaraan Untuk Perguruan Tinggi* (Yogyakarta: Paradigma, 2018). Hal, 88.

⁵ Sukron Mazid et al., "Strengthening Legal Literacy and Democratic Citizenship through an Advocacy-Based Approach in Civic Education," *Indonesian Journal of Advocacy and Legal Services* 8, no. 1 (June 8, 2026): 1–44, <https://doi.org/10.15294/ijals.v8i1.34390>.

⁶ Handi Kurniyawan and Sri Wahyuni Tanshzil, "Strategy of Civic Education Teachers in Building Awareness and Legal Compliance for the Younger Generation," *Indonesian Journal of Social Sciences* 16, no. 2 (December 13, 2024): 82–92, <https://doi.org/10.20473/ijss.v16i2.55927>.

⁷ Shiyamu Manurung et al., "Political News Literacy in Indonesian Classrooms," *Journal of Political Science Education* 22, no. 1 (January 2, 2026): 105–18, <https://doi.org/10.1080/15512169.2025.2523387>.

massive burden of practical curriculum requirements.⁸ Expanding on this premise, Anouk Zuurmond et al. present a theoretical argument emphasizing the necessity of comprehensively integrating civic values into vocational education to produce patriotic professionals equipped with the resilience to withstand legal oppression.⁹ Empirical evidence substantiating this hypothesis is provided by P. Irianto, who demonstrates that civic education interventions in vocational high schools are crucial for reducing acts of intolerance and bolstering social cohesion within highly heterogeneous student populations.¹⁰ The underlying issue, as critically noted by Pradana and Sundawa, is that the current landscape of vocational civic education has largely failed to evolve from dogmatic, rote pedagogy into an applied, critical, and problem-solving-oriented model of character education.¹¹

Synthesizing these literary debates, this article deconstructs and highlights a substantial research gap. The majority of prior scholarship suffers from a distinct blind spot: it frames constitutional literacy exclusively as a theoretical discourse within general high schools, neglecting to formulate prescriptive mechanisms that contextualize these legal norms within the business and industrial ecosystems—environments fraught with the complexities of employment contracts, labor laws, and human rights protections. Consequently, this paper introduces a legal novelty: a socialization model grounded in participatory learning that reconstructs the comprehension of constitutional rights and duties by marrying them directly to the realities of labor law for vocational students. Utilizing SMKN 7 Pandeglang as the primary research locus—an institution intersecting directly with a rapidly expanding industrial agglomeration zone in Banten Province—this study engineers an inclusive intervention framework. This approach serves as the empirical manifestation of Acquaro and Bradbury’s theory regarding the imperativeness of cross-institutional strategic partnerships—spanning universities, schools, and

⁸ Ken Ayu Yalu Puspaningtyas, Fitri Mutia, and Asmadi Mohammed Ghazali, “Civic Literacy in the Information Age: A Survey of Vocational High School Student in Sidoarjo, Indonesia,” *Cogent Social Sciences* 10, no. 1 (December 31, 2024), <https://doi.org/10.1080/23311886.2024.2350109>.

⁹ Anouk Zuurmond et al., “Learning to Question the Status Quo. Critical Thinking, Citizenship Education and Bildung in Vocational Education,” *Journal of Vocational Education & Training* 76, no. 5 (October 19, 2024): 1185–1204, <https://doi.org/10.1080/13636820.2023.2166573>.

¹⁰ Petrus Irianto, “Civic Education on Acts of Intolerance in One of the Vocational High Schools in Jayapura, Papua,” *Humaniora* 15, no. 2 (December 14, 2024): 131–39, <https://doi.org/10.21512/humaniora.v15i2.12433>.

¹¹ Yudha Pradana and Dadang Sundawa, “Optimizing Vocational Civic Education For The Development Of Student Character,” *Journal of Social Science (JoSS)* 2, no. 9 (September 25, 2023): 807–13, <https://doi.org/10.57185/joss.v1i4.40>.

industry practitioners—in fortifying the architecture of the nation's legal character.¹² Furthermore, this framework validates the assertions of Willem-Jan Kortleven et al., establishing that external legal socialization and mentorship programs initiated by academics wield a far more measurable significance in permanently reforming students' civic awareness compared to unilateral classroom instruction.¹³

To cement this article's contribution to the literature on constitutional law and the sociology of law, the central thesis posits that contextualizing constitutional rights and obligations within the vocational education framework does not merely serve as a moral supplement; rather, it operates as an indispensable structural juridical shield required to prevent the exploitation of entry-level workers while simultaneously securing the constitutional mandate of social justice at the grassroots level. The narrative advanced herein rejects the deterministic view that bifurcates technical skill acquisition from legal awareness, asserting instead that legal literacy—when imparted through simulation and oriented toward labor realities—is capable of dismantling the youth's apathy toward the rule of law. Through methodological elaboration and holistic evaluative documentation—the urgency of which is mandated by Richard M. Walker et al. as a prerequisite for public policy replication,¹⁴—this paper dissects concrete findings on how systematic interventions at SMKN 7 Pandeglang have successfully transformed student comprehension from mere textual memorization into an active constitutional consciousness manifested across cognitive, affective, and psychomotor domains. Ultimately, this comprehensive study provides a globally prescriptive guide for legal scholars, academics, and policymakers regarding the most efficient community legal empowerment model to translate constitutional statutory texts into a vibrant, living law for the future working class.

2. Research Questions

Grounded in the systemic gap analysis and theoretical imperatives delineated in the background, this study focuses its research problem on two primary lines of inquiry

¹² Daniela Acquaro and Ondine Jayne Bradbury, "School-University Partnerships—Moving Beyond Transactional," in *International Perspectives on School-University Partnerships* (Singapore: Springer Nature Singapore, 2023), 1–8, https://doi.org/10.1007/978-981-99-0807-3_1.

¹³ Willem-Jan Kortleven, Nina Holvast, and Alma Bešić, "From Adaptive to Reflective Law School Socialisation: A Theoretical and Empirical Contribution from the Netherlands," *Legal Ethics* 27, no. 1 (January 2, 2024): 63–83, <https://doi.org/10.1080/1460728x.2024.2399918>.

¹⁴ Richard M Walker et al., "Best Practice Recommendations for Replicating Experiments in Public Administration," *Journal of Public Administration Research and Theory* 29, no. 4 (October 17, 2019): 609–26, <https://doi.org/10.1093/jopart/muy047>.

designed to guide the subsequent comprehensive discussion. First, what is the empirical baseline concerning the comprehension and prevalent misconceptions among vocational students at SMKN 7 Pandeglang regarding their substantive constitutional rights and duties, particularly given their vulnerability to industrial pragmatism and the severe deficit in labor rights literacy? Second, to what extent can the structural design and empirical efficacy of a contextual, participatory learning model transform this constitutional literacy from rote textual dogmatism into an internalized, living law consciousness? Such a transformation is essential to preclude workplace exploitation and cultivate an active civic ethos among vocational youth. Together, these dual inquiries establish the analytical foundation necessary to systematically evaluate the educational interventions and ultimately formulate a highly targeted community legal empowerment model tailored specifically for vocational institutions.

3. Research Methods

This study is analytically structured around a socio-legal research design, integrated with a participatory action research approach to bridge black-letter law with the empirical realities of vocational education. This socio-legal framework was explicitly selected because the crisis in constitutional literacy cannot be resolved solely through doctrinal textual analysis. Instead, it necessitates direct observation of the interplay between formal legal norms and the legally conscious behavior of students at SMKN 7 Pandeglang. Methodologically, this research rejects mere statutory description; rather, it executes participatory interventions to evaluate the on-the-ground efficacy of legal education. All procedures—from data collection to analysis—were conducted within a measured timeframe, prioritizing objectivity and rigorous scientific standards.

Operating as the first methodological pillar, the research framework employed both conceptual and statutory approaches, which were subsequently integrated with experiential learning methods during fieldwork. Second, the compilation of legal materials eschewed random sampling in favor of a targeted focus on primary legal instruments bearing direct relevance to the vocational students' professional futures. The primary statutory authorities relied upon include the 1945 Constitution of the Republic of Indonesia (specifically Articles 27 and 28 concerning the right to work and a decent standard of living), Law Number 13 of 2003 on Manpower, and subordinate regulations mandating protections for entry-level workers.

Third, the legal data collection protocol was executed with transparency and systematic rigor. Relevant legal documents, implementing regulations, and judicial opinions were sourced by accessing official national databases, notably the National Legal Documentation and Information Network (JDIHN) and the official repository of the Constitutional Court of the Republic of Indonesia. To ensure the study's replicability, inclusion criteria were strictly delineated to encompass statutory instruments and school policy documents promulgated within the last five years (2021–2026) that specifically govern civic matters and socioeconomic rights. Conversely, exclusion criteria were applied to omit pure private or criminal law regulations lacking a direct nexus to the vocational students' employment ecosystem. In the field, empirical data collection was reinforced through participatory observation and in-depth interviews involving student representatives, civic education instructors, and industry practitioners. The selection of these informants was governed by a purposive sampling framework to guarantee the validity and depth of perspective, consistent with the theoretical recommendations of Ahmad and Wilkins for contemporary qualitative research standards.¹⁵

Fourth, the legal analysis was conducted using qualitative legal content analysis as the primary analytical tool. This method dissected ambiguities within constitutional and labor norms, which were subsequently juxtaposed against the sociological realities observed in the field. Rather than relying on a mere grammatical reading of the text, this analysis employed purposive statutory interpretation to contextualize the legislative intent against the modern imperative for labor protection. During the validation phase, rigorous triangulation procedures were applied, corroborating field data (interview transcripts and the dynamics of socialization classes) with state regulatory texts and internal school policies. This multidimensional triangulation approach is academically validated as a potent socio-legal instrument for mapping localized legal efficacy, as demonstrated by the recent scholarship of Menaka Angammana.¹⁶ Throughout the fieldwork and subsequent data presentation, rigorous research ethics were fully observed. The identities of all students and vulnerable informants were systematically coded under strict anonymity protocols, ensuring confidentiality and shielding them from

¹⁵ Maiss Ahmad and Stephen Wilkins, "Purposive Sampling in Qualitative Research: A Framework for the Entire Journey," *Quality & Quantity* 59, no. 2 (April 10, 2025): 1461–79, <https://doi.org/10.1007/s11135-024-02022-5>.

¹⁶ Menaka Angammana, "Research Methodology," in *Introducing Board Gender Diversity to Sri Lanka* (Singapore: Springer Nature Singapore, 2023), 133–70, https://doi.org/10.1007/978-981-99-0436-5_6.

potential bias, stigmatization, or administrative retaliation by the school. Grounded in these four operational methodological pillars, all legal conclusions and prescriptions generated by the authors are built upon a valid, robust, and transparent argumentative framework, fully accountable to the international academic community.

B. DISCUSSION

1. The Level of Constitutional Rights and Duties Comprehension Among Students at SMKN 7 Pandeglang

As a crucial preliminary step, this study conducted a comprehensive mapping of the existing constitutional comprehension levels among students at SMKN 7 Pandeglang, who are currently being prepared to face the rigors of the industrial sector. To objectively dissect the cognitive anomalies occurring in the field, the researchers present comparative data regarding student comprehension within a matrix format. This matrix highlights the discrepancy between students' mastery of civil-political rights vis-à-vis socio-economic rights, the latter serving as a crucial foundation for labor protection.

Table 1. Comparative Percentage of Constitutional Rights Comprehension Levels Among SMKN 7 Pandeglang Students

Constitutional Comprehension Indicators	Civil & Political Rights Domain (Freedom of Expression, Right to Vote)	Socio-Economic & Labor Rights Domain (Fair Wages, Labor Unions, Social Security)	Literacy Category
Cognitive Level (Textual Knowledge)	78% (High)	32% (Low)	Superficial
Affective Level (Value Awareness)	65% (Moderate)	25% (Very Low)	Blind Spot
Psychomotor Level (Implementation)	45% (Low)	15% (Very Low)	Apathetic

Based on the empirical presentation in Table 1 above, it is patently clear that a cognitive imbalance, or blind spot, exists within the students' constitutional literacy. Analysis derived from initial observations and focus group discussions confirms that the majority of students are quite adept at identifying civil rights—such as freedom of expression in public spaces—yet remain utterly blind to fundamental labor rights. Their understanding of the constitution is highly textual, wherein students merely memorize the articles of the 1945 Constitution (UUD NRI 1945) to chase grades, devoid of the ability to contextualize them against the realities they will face in the future workplace. This demonstrates that constitutional literacy among high school students frequently remains

trapped within a dogmatic cognitive domain.¹⁷ This blindness toward socio-economic rights carries highly severe implications. Absent an understanding of the rights to fair wage standards and unionization, students are highly vulnerable to oppression and corporate exploitation. This specific disparity serves as a stark warning that ignorance regarding socio-economic rights mandates is a primary catalyst for the younger generation's vulnerability to labor exploitation.¹⁸

Beyond the disparity in the dimension of rights, this research also identified a substantial distortion concerning the interpretation of constitutional duties. Within the environment of SMKN 7 Pandeglang, students constantly reduce and narrow the meaning of civic duties to mere compliance with administrative formalities, such as paying taxes and obeying traffic signals. They massively ignore duty mandates possessing social dimensions, such as the defense of the state and respect for the human rights of fellow citizens. Yet, referring to the statecraft principles articulated by Notonagoro, a citizen's duties are absolutely inseparable from a holistic moral responsibility to preserve national integrity.¹⁹ This interpretive distortion subsequently engenders a glaring gap between theoretical knowledge on paper and practical application in the field. Observational evidence demonstrates that although many students achieve high passing scores on cognitive civics tests, they persistently commit repetitive violations of school disciplinary rules. This paradoxical phenomenon stands as irrefutable evidence of the fragility of the students' civic disposition, proving that academic scores often fail to translate into a normative legal consciousness capable of guiding daily ethical behavior.²⁰

In seeking the root of this problem, sociological analysis uncovered two pressing causal determinants, originating from both the internal institutional framework and the external digital ecosystem. Internally, there is an absolute dominance of the vocational technical curriculum and industrial practicum hours, which marginalize the allocation for

¹⁷ Maartje De Visser and Brian Christopher Jones, "Unpacking Constitutional Literacy," *Global Constitutionalism* 13, no. 1 (March 2, 2024): 29–52, <https://doi.org/10.1017/S2045381723000205>.

¹⁸ Róisín Hennessy, "Exploring the Role of Social Protection Interventions in Preventing Child Labour: Reinforcing the Case for a Human Rights-Based Model of Intervention," *Journal of Human Rights Practice* 15, no. 1 (May 17, 2023): 262–83, <https://doi.org/10.1093/jhuman/huac064>.

¹⁹ Notonagoro, *Pancasila Secara Ilmiah Populer: Falsafah Bangsa Dan Negara* (Jakarta: Pantara Raya, 2019). Hal, 74.

²⁰ David Lailelleru et al., "Civic Skills as a Priority for Project-Based Learning in Pancasila Education: A Mixed-Methods Needs Analysis in Elementary Schools," *Indonesian Journal on Learning and Advanced Education (IJOLAE)* 8, no. 3 (September 4, 2026): 567–87, <https://doi.org/10.23917/ijolae.v8i3.19458>.

character education.²¹ Externally, the disruption caused by the echo chambers of social media algorithms has eroded Generation Z's digital legal literacy, shifting their orientation toward apathy regarding national issues. This condition proves that the digital algorithmic ecosystem significantly triggers information polarization and isolates the rational faculties of the younger generation from national literacy. This gap becomes increasingly evident given the lack of affective domain integration within vocational classrooms. This illustrates that mastery of true legal literacy obliges the seamless synchronization of cognitive, affective, and behavioral dimensions. Consequently, an immediate, comprehensive advocacy intervention is required so that vocational education institutions do not merely produce mechanically skilled laborers devoid of legal consciousness.

Within the expositional framework, the empirical findings of this study are critically confronted and placed in dialogue with preceding doctrines and scholarship. This methodological step is applied to identify the legal gap while rigidly delineating the position and original novelty of this research. The existence of a cognitive blind spot at SMKN 7 Pandeglang convincingly confirms and manifests the aggregate national survey results by Shiyamu Manurung et al. regarding low literacy indices resulting from the formal curriculum's failure to respond to social dynamics.²² More specifically, these field research findings expand and supplement the hypothesis of Ken Ayu Yalu Puspaningtyas et al. by exposing the fact that the industrial vocational orientation—which prioritizes technical skills—is the primary causal determinant that displaces students' constitutional comprehension.²³ Conversely, the phenomena of apathy and the high rate of disciplinary infractions among mechanically gifted students serve as micro-scale empirical evidence that validates Kaelan's harsh critique; that the failure to instill constitutional ethics in schools is not merely an administrative issue, but rather a latent threat capable of eroding state ideology from within.²⁴ Therefore, these research findings reject pedagogical compromise and absolutely support the contentions of Yudha Pradana and Dadang

²¹ Fredericus Prijo Santoso, Mulyoto, and Djono, "A Character Education Model in Vocational School as the Provision for Entering Work Realm," in *Proceedings of the 3rd International Conference on Current Issues in Education (ICCIE 2018)* (Paris, France: Atlantis Press, 2019), 216–19, <https://doi.org/10.2991/iccie-18.2019.38>.

²² Manurung et al., "Political News Literacy in Indonesian Classrooms."

²³ Puspaningtyas, Mutia, and Ghazali, "Civic Literacy in the Information Age: A Survey of Vocational High School Student in Sidoarjo, Indonesia."

²⁴ Kaelan, *Pendidikan Kewarganegaraan Untuk Perguruan Tinggi*. Hal, 88.

Sundawa.²⁵ The facts at SMKN 7 Pandeglang prove that dogmatic rote pedagogy is an obsolete method that has utterly failed to evolve into a problem-solving instrument for the future generation of workers.

2. Effective Interventions to Elevate Student Awareness and Disposition in Exercising Constitutional Rights and Duties

Addressing the pedagogical impasse identified in the preceding analysis, this study transcends mere theoretical recommendations by concretely executing a socio-legal intervention model in the field. This participatory legal empowerment model is architected upon three primary pillars: labor rights simulation, peer-tutoring-based digital gamification, and practitioner collaboration. To map the operational workflow and logical integration of these interventions, the program's architectural blueprint is represented in Figure 1 below.

Figure 1. Participatory Vocational Legal Empowerment Model at SMKN 7 Pandeglang

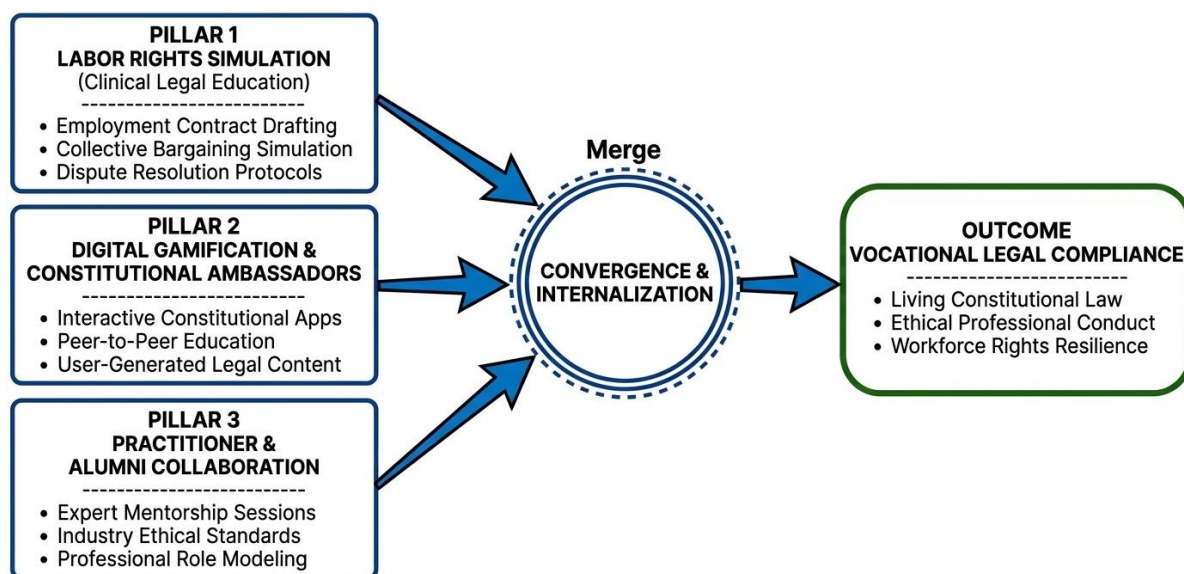


Figure 1 illustrates a radical paradigm shift from conventional, unilateral lecture methods toward a fully participatory experiential learning approach centered on empirical student problem-solving.²⁶ Operationalizing the first pillar, this research deconstructs obsolete instructional paradigms by directly applying labor contextualization. The research team and expert resources deliberately intertwined

²⁵ Pradana and Sundawa, "Optimizing Vocational Civic Education For The Development Of Student Character."

²⁶ Rebecca M. Archer, Maryam Wagner, and Linda Snell, "A Theoretical Framework for Experiential Learning: Creating Active Knowledge Experiences (CAKE)," *Advances in Health Sciences Education*, February 13, 2026, <https://doi.org/10.1007/s10459-026-10508-0>.

constitutional rights and duties with real-world simulations involving employment contract drafting, industrial safety standards, and bipartite negotiation mechanisms. Through this labor simulation, the 1945 Constitution (UUD NRI 1945) is no longer perceived by students as a static text; rather, it transforms into an instrument of career ethics and a protective, living law within their vocational lives.

Advancing to the second pillar, innovative digital approaches were extensively integrated to guarantee constitutional memory retention and minimize learning resistance among Generation Z students. The researchers deployed interactive quiz-based digital gamification instruments, empirically proven to significantly enhance cognitive retention and learning motivation. The efficacy of gamification in mitigating civic education fatigue demonstrates that its comprehensive integration successfully converts passive attitudes into sustained discipline and robust moral character within the classroom.²⁷ This digital intervention was subsequently fortified through the establishment of "School Constitutional Ambassadors," operating as agents of peer tutoring. This strategy capitalizes on the students' tendency to respond more adaptively to legal discourse when engaged informally by their peers. To penetrate their algorithmic echo chambers, this legal literacy campaign was expanded by producing User-Generated Content (UGC) educational campaigns on the students' own social media platforms, thereby generating an organic, publicly resonant educational impact.

As the third pillar and primary catalyst, the program directly integrated the SMKN 7 Pandeglang alumni network and industry practitioners into the school's ecosystem. These industrial experts were brought in to present empirical evidence that compliance with the constitution and legal ethics constitutes the absolute foundation for a competitively sustainable career. The involvement of this employment ecosystem functionally dismantles the rigid dichotomy between civic education and mechanical skills, fulfilling the urgent imperative to seamlessly integrate vocational civic literacy with the students' projected social roles in the workplace.²⁸ This systematic sequence of interventions across the three pillars generated clearly measurable competency shifts. To highlight the

²⁷ Siti Sumarni and Muhlasin Amrullah, "Truth Or Dare Gamification Fosters Student Discipline In Elementary Civic Education," *Indonesian Journal of Education Methods Development* 21, no. 4 (September 21, 2026), <https://doi.org/10.21070/ijemd.v21i4.1136>.

²⁸ Katarina Kärnebro et al., "Vocational Students' Citizenship Education as a Conditioned Practice: School Leaders' and Teachers' Perspectives of History, Religious Education, Science Studies, and Social Studies," *Nordic Journal of Vocational Education and Training* 14, no. 4 (January 4, 2025): 50–71, <https://doi.org/10.3384/njvet.2242-458X.2414450>.

successfully achieved cognitive and behavioral transformations, Table 2 presents a comparative qualitative matrix of the students' evaluation results.

Table 2. Comparative Transformation of Students Pre- and Post-Participatory Intervention

Transformation Dimension	Pre-Intervention Baseline (Existing Conditions)	Post-Intervention (Participatory Outcomes)	Status Intervention
Cognitive <i>(Legal Knowledge & Analysis)</i>	Constitutional comprehension is rote, textual, and dogmatic; exhibits a "blind spot" regarding fundamental labor rights (wages, labor unions).	Capable of conducting critical analysis on labor dispute case studies; comprehends the 1945 Constitution as a protective career instrument (living law).	
Affective <i>(Attitude & Value Awareness)</i>	Exhibits individualistic and apathetic tendencies toward national issues; reduces the meaning of civic duties to mere administrative formalities (taxation/traffic laws).	Cultivates high tolerance and empathy toward peers, while possessing holistic social responsibility and a professional ethical ethos.	
Psychomotor <i>(Actions & Tangible Behavior)</i>	Frequently violates school disciplinary rules (<i>weak civic disposition</i>); remains passive in legal discourse and trapped within social media echo chambers.	Consistently acts ethically; consciously complies with school regulations; actively simulates employment contract negotiations and produces digital legal education content.	

Dissecting the contents of Table 2, post-activity monitoring validates the synergistic success of coupling the experiential learning approach with the corporate sector context. Students tangibly demonstrated an enhanced capacity for critical analysis when confronting labor dispute issues, accompanied by an affective shift toward a tolerant, critical, and responsible posture regarding the state constitution. This fundamental transformation within the psychomotor dimension provides empirical proof that national values have taken firm root, manifesting in the students' daily conduct and reflecting the fulfillment of the essential benchmarks of constitutional education.

Dialectically, the empirical success executing this vocational labor socialization model yields scientific prescriptions that transcend the local level. These field realities unequivocally substantiate the macro-level postulations of Zhaoyu Chen and M. Harviend Gilang Perdana et al., which theorize that constitutional law literacy—when imparted through precise formulations to youth at the micro level—absolutely operates as an essential mitigative shield to stem exploitation and avert destructive socio-political

conflicts within industrial agglomeration zones.^{29,30} Furthermore, the successful implementation of this participatory-based experiential learning at SMKN 7 Pandeglang aligns directly with the theoretical recommendations of S. Mazid et al. regarding the urgency of progressive advocacy models. It simultaneously validates the empirical conclusions of H. Kurniyawan and S. W. Tanszil: that collaborative strategies involving innovative educators and mentors serve as the ultimate defensive weapon to dismantle apathy and digital misinformation within the minds of Generation Z.^{31,32}

From the perspective of institutional sociology, the initiation of this program—architected entirely by an external university academic team—serves as the empirical manifestation of Daniela Acquaro and Ondine Jayne Bradbury's theory regarding the supremacy of cross-institutional strategic partnerships.³³ The successful transformation of these students validates the critical insights of Willem-Jan Kortleven et al., who assert that external legal socialization and mentorship designed by universities possess a significantly more permanent degree of efficacy in reconstructing students' constitutional reasoning compared to passive classroom instruction.³⁴ Serving as both an argumentative synthesis and an assertion of original contribution (novelty), these research findings successfully resolve the academic discourse challenges posed by Anouk Zuurmond et al. and Petrus Irianto.^{35,36} By seamlessly integrating civic rights literacy into realistic simulations of the employment ecosystem, vocational high schools are proven to no longer produce vulnerable mechanical workers. Instead, they successfully forge patriotic professionals who are resilient against legal oppression and equipped with robust social cohesion. Ultimately, advancing the methodological mandate of Richard M. Walker et al. concerning the necessity of scientific rigor for national development,³⁷ the comprehensive documentation of this participatory empowerment model has proven its validity in the

²⁹ Chen, "The Disinformation Link: A Discussion of How Global Citizenship Education Contributes to Global Political Stability."

³⁰ Perdana et al., "Literasi Hukum Tata Negara Bagi Pemuda Sebagai Upaya Pencegahan Konflik Sosio-Politik Di Daerah."

³¹ Mazid et al., "Strengthening Legal Literacy and Democratic Citizenship through an Advocacy-Based Approach in Civic Education."

³² Kurniyawan and Tanszil, "Strategy of Civic Education Teachers in Building Awareness and Legal Compliance for the Younger Generation."

³³ Acquaro and Bradbury, "School-University Partnerships—Moving Beyond Transactional."

³⁴ Kortleven, Holvast, and Bešić, "From Adaptive to Reflective Law School Socialisation: A Theoretical and Empirical Contribution from the Netherlands."

³⁵ Zuurmond et al., "Learning to Question the Status Quo. Critical Thinking, Citizenship Education and Bildung in Vocational Education."

³⁶ Irianto, "Civic Education on Acts of Intolerance in One of the Vocational High Schools in Jayapura, Papua."

³⁷ Walker et al., "Best Practice Recommendations for Replicating Experiments in Public Administration."

field. Consequently, it is unequivocally fit for replication as a public policy prototype for vocational education institutions on both national and global scales.

C. CONCLUSION

This study establishes that the baseline constitutional comprehension among students at SMKN 7 Pandeglang remains confined to rote textual memorization, engendering a critical blind spot regarding fundamental labor rights that renders them highly susceptible to industrial exploitation. To redress this systemic vulnerability, the implementation of a participatory legal empowerment model—driven by the synergy of labor rights simulations, digital gamification, and practitioner collaboration—has proven highly effective in dismantling dogmatic pedagogy in favor of contextual experiential learning. This innovative framework successfully transformed students' civic literacy from superficial doctrinal knowledge into an internalized, living law consciousness. Such a paradigm shift tangibly manifested in heightened critical analytical capacities, broadened social responsibility, and strict behavioral adherence to regulatory mandates. Ultimately, this legal socialization model warrants immediate adoption as a public policy prototype for vocational institutions, ensuring the cultivation of professionals who possess not only mechanical proficiency but also a resolute patriotic ethos and absolute resilience against workplace oppression.

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