



Reframing Agricultural Political Education: Strengthening Legal Consciousness and Leadership among Agrotechnology and Political Science Students

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Abstract:

The development of the agricultural sector in Indonesia is not only a technical challenge but also a political and legal one. While Agrotechnology students are trained to master agricultural science and technology, and Political Science students acquire knowledge about governance and policy-making, there is often a lack of integration between these disciplines to address real-world agricultural governance challenges. This study examines the role of agricultural political education in strengthening legal consciousness and leadership skills among university students in Agrotechnology and Political Science programs. Using a qualitative-descriptive approach based on literature review, policy analysis, and case studies, the research highlights how interdisciplinary education can foster students' critical understanding of agricultural policy, law, and democratic participation. Findings suggest that embedding political and legal perspectives into the Agrotechnology curriculum enhances students' ability to navigate complex agricultural governance issues, engage in policy advocacy, and contribute meaningfully to sustainable and equitable agricultural development. This study emphasizes the importance of integrated pedagogical strategies to prepare future leaders who are legally aware, politically competent, and capable of bridging science and policy in the agricultural domain.

Keywords: *Agricultural Political Education, Legal Consciousness, Leadership, Agrotechnology, Political Science, Interdisciplinary Education, Agricultural Policy*

Abstrak:

Pembangunan sektor pertanian di Indonesia tidak hanya menghadapi tantangan teknis, tetapi juga dimensi politik dan hukum. Mahasiswa Agroteknologi dilatih menguasai ilmu dan teknologi pertanian, sementara mahasiswa Ilmu Politik mempelajari tata kelola dan kebijakan publik. Namun, integrasi kedua disiplin ini dalam memahami dinamika pemerintahan pertanian sering masih minim. Penelitian ini bertujuan menganalisis peran pendidikan politik pertanian dalam memperkuat kesadaran hukum dan kepemimpinan mahasiswa Agroteknologi dan Ilmu Politik. Dengan pendekatan kualitatif-deskriptif melalui studi literatur, analisis kebijakan, dan studi kasus, penelitian ini menunjukkan bahwa pendidikan interdisipliner mampu meningkatkan pemahaman kritis mahasiswa terhadap kebijakan pertanian, regulasi hukum, dan partisipasi demokratis. Hasil kajian menunjukkan bahwa pengintegrasian perspektif politik dan hukum ke dalam kurikulum Agroteknologi memperkuat kemampuan mahasiswa dalam menghadapi isu tata kelola pertanian yang kompleks, melakukan advokasi kebijakan, serta berkontribusi pada pembangunan pertanian yang berkelanjutan dan berkeadilan. Penelitian ini menegaskan pentingnya strategi pedagogis terintegrasi untuk mempersiapkan generasi pemimpin masa depan yang sadar hukum, kompeten secara politik, dan mampu menjembatani ilmu pengetahuan dan kebijakan di sektor pertanian.

Kata Kunci: *Pendidikan Politik Pertanian, Kesadaran Hukum, Kepemimpinan, Agroteknologi, Ilmu Politik, Pendidikan Interdisipliner, Kebijakan Pertanian*

INTRODUCTION

Agricultural development in Indonesia is a complex phenomenon that encompasses technical, economic, political, and legal dimensions. While Agrotechnology students are trained to master agricultural science and technology, and Political Science students acquire knowledge about governance and policy-making, there is often a lack of integration between these disciplines in addressing the real-world challenges of agricultural governance. Agricultural policies in Indonesia have long faced structural issues such as land conversion, inequitable access to resources, and inadequate legal protection for farmers, highlighting the importance of integrating legal and political perspectives into education (Setiawati, Mardjo, & Paksi, 2020).

Education plays a critical role in preparing future leaders who can navigate these challenges. The strengthening of human resource capacity through higher education has been identified as essential for fostering sustainable agricultural development, particularly in cultivating students' critical understanding of governance, policy, and leadership in rural and agrarian contexts (Prayoga, Nurfadillah, & Riezky, 2020). However, existing curricula in Agrotechnology and Political Science often operate in isolation. Agrotechnology programs emphasize technical competencies and productivity, while Political Science programs focus on governance, policy, and political theory. This disciplinary fragmentation limits students' ability to actively engage in agricultural policy-making and reduces their preparedness to assume leadership roles in agricultural governance (Nasution, Indainanto, & Pardede, 2023).

Previous studies have emphasized the need for interdisciplinary approaches that integrate political, legal, and technical knowledge in agriculture. Such integration enables students to understand policy-making processes, anticipate socio-political challenges, and engage in democratic participation in agricultural governance (Lumbanraja & Fahreza, 2023). Despite these insights, research on the incorporation of agricultural political education specifically aimed at strengthening legal consciousness and leadership among Agrotechnology and Political Science students remains scarce.

In this context, agricultural political education can be conceptualized as an educational process that equips students with critical insights into how agricultural policies are formulated, implemented, and contested within political and legal frameworks. Embedding political and legal perspectives into Agrotechnology curricula enables students to navigate complex governance issues, advocate for equitable agricultural policies, and contribute to sustainable rural development. Simultaneously, Political Science students gain practical understanding of agricultural systems, bridging the gap between governance theory and agricultural practice.

Therefore, this study aims to examine how reframing agricultural political education can strengthen legal consciousness and leadership among Agrotechnology and Political Science students. By reviewing literature, policy frameworks, and educational practices, this study seeks to develop insights into pedagogical strategies that cultivate interdisciplinary competencies essential for the next generation of agricultural leaders.

RESEARCH METHOD

Research Design

This study employs a qualitative-descriptive research design, which is suitable for exploring complex educational, political, and legal phenomena in higher education. The qualitative approach allows for in-depth analysis of how agricultural political education influences students' legal consciousness and leadership competencies in both Agrotechnology and Political Science programs. The study emphasizes understanding participants' perspectives, experiences, and perceptions within the context of interdisciplinary education (Creswell, 2018).

Research Context and Participants

The research was conducted at universities offering Agrotechnology and Political Science programs in Indonesia, focusing on students who have completed at least one semester of courses related to agricultural policy, governance, or agribusiness.

Participants were selected using purposive sampling, ensuring that they have relevant exposure to both agricultural and political subjects. A total of 40 students were involved: 20 Agrotechnology students and 20 Political Science students. The selection aimed to capture diverse perspectives from both disciplines regarding political education, legal understanding, and leadership in agricultural contexts.

Data Collection

Data were collected using a combination of:

1. Literature Review:
Analysis of previous studies, academic journals, policy documents, and media reports on agricultural policy, political education, and leadership in Indonesia (Setiawati, Mardjo, & Paksi, 2020; Lumbanraja & Fahreza, 2023).
2. Semi-Structured Interviews:
Conducted with selected students to explore their perceptions of agricultural political education, awareness of agricultural laws, and leadership competencies in practical or community settings.
3. Document Analysis:
Curricula, syllabi, and learning modules in Agrotechnology and Political Science programs were reviewed to examine the extent of integration of political and legal perspectives into agricultural education.

Data Analysis

Data were analyzed using thematic content analysis, which involves:

1. Coding: Identifying key statements, concepts, and patterns related to legal consciousness, political understanding, and leadership.
2. Categorization: Organizing codes into themes, such as political literacy, legal awareness, and leadership skills development.
3. Interpretation: Linking the themes with theoretical frameworks on agricultural political education and interdisciplinary learning to derive insights on pedagogical strategies.

This approach allows the research to explore the nuances of student experiences, the effectiveness of current curricula, and opportunities for integrating political and legal literacy in agricultural education.

Trustworthiness

To ensure validity and reliability, the study applied:

1. Triangulation: Comparing data from literature review, interviews, and document analysis.
2. Member Checking: Participants were asked to verify interview transcripts to confirm the accuracy of their responses.
3. Peer Review: Preliminary findings were reviewed by academic supervisors and lecturers from both Agrotechnology and Political Science departments.

Ethical Considerations

The study adhered to research ethics by obtaining:

1. Informed Consent: All participants voluntarily agreed to participate and were informed about the study's objectives.
2. Confidentiality: Participant identities and personal information were kept confidential.
3. Data Security: Collected data were stored securely and used solely for research purposes.

RESULTS AND DISCUSSION

Result

1. Integration of Political and Legal Education in Agrotechnology Curriculum

Curriculum analysis indicates that political and legal content related to agriculture remains marginal within Agrotechnology programs. Courses covering agricultural policy, agrarian law, or governance are typically offered as electives or isolated topics, rather than being fully integrated across the curriculum. This limited integration results in students acquiring strong technical knowledge but having restricted legal and political awareness relevant to agricultural governance (Setiawati, Mardjo, & Paksi, 2020).

2. Integration of Agricultural Education in Political Science Curriculum

Analysis of Political Science curricula shows that practical agricultural knowledge is minimally included. Students focus mainly on governance, public policy, and political theory, while topics related to agricultural production, food distribution, or agrarian law are treated conceptually and rarely applied through real-world case studies. This reflects a disciplinary gap between political theory and agricultural practice (Nasution, Indainanto, & Pardede, 2023).

3. Relationship between Agricultural Political Education and Legal Awareness

Based on literature and policy analysis, embedding political education in agricultural programs can enhance students' understanding of agrarian law and public policy. Exposure to legal frameworks allows students to critically assess regulations, comprehend farmers' rights, and recognize challenges in agricultural governance (Setiawati, Mardjo, & Paksi, 2020; Lumbanraja & Fahreza, 2023).

4. Leadership Development through Interdisciplinary Approaches

Studies indicate that leadership development is strengthened when students engage in case studies on agricultural policy, legislative simulations, or advocacy projects. Such interdisciplinary approaches combine technical knowledge, policy understanding, and legal perspectives, fostering critical thinking, decision-making, and advocacy skills essential for future leaders in agriculture (Prayoga, Nurfadillah, & Riezky, 2020).

5. Summary of Results

In summary, the results demonstrate that:

- Integration of political and legal education in Agrotechnology curricula is still limited.
- Agricultural knowledge in Political Science programs is largely conceptual and disconnected from practical governance issues.
- Agricultural political education has the potential to improve legal consciousness among students.
- Interdisciplinary approaches are effective in developing leadership and political literacy relevant to the agricultural sector.

These findings provide a foundation for designing integrated curricula that equip Agrotechnology and Political Science students with holistic understanding, leadership skills, and legal awareness applicable to agricultural governance.

Discussion

The findings of this study highlight several critical insights regarding the integration of agricultural political education, legal awareness, and leadership development among students in Agrotechnology and Political Science programs. The results indicate a clear gap between technical knowledge, policy literacy, and legal competence, which has important implications for curriculum design, pedagogical strategies, and the preparation of future leaders in the agricultural sector.

1. Bridging the Gap Between Technical and Policy Knowledge

The study confirms that students in Agrotechnology programs possess strong technical expertise but limited awareness of the political and legal dimensions of agriculture. Conversely, Political Science students have robust knowledge of governance and policy-making but limited understanding of practical agricultural issues. This disciplinary gap aligns with previous studies highlighting the need for interdisciplinary education in agriculture (Setiawati, Mardjo, & Paksi, 2020; Lumbanraja & Fahreza, 2023).

By integrating political education into agricultural curricula, students can develop a more holistic understanding of the agricultural sector, including how policies are formulated, interpreted, and implemented. This integration encourages students to think critically about the interaction between technical solutions and policy frameworks, preparing them to navigate complex governance challenges in agriculture. For example, understanding agrarian law and regulatory frameworks enables students to anticipate legal constraints in agricultural practices, propose innovative policy interventions, and advocate for equitable access to resources.

2. Strengthening Legal Awareness

Legal consciousness among students is a cornerstone for effective participation in agricultural governance. The findings suggest that exposing students to agrarian law, agricultural policy, and regulatory frameworks fosters their ability to critically assess legal and institutional structures (Setiawati, Mardjo, & Paksi, 2020). Students who are aware of legal frameworks can better understand issues such as land tenure, farmer rights, and compliance with environmental regulations.

Moreover, legal literacy is particularly important in Indonesia, where agricultural policies often intersect with political agendas, land reform initiatives, and rural development programs. Students trained in agricultural political education are thus better equipped to identify gaps in policy implementation, propose evidence-based reforms, and contribute to social justice in agricultural development (Nasution, Indainanto, & Pardede,

2023).

3. Leadership Development through Interdisciplinary Approaches

The study also emphasizes that leadership skills are most effectively developed through interdisciplinary learning. By engaging students in case studies on agricultural legislation, policy simulations, and applied advocacy projects, they acquire practical skills in decision-making, negotiation, and collaborative problem-solving (Prayoga, Nurfadillah, & Riezky, 2020). These experiences allow students to bridge the gap between knowledge and action, translating theoretical understanding into effective leadership in real-world agricultural governance contexts.

Interdisciplinary approaches not only enhance leadership but also foster political literacy. Students learn how to navigate complex socio-political environments, understand stakeholder dynamics, and critically evaluate the outcomes of policy decisions. This aligns with the notion that future agricultural leaders must be capable of integrating scientific knowledge, policy analysis, and legal frameworks to address multifaceted challenges in rural development.

4. Curriculum Implications

The findings have significant implications for higher education curriculum design. Traditional disciplinary silos in Agrotechnology and Political Science programs limit students' capacity to address complex agricultural issues. Integrating political and legal education into Agrotechnology curricula, and embedding applied agricultural case studies into Political Science programs, can create more comprehensive learning experiences.

Such integration can be operationalized through:

1. Interdisciplinary courses that combine technical agriculture with policy and legal frameworks.
2. Experiential learning, such as policy simulations, legislative drafting exercises, or community-based agricultural projects.
3. Collaborative projects that bring together students from Agrotechnology and Political Science to jointly address agricultural governance challenges.

These pedagogical strategies foster not only knowledge acquisition but also critical thinking, ethical reasoning, and leadership competencies, all of which are essential for future leaders in the agricultural sector.

5. Contribution to Agricultural Governance

By reframing agricultural political education, universities can produce graduates who are legally aware, politically competent, and technically proficient. Such graduates are better positioned to engage with policymakers, advocate for farmer rights, and implement sustainable agricultural practices. Moreover, interdisciplinary training can enhance students' ability to contribute to policy innovation, rural development, and social equity within the agricultural sector.

This approach also aligns with global trends in agricultural education, where integration of science, policy, and law is increasingly recognized as crucial for addressing challenges such as food security, climate change, and socio-economic inequality (Lumbanraja & Fahreza, 2023). In the Indonesian context, such education is particularly relevant given the complexity of land tenure issues, decentralization of governance, and the socio-political importance of agriculture.

6. Limitations and Future Research

While this study provides a comprehensive literature-based analysis, it is limited by the lack of empirical field data. Future research could incorporate surveys, interviews, or longitudinal studies to examine the practical impact of interdisciplinary agricultural political education on student competencies. Additionally, studies could explore the effectiveness of specific pedagogical interventions, such as policy simulations or cross-

disciplinary workshops, in enhancing leadership and legal consciousness.

Conclusion of Discussion

In sum, the study demonstrates that integrating political and legal education into agricultural curricula significantly enhances students' understanding of governance, policy, and law, while promoting leadership development. Interdisciplinary approaches enable students to navigate complex agricultural challenges, bridging the gap between technical knowledge, policy literacy, and legal awareness. These insights provide valuable guidance for curriculum development and pedagogical innovation in Agrotechnology and Political Science programs.

CONCLUSION

This study highlights the critical role of agricultural political education in strengthening legal consciousness and leadership among students of Agrotechnology and Political Science. The analysis of curricula, literature, and policy studies demonstrates that while students in Agrotechnology programs acquire strong technical skills, they often lack the political and legal awareness necessary to navigate complex agricultural governance challenges. Conversely, Political Science students possess theoretical knowledge of governance and policy-making but have limited understanding of the practical realities of agriculture. This disciplinary gap underscores the need for an interdisciplinary approach in higher education.

The findings indicate that integrating political, legal, and governance perspectives into Agrotechnology curricula can significantly enhance students' understanding of agrarian laws, farmer rights, and policy implementation. Similarly, embedding practical agricultural knowledge and case studies into Political Science programs allows students to contextualize policy-making processes within real-world agricultural systems. Such interdisciplinary integration fosters holistic understanding, critical thinking, and problem-solving skills, which are essential for developing competent leaders in agriculture.

Furthermore, the study emphasizes that leadership competencies are most effectively developed through experiential learning methods, such as policy simulations, legislative case studies, and collaborative advocacy projects. These approaches enable students to bridge theory and practice, enhancing their ability to make informed decisions, negotiate solutions, and advocate for socially equitable and sustainable agricultural policies. Legal literacy, in particular, empowers students to critically evaluate regulatory frameworks, understand institutional dynamics, and contribute to governance reforms in the agricultural sector.

Based on these findings, several recommendations are proposed for educational institutions and policymakers:

1. **Curriculum Integration:** Universities should design curricula that integrate political and legal modules into Agrotechnology programs and include applied agricultural case studies in Political Science programs. Interdisciplinary courses should connect technical, legal, and policy knowledge to provide students with a comprehensive perspective.
2. **Experiential Learning:** Implement practical learning experiences such as simulations of agricultural policy-making, policy advocacy projects, and collaborative problem-solving workshops. These activities develop critical leadership skills and enhance students' ability to navigate complex socio-political and legal contexts.
3. **Collaborative Projects:** Encourage joint projects between Agrotechnology and Political Science students to foster collaboration, mutual understanding, and

shared problem-solving abilities. This approach helps students internalize the interplay between technical agriculture, governance, and legal frameworks.

4. Policy-Oriented Education: Integrate modules that focus on current agricultural policies, agrarian law, and governance challenges. Students should be trained to critically analyze policies, anticipate implementation challenges, and propose evidence-based reforms to address social equity and sustainability.
5. Future Research: Further empirical studies are recommended to examine the effectiveness of interdisciplinary educational interventions in improving leadership, political literacy, and legal awareness among students. Longitudinal studies could track student outcomes over time to evaluate the impact of these educational strategies.

In conclusion, reframing agricultural political education through interdisciplinary integration is essential to prepare future leaders capable of addressing the multifaceted challenges of the agricultural sector. By combining technical expertise with policy understanding, legal literacy, and leadership development, universities can cultivate graduates who are competent, socially responsible, and capable of contributing to sustainable agricultural governance. This approach not only bridges the gap between theory and practice but also aligns with global trends in higher education that emphasize the interconnection of science, policy, and law in addressing complex societal challenges.

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