

BULETIN

PENDIDIKAN HUKUM

INDONESIAN LEGAL EDUCATION NETWORK
LEAP - ORANGE KNOWLEDGE PROGRAM



LEAP

LEGAL EDUCATION, ETHICS, AND PROFESIONALISM



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EDITORIAL
Radian Salman
(Program Director LEAP-OKP Faculty of Law UNAIR)



JEJARING PENDIDIKAN HUKUM UNTUK MASA DEPAN NEGARA HUKUM *Legal Education Network for The Future Of Rule of Law*

Indonesia adalah negara hukum, demikian ditegaskan dalam UUD 1945. Penegasan ini tidak saja meneguhkan konstitusionalisme yang bersendi pada pembatasan kekuasaan, tetapi juga menunjukkan pentingnya bersepakat bahwa negara harus dikelola dengan meletakkan hukum sebagai dasar dan rujukan. Negara hukum sendiri memang merupakan “contested concept” yang mempunyai konsep luas, merentang dari pertanyaan tentang bagaimana hukum dibentuk dengan cara yang fair dan akuntabel, substansi yang berkeadilan, dapat diimplementasikan serta ditegakkan. Dengan ranah demikian, maka tidak berlebihan untuk mengatakan bahwa peran dalam negara hukum salah satunya bertumpu pada sumber daya manusia. Sehingga dalam hal ini tidak berlebihan pula pendidikan hukum menjadi (salah satu) tumpuan dalam mewujudkan negara hukum. Oleh karena itu pendidikan hukum yang bagaimana yang kemudian dapat berkontribusi bagi peneguhan negara hukum?

Sesungguhnya sistem dan kurikulum pendidikan tinggi hukum selain mempunyai tujuan output pembelajaran berupa penguasaan ilmu hukum dan legal skill, juga seharusnya dapat membedakan value dasar dalam hukum dan kehidupan hukum, misalnya mengenai keadilan, integritas, dan etik. Bagaimana hal ini diimplementasikan pada Fakultas Hukum? Kita memahami bahwa Fakultas-Fakultas hukum di Indonesia mempunyai perbedaan kondisi yang mana hal ini bisa dipengaruhi oleh usia berdiri, ketersediaan sumber daya dosen dan tenaga kependidikan, infrastruktur, lokasi dan juga perbedaan tata kelola serta strategi pengelolaan. Akibatnya adalah perbedaan mutu dari pendidikan hukum, meskipun hal ini tidak semata hanya diukur dengan status akreditasi.

Oleh sebab itu kolaborasi dan kemitraan diantara fakultas-fakultas hukum merupakan keniscayaan. Hal ini tentu saja telah dilakukan, baik pada PTN maupun PTS seperti jaringan Badan Kerjasama Dekan Fakultas Hukum se-Indonesia. Namun tentu saja implementasi kerjasama ini selalu perlu untuk direview dan diperbaiki, guna menyesuaikan dinamika yang berlangsung. Salah satu dinamika tersebut adalah era digital yang menjadikan permasalahan dan tantangan pendidikan hukum harus disikapi berbeda. Internet of things, dengan segala fiturnya telah mempercepat perubahan, tidak saja berkomunikasi, tetapi juga bagaimana memanfaatkan sumber belajar dan mengubah pula metode pembelajaran. Kecepatan perubahan sebagaimana juga kecepatan kita berkomunikasi, adalah hal esensial dalam kerjasamadi antara FH di Indonesia, contoh kecil saja, kita tidak mungkin dan tidak akan bisa hanya menyediakan dosen kita sendiri untuk mahasiswa kita, tetapi dosen-dosen dari institusi lain dapat dengan mudah menjadi sumber belajar untuk mahasiswa manapun. Ini belum lagi tantangan mengenai artificial intelligent, yang juga mulai merambah layanan hukum.

LEAP-OKP sebagai inisiasi untuk meningkatkan legal skill dengan basis integritas dan etik, melihat perlunya jejaring pendidikan hukum secara lebih cepat dan responsif, sehingga pertukaran gagasan, saling belajar contoh dan praktik terbaik, memperluas kesempatan memperoleh sumber belajar, bertukar sumber daya akan dapat dilakukan dengan lebih fleksibel.

Edisi bulletin kali ini membincang perlunya membangun sinergi jejaring dalam pendidikan hukum, sebagai kontribusi jangka panjang meneguhkan negara hukum melalui pendidikan hukum yang lebih baik.

Selamat membaca



International Collaboration LEAP Project

Prof. AW. Heringa

(Program Director LEAP OKP Faculty of Law Maastricht)

The OKP LEAP project is an example of international collaboration between law faculties of different countries. Sponsored by the Dutch government and with the purpose to make legal education expertise and innovation of legal education available and to embed a legal education curriculum with aspects of legal ethics, good governance and skills and preparation for the modern day legal labor market.

It also brings Maastricht University as the Dutch partner in this project quite a lot: to make available its legal education expertise; to give its staff the opportunity to work with colleagues from foreign institutions who work in different settings and with a different legal and cultural perspective. Enabling both sides to learn different perspectives, compare approaches, and share best practices and experiences.

National collaboration,

Evidently on a national level collaboration might exist, and is the easiest, because of the common legal system and (legal) language. But, sometimes common blind spots are in the way, or even fear of the competition and because national rules do limit freedom of operation of law faculties. However, even within small margins national collaboration at the minimum in the form of sharing best practices is worthwhile. National law schools do exist for the common good and for the good governance of a state and the well functioning of a legal system, and not solely for their own mere existence. Competition and experiments and sharing expertise are mutually beneficial. The better all law schools are, the better the best law schools can become. Raising the overall level of legal education benefits also the top schools, because they feel the heat of their competitors.

and international collaboration

International collaboration can add to this cycle of sharing and improvement and innovation. Evidently, here we have to take into account that internationally collaborating law schools sit in different legal and cultural systems, however whilst recognizing this aspect, being confronted with different approaches, other ideas, innovative legal education models, will and does help to better reflect on one's own teaching model. After all, in the domains of international law, international trade, corporate law, tax law, doing business, good governance, environmental and climate law, banking and finance law, administrative law, economic law, increasingly international actors and foreign business will have their own perspectives and expectations and demands. And in order to be attractive and competitive as a legal system, it is good to have lawyers who can deal with and are experienced in national and other international settings. And one way to prepare is 'internationalization at home': sit in a class room with foreign students, have a foreign teacher, have a teacher with large foreign experience.

And this also applies to law teachers: having foreign experiences assists them in being better teachers with an open eye for another take on the law. Comparative law is a good tool for the enhancement of the quality of legal education, and so are teachers who have been exposed to a new experience abroad.

How

And how to do this? By having a clear strategy for collaboration with foreign law schools, allowing for exchange of educational perspectives and expertise and vision; enabling student and staff exchange; facilitating joint research and joint research projects; learning from colleagues and enlightening colleagues.

This all is a great strength of the EU's Erasmus Mundus' projects for exchange and research. It is however indeed time to expand to global systems of collaboration. They can be research based, or focused on legal education, joint degrees, or joint PhD's. Exposure and learning from and researching with others are key. And states, and universities and law faculties ought to also make budget available to serve these purposes. My personal experiences with student exchange and large influx of students in an English taught bachelor programme in Maastricht (European Law School) are that this has pushed the quality of the students and the programme up: international competition and expectations from students were high and made staff respond and meet the competition and the expectations. And that in the end benefits society, the students and academia.

Freedom of Learning in Higher Education (Kampus Merdeka) and Legal Education Network in Indonesia

Iman Prihandono, Ph.D
(Dean Faculty of Law Universitas Airlangga)



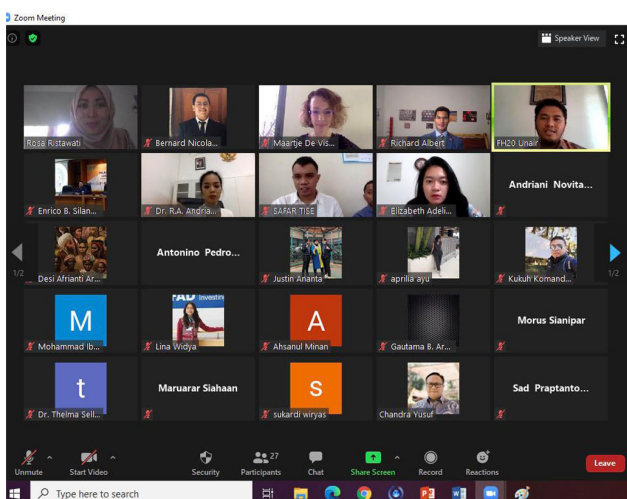
In this time of pandemic, we have seen a significant shift in social and economic conditions. The limitation of movement and social distancing have changed the way people interacts each other. The use of online communications become more and more important than it used to be before the pandemic. Peoples have been gradually adapting with working and studying from home in this “new normal” era. Likewise, business activities have been shifting from a direct transaction of buying and selling to digital transactions. The use of information technology helps public and private sectors to provide services despite limitations broadly imposed to prevent virus spreading.


For some countries, the recent global use of information technology might be a blessing in disguise. This situation has a positive impact to boost the widespread use of digital technology in many sector, particularly in higher education services. Before the pandemic, the large portion of teaching and learning activities were conducted through conventional class room interaction. Most of lecturers seemed to be in their “comfort zone” and reluctant to use alternative teaching methods. However, the pandemic has left lecturers with limited option and are forced to optimize the use of technology.

We might all agree that the use of technology in teaching and learning process provides a number of advantages. First, the use of technology provides flexibilities. The teaching and learning process is not limited by time and space. Students can choose when they want to start studying a specific course, like wise students do not need to attend to a class room. Teaching materials can be accessed and retrieved online at any time. Second, the use of technology makes it possible for students to courses which suits with their needs. Apart from compulsory courses that they have to enroll, students can choose other courses which may be useful for their professional plan.

In fact, these advantages are in line with the Ministry of Education’s program, that is the freedom of learning in higher education or Kampus Merdeka. For many Law Schools in Indonesia, the Kampus Merdeka program is challenging for some reasons. The Law Schools’ curriculum need to be adjusted, this is to accommodate the possibility for students: (1) to take subjects at other law schools; (2) to take interdisciplinary subjects (i.e. economics, politics and managements), and (3) to work on a specific project.

Particularly for the last two points, Indonesian law schools might need to re-arrange their curriculum. In average, to graduate from law school, a student need to take 140 credit points of law subjects. In Kampus Merdeka program, a student is entitled to take interdisciplinary subjects (maximum at 20 credit points) and to work on project (maximum at 20 credit points). Therefore, if a student chooses to use his or her rights to take interdisciplinary subjects and work on project, he or she might graduate with 100 credit points of core law subjects in hand. Question is, does 100 credit points sufficient for a law graduate to possess legal knowledge and skills? This is why law schools in Indonesia need to re-arrange their curriculum to accommodate students to use their rights, yet maintaining the legal knowledge and skills which necessary for their future professional carrier.





Furthermore, the possible shrinking of compulsory law subjects to 100 credit points might also be a good starting point for law schools to improve teaching and learning method. This is to ensure maximum outcome of learning process, and students will obtain knowledge and skills they supposed to achieve. It is not the time anymore where a lecture is the most active person in class room. In the early 90's, the 'student centered' learning method was introduced. This method encourage students to actively involved in the teaching and learning process. Students are encouraged to find information and data related to the discussed topic, whereas the lecture is acting more as a facilitator.

In law schools, perhaps the 'student centered' method is equal to the 'problem based learning' method. To understand a particular legal concept, students need to conduct independent research and learn from various legal source and materials. In classroom, students will discuss and share with their fellow students what they have found and learnt. The lecturer will act as facilitator of the discussion, and at the end will provide comments and corrections if necessary. In this way, students will not only understand the legal concept, but also can practice his or her research, reading, presentation, collaboration and teamwork skills.

However, a good and reliable system of library and access to legal materials (i.e. books, journals, regulations, reports, and case laws) is crucial. Perhaps, this is the most challenging issue for law schools in Indonesia. Access to various legal materials to assist lecturer and students when conducting research for teaching and learning purposes may not be available in every law schools. Books printed by international publishers and subscribing to a number of international law journals may be unaffordable for several law schools. This is why legal education network is important. This network may spur resources sharing and cooperation, which at the end will benefit all law schools within the network.

To sum up, teaching and learning in Indonesian law schools may need to evolve to catch up with the widespread use of technology in our society, and to accommodate the Kampus Merdeka program. This improvement may cover not only the curriculum, but also the learning method and infrastructure. I believe, there is no better time to start working together in a network of law schools than now. Thank you.



Improve the Quality of Legal Education ; IALS Networking Experience

Nurul Barizah, Ph.D
(Board of Governor IALS)

Since 2012, Faculty of Law Universitas Airlangga decided to expand its network globally with the purpose to achieve Faculty's vision and mission, be a leading and pioneer legal education at Asian level. One of the strategies have been taken is by being a member and actively involved and participating in the International Association of Law School (IALS).

IALS is private, non-political, non-profit, volunteer, collaborative, learned society dedicated to serving the world wide legal education community. It is an association of more than 130 law schools and department from over 55 countries representing more than 7,500 law faculty members. This IALS was established to achieve some of its missions, namely: to foster mutual understanding of and respect for the world's varied and changing legal systems and culture as a contribution to justice and a peaceful world; to enhance and strengthen the role of law in the development of societies through legal education; to serve as an open and independent forum for discussion for diverse ideas about legal education; to contribute to the development and improvement of law schools and conditions of legal education throughout the world; to contribute to the better preparation of lawyers as they increasingly engage in transnational or global legal practice, and when they pursue careers other than private practice, including governmental, non-governmental, academic, and corporate careers; to share experience and practices regarding legal education.

Joining an association like IALS is very important to improve the quality of legal education, both from the aspect of teaching substance, curriculum standards and pedagogy. Through this IALS we get a lot of benefits in improving the management of the Faculty of Law to meet global demands, and can accelerate with other law faculties in the world class university. This is because, IALS represents the voice of the global legal education community. During this Covid 19 Pandemic, we also discussed the impact of this Pandemic on global legal education, and how we law schools shall enter into digitalization of legal education. This time IALS introduces online teaching models that is attractive to students. IALS also provides several online learning models for all members to help lecturers find good learning models for certain legal subjects. Every year we meet regionally and annually to discuss specific issues faced by legal education at regional and international levels and how we seek mutually agreed best solutions so that the standard and quality of legal education is maintained without leaving the distinctive characteristics of the law faculties in each jurisdiction. During both regional and annual meetings, there is always a slot for doctrinal legal studies group discussion to update the latest content and learning materials in their respective fields. This Doctrinal study groups consists of: civil procedure, commercial law, constitutional law, contracts, criminal law and procedure, environmental law, family law, human and political rights, international law, legal entities (corporation, partnership, etc), Property Law (real, personal, and intellectual).

Interestingly, during regional and annual meeting, all members have equal opportunity to participate in the program. One of the achievements of the IALS work is the agreement on the principles outline of global standards and outcomes of a legal education in Singapore in 2014 known as Singapore Declaration Global Standards and Outcomes of a Legal Education, then in 2015, Madrid Protocol on the Principles of Evaluation of a Legal Education and Judicial Standards on a Legal Education was agreed. Members participate in the development of curriculum and other guidelines to adapt legal education to the needs of diverse cultures and societies and be recognized as a school that subscribes to such guidelines.

IALS has also a number of collaborative programs serves to facilitate the exchange of legal scholars among the members, and during this Covid 19 Pandemic, this program is running well through online. As a member, Faculty of Law Universitas Airlangga have benefited from this program having had the opportunity to receive one professor from Africa to be a visiting professor at the Faculty. Members also have opportunities to collaborate with other member's faculties for joint research, joint degree program, faculty exchange, students exchange, workshop and seminar. In addition to that, IALS also offers Evaluation, Assistance and Certification Program.

Accordingly, being part of a network of law faculties that work together in various types of faculties, students, and scholarly exchanges through IALS is very important to improve the quality of legal education and foster global recognition. Thank you very much.

**PENDIDIKAN TINGGI HUKUM
DAN KERJASAMA PROFESI**
Legal Education and Partnership With Profession
Dr. Yahya Ahmad Zein
(Dean Faculty of Law Universitas Borneo Tarakan)




Memasuki era Kampus Merdeka dan Merdeka Belajar saat ini Kerjasama dengan organisasi profesi merupakan hal yang harus dilakukan oleh Pendidikan Tinggi khususnya Pendidikan Tinggi Hukum, dalam rangka mendorong dan memberikan pengalaman yang cukup kepada mahasiswa dan pembelajaran langsung di tempat kerja (*experiential learning*). Membangun partisipasi aktif masyarakat untuk mendukung berbagai kegiatan di kampus merupakan bagian yang sangat penting bagi program peningkatan mutu Pendidikan Tinggi secara keseluruhan dan memerlukan dukungan semua pihak yaitu masyarakat, stakeholder/tokoh masyarakat, dunia usaha, serta organisasi profesi dan organisasi lainnya. Hal ini diperlukan untuk mewujudkan lulusan yang memiliki kualitas keilmuan yang baik yang ditunjang dengan karakter serta kompetensi keterampilan lainnya.

Menurut Ikatan Konselor Indonesia (2008) bahwa organisasi profesi pada umumnya berpegang pada apa yang disebut tridarma organisasi profesi, yaitu: (1) ikut serta mengembangkan ilmu dan teknologi profesi; (2) meningkatkan mutu pelayanan kepada sasaran layanan; dan (3) menjaga kode etik profesi. Merujuk pada pemikiran IKI tersebut, maka setiap organisasi profesi hendaknya dapat memberikan dukungan dan kontribusi positif bagi para anggotanya untuk senantiasa mengembangkan ilmu pengetahuan dan teknologi serta melahirkan berbagai inovasi untuk kepentingan pengembangan dan kemajuan dari profesi itu sendiri, baik berdasarkan pemikiran kritis maupun riset. Dalam hal ini, kerja sama mutualistik antara organisasi profesi dengan berbagai perguruan tinggi khususnya Pendidikan Tinggi Hukum merupakan hal yang mutlak diperlukan. Selain berupaya mengembangkan ilmu pengetahuan dan teknologi, organisasi profesi juga seyogyanya dapat di manfaatkan untuk terlibat terus-menerus mendorong dan memotivasi para mahasiswa hukum di lapangan untuk dapat mengembangkan kemampuan sesuai dengan standar yang disyaratkan, sehingga kehadirannya organisasi profesi ini akan dapat memberikan manfaat dan kegunaan bagi pengembangan Pendidikan tinggi maupun masyarakat luas. Kegiatan pengembangan dengan melibatkan organisasi profesi dengan tujuan untuk meningkatkan mutu Pendidikan tinggi tampaknya juga mutlak diperlukan, –misalnya dalam bentuk riset, pelatihan, seminar, simposium,– baik yang diselenggarakan oleh organisasi profesi itu sendiri maupun bekerja sama dengan pihak berbagai pihak lain.

Aspek penting Kerjasama Profesi Dalam Kerangka Pendidikan Tinggi Hukum di FH Borneo Kerjasama profesi merupakan salah satu aspek penting dalam rangka Pengembangan Pendidikan Tinggi hukum yang apabila kita kaitkan dengan Kurikulum Pendidikan tinggi yang harus sesuai dengan kerangka kualifikasi nasional Indonesia (KKNI) yang merupakan penjabaran dari Sikap, Ketrampilan Umum, Ketrampilan Khusus dan Pengetahuan sebagai capaian pembelajaran dan mengarah pada kebijakan kampus merdeka, merdeka belajar dikhususkan kepada mahasiswa sesuai dengan Permendikbud Nomor 3 tahun 2020 tentang standar nasional Pendidikan Tinggi untuk pengembangan kreativitas, kapasitas, kepribadian, dan kebutuhan mahasiswa serta pengembangan kemandirian dalam mencari dan menemukan pengetahuan mengenai kenyataan dan dinamika lapangan.

Dalam Pelaksanaan pemenuhan kurikulum di atas, diperlukan adanya kerjasama dengan berbagai organisasi profesi terkait pekerjaan yang memiliki landasan intelektual, standar kualifikasi, pengabdian masyarakat, dan penghargaan di tengah masyarakat. Kualitas kerjasama dengan organisasi profesi hukum diharapkan dapat menyelesaikan masalah-masalah hukum yang ada dalam masyarakat, dan mampu memecahkan masalah-masalah yang konkret dengan bijaksana dan tetap berdasarkan prinsip hukum. Kerjasama dengan instansi pemerintah maupun swasta sebagai perwujudan pelaksanaan tri dharma perguruan tinggi khususnya dalam pendidikan yang tercermin dalam kurikulum Fakultas Hukum Universitas Borneo Tarakan. Kurikulum FH UBT mengarah pada terciptanya pendidikan tinggi hukum dalam penyelesaian masalah-masalah khususnya di Perbatasan yang merupakan masalah krusial dan mendesak yang patut mendapat perhatian dari berbagai pihak. Yang kesemuanya di jabarkan dalam semua mata kuliah di FH UBT.



Fakultas Hukum Universitas Borneo Tarakan telah melakukan kerjasama dengan berbagai organisasi profesi sehingga nantinya akan menghasilkan para professional hukum yang meliputi legislator, perancang hukum, advokat, notaris, polisi, jaksa, arbiter dan hakim. Pelaksanaan kerjasama dengan organisasi profesi juga akan mencerminkan etika profesi hukum yang baik. Fakultas Hukum Universitas Borneo Tarakan dalam penjabaran mata kuliah dalam kurikulum memasukkan mata kuliah Praktek kerja profesi sebagai bentuk aplikasi pengetahuan mahasiswa melalui magang di tempat seperti Pengadilan Negeri, Pengadilan Agama, Kejaksaan, Kepolisian Kantor Notaris, Kantor Advokat, dan banyak lagi. Guna pengembangan etika profesi dan tanggung jawab hukum. Untuk meningkatkan kualitas profesionalisme masing-masing profesi tersebut, diperlukan sistem sertifikasi nasional dan standarisasi, termasuk berkenaan dengan sistem kesejahteraan. Di samping itu juga diperlukan program pendidikan dan pelatihan terpadu yang dapat terus menerus membina sikap mental, meningkatkan pengetahuan dan kemampuan profesional aparat hukum tersebut. Selain itu juga ada beberapa mata kuliah seperti Perancangan Kontrak, perancangan perundang-undangan, hukum acara dan praktik peradilan perdata, pidana, tata usaha negara yang melibatkan praktisi untuk memberikan mata kuliah serta melakukan praktik di Pengadilan. Fakultas Hukum Universitas Borneo Tarakan, bekerjasama dengan mitra dalam hal ini tempat PKP untuk membentuk karakter mahasiswa dan menumbuhkembangkan etika profesi hukum kepada mahasiswa tersebut. Selain itu juga dalam pelaksanaan pembelajaran tercermin dalam mata kuliah etika dan tanggung jawab hukum yang merupakan mata kuliah yang wajib di programkan oleh semua mahasiswa Fakultas Hukum UBT. Pelaksanaan kegiatan magang yang dilakukan selama dua bulan ke instansi terkait baik instansi pemerintah maupun swasta merupakan hal yang sangat penting agar mahasiswa bisa memberikan sumbangsih yang luar biasa bagi pendidikan tinggi hukum khususnya di wilayah perbatasan. Pelaksanaan kegiatan praktek kerja profesi ini merupakan kegiatan yang dilakukan setiap semester dan untuk evaluasi kegiatan praktek kerja profesi, mahasiswa membuat log harian dan laporan akhir pelaksanaan kegiatan praktek kerja profesi tersebut. Tantangan yang di hadapai oleh FH UBT adalah implementasi kegiatan praktek kerja profesi masih berada dalam lingkup nasional, harapannya dapat di lakukan di tingkat internasional demi terlaksananya pendidikan tinggi hukum yang lebih baik dan berkualitas.



JARINGAN PENDIDIKAN HUKUM BAGI PEMERATAAN KUALITAS PENDIDIKAN TINGGI HUKUM

Legal Education Network for Nurturing Quality of Education in Law School

Dr. Reny R. Masu

(Dean Faculty of Law Universitas Nusa Cendana)

Potret Pendidikan Hukum di Remote Area Indonesia.

Barda Nawawie Arief menyatakan bahwa Ilmu hukum Indonesia adalah ilmu mengenai tatanan berkehidupan kebangsaan berdasarkan Pancasila, dan ini berarti sistem hukum nasional pada hakekatnya membangun konsep-konsep tatanan yang berorientasi pada nilai/paradigma Pancasila, yaitu paradigma Ketuhanan (moral religius), paradigma kemanusiaan, paradigma kebangsaan (persatuan/kepentingan umum), paradigma kerakyatan/demokrasi, dan paradigma keadilan sosial. Lebih lanjut Barda menambahkan, kualitas lulusan yang diharapkan lahir dari lulusan pendidikan hukum bukan hanya Memiliki intelektual/ pengetahuan (knowledge/ cognitive) dan kualitas keterampilan (skill/sensor-motor) yang cukup tinggi, tetapi justru yang memiliki kualitas sikap/nilai-kejiwaan (attitude/affective).

Satjipto Rahardjo memberikan saran agar pendidikan hukum di Indonesia diusahakan menuju kearah "pendidikan hukum progresif". Menurut beliau, pendidikan hukum progresif bercirikan (1) kreatif, (2) responsive, (3) protagonist, (4) berwatak pembebasan dan (5) berorientasi kepada Indonesia dan kebutuhan Indonesia. Jika diambil suatu kesimpulan dari pendapat kedua pakar tersebut, maka tujuan pendidikan ilmu hukum harus berorientasi pada nilai-nilai Pancasila (kebutuhan Indonesia), yang setidaknya memiliki 2 kualitas yakni kualitas pengetahuan (knowledge) dan kualitas keterampilan (skill). Singkatnya, mahasiswa lulusan fakultas hukum di Indonesia, harus memiliki kemampuan yang berimbang diantara knowledge dan skill, sehingga dapat menjadi seorang juris yang mampu memberikan solusi bagi setiap permasalahan yang terjadi di tengah-tengah kehidupan masyarakat (problem solving).

Masalah Kualitas Pendidikan Hukum Antar FH

Legalitas pelaksanaan pendidikan tinggi khususnya bagi fakultas hukum telah mengalami beberapa kali perubahan. Diawali SK Mendikbud RI No.0325/U/1994 tentang Kurikulum yang Berlaku Secara Nasional Program Sarjana Ilmu Hukum sebagai pengganti SK. Mendikbud No.017/D/O/1993, maka pada fakultas hukum seluruh Indonesia ditentukan hanya memiliki satu program studi saja yaitu Program Studi Ilmu Hukum. Materi perkuliahan terdiri dari kurikulum nasional dan kurikulum lokal yang ditetapkan oleh masing-masing fakultas hukum, sesuai kebutuhan daerah masing-masing. Dalam SK tersebut, tampak memberikan porsi lebih besar kepada aspek praktis dengan munculnya kelompok mata kuliah kemahiran hukum (MKKH) yang berada di bawah koordinasi laboratorium fakultas hukum. Selanjutnya pada tahun 2000, melalui Keputusan Menteri Pendidikan Nasional Nomor: 232/U/2000 Tentang Pedoman Penyusunan Kurikulum Perguruan Tinggi Dan Penilaian Hasil Belajar Siswa dan Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi, pada intinya menegaskan tentang kompetensi yang harus dimiliki oleh peserta didik sebelum hingga dianggap mampu untuk terjun ke masyarakat. Adapun kompetensi yang dimiliki adalah kompetensi utama;kompetensi pendukung; dan kompetensi lain yang bersifat khusus dan gayut dengan kompetensi utama.

Keberadaan regulasi tersebut secara jelas ingin melakukan penyeragaman kompetensi dan kualitas (unifikasi) peserta didik di fakultas hukum secara nasional, namun pada tataran realitas, hal ini sangat sulit untuk diwujudkan karena beberapa faktor diantaranya : Sarana prasarana pendidikan dan infrastruktur perguruan tinggi belum memadai, terutama di daerah 3T; Kesenjangan kualitas pendidikan tinggi yang cukup tajam berdampak pada rendahnya mutu lulusan dan kemampuan daya saing; Pendidikan tinggi vokasi belum sepenuhnya mampu menjawab kebutuhan pasar kerja yang membutuhkan keterampilan tinggi; dan Kualitas proses pembelajaran digital masih belum optimal, yang belum didukung oleh ketersediaan infrastruktur pembelajaran dan teknologi pendidikan yang memadai.

Kendala-kendala sebagaimana yang diuraikan di atas tentunya perlu mendapat perhatian yang lebih serius oleh para pimpinan universitas dan pimpinan fakultas hukum pada khususnya, agar keseragaman kompetensi dan kualitas peserta didik dapat segera diwujudkan, dan tentunya mampu menyesuaikan kondisi kekinian dalam tantangan revolusi industri 4.0 dan masyarakat 5.0.

Pentingnya Kerjasama

Berbagai kendala sebagaimana paparan sebelumnya perlu segera diatasi dengan merancang dan mencanangkan suatu bentuk kerjasama antar fakultas hukum yang berada di Indonesia sebagai suatu solusi yang relevan dan konstruktif dalam menjembatani kesenjangan yang ada di masing-masing perguruan tinggi. Oleh karena itu, maka fakultas hukum Universitas Nusa Cendana memandang perlu dan menyambut baik tawaran kerjasama yang di inisiasi oleh Fakultas Hukum Universitas Airlangga (FH UNAIR) dan Maastricht University (UM) bersama dengan 5 fakultas hukum Partner diseminasi lainnya (Termasuk FH Undana), dalam program Orange Knowledge Programme dengan tema kolaboratif “21ST Century Legal Professionals For The Rule of Law: Strengthening Skills, Ethics, And Integrity In Indonesian Legal Education.” Adapun aspek yang menjadi fokus dalam kerjasama sama ini meliputi diantaranya: sistem pendidikan, kurikulum dan metode dalam keseluruhan proses pendidikan, termasuk tata kelola institusinya.

Apa yang dilakukan FH?

Sebagai salah satu partner diseminasi dalam program yang dimaksud, maka FH Undana telah secara rutin mengikuti setiap agenda yang telah direncanakan bersama-sama oleh UNAIR, UM dan 5 partner diseminasi. Fakultas hukum Undana, telah mengirimkan beberapa dosen untuk mengikuti pelatihan-pelatihan mengenai penyusunan bahan ajar atau modul dengan menggunakan pendekatan Problem Based Learning (PBL) secara terstruktur sebagai pelengkap penyampaian materi perkuliahan yang selama ini diterapkan di Indonesia yang lebih mengedepankan model atau metode pembelajaran CERAMAH (lecturer). Selain dosen, FH Undana juga telah mengirimkan mahasiswa untuk terlibat dalam kegiatan seminar mahasiswa baik berskala nasional maupun internasional yang telah diagendakan secara rutin dalam program ini. Secara institusional, FH undana terus berupaya untuk mempersiapkan manajemen dan tata kelola penyelenggaraan pendidikan di fakultas, agar dapat menyesuaikan dan mendukung terlaksananya seluruh kegiatan dan program kerja yang telah disepakati bersama, dalam kerangka kerjasama LEAP-OKP PROGRAM 2019-2021.

Our LEAP-OKP Programme For 2021

Introduction

The year 2021 is the last whole year of our 2 1/2 year OKP LEAP project. In this Newsletter you will find a list of activities we have undertaken and completed until the end of 2020. Despite the obvious Covid-19 related obstacles and hurdles we are happy to have quickly managed to adjust to the present circumstances and even succeeded in translating the new digital normal into our project.

Continuing projects

In this brief article We will indicate what still is to be done and completed, including the features that we have added and adjusted. Obviously many of the activities of 2020 will continue in 2021, such as our new website on Constitutionalism in Indonesia about the rule of law, good governance and democracy, which has been planned to go live on 9 December 2020. Please follow our social media and the news we will send you in due course to learn more about this wonderful new website and about the invitation to participate and write and engage in discussions.

Also to be continued are the training programs for legal education which are being offered, and will continue to be offered, and of which the scope will be increased in 2021 so as to reach as many interested staff members in the participating law faculties in Indonesia, and to train the trainers.

We will also continue to offer regular seminars and webinars about relevant topics of legal education, to enhance discussion and share best practices and expertise.

And finally we will keep working on course manuals, the inclusion of legal ethics and good governance as well as skills, and including exam procedures and assessment tools. At the end of the project it is hoped and expected that a full 75 courses in UNAIR will have been thus revised and updated.

New projects

Next to continuing to work and expanding the projects under construction as referred to above, we will have specific focus on the following outputs, which can be listed as follows:

1. Embedding legal education expertise within the strategic cycle and management structure, which could take the form of a unit of expertise which works with staff, collects expertise, shares best practices and is visible to the outside world and makes the expertise also available to other law faculties.
2. Investing in library infrastructure and structure with digital access and digital books and journals and access to case law and legislation.
3. Evaluating the new course manuals and skills elements in collaborative sessions with staff concerned to discuss further avenues to meet the goals of interactive teaching, the inclusion of skills, legal ethics and good governance, and to incorporate practices of good assessment and exam procedures.
4. Also in 2021 we will have designed a toolbox and scripts for digital moot courts; this toolbox and these scripts will be used for the first time in 2021 by one or more UNAIR moot courts as they are being organized within the curriculum and/or within some courses.
5. The construction and establishment as a pan Indonesian organization a Legal Education Network, which has as its aim the continuous improvement of and reflection on legal education, the maintenance of an interactive website with the same purpose of sharing expertise and best practices, and the organization of a founding conference in November 2021, which can also serve as an event concluding the LEAP project.
6. And finally we have started working on an edited volume with the topic of Legal Education, in which we will not only report about the LEAP project, but in general provide reflections and tools and perspectives on Legal Education in general but also in the South Asian and specifically the Indonesian context.

Conclusion

As you can see, a lot is going on; our ambitions aim high, but we are confident to reach them, since we have noted that we have already achieved quite a lot, and results are beginning to become visible. We have seen a high degree of enthusiasm of participants in the training courses and an inspiration for many Indonesian staff to indeed build the gained educational knowledge into the modes of teaching. We see in general a high turnout of interested academics and others who sign up for our seminars and webinars. And we are happy and confident that the new website as launched on 9 December 2020 will generate a lot of interest and readership and what is more, a high degree of participation and sharing of opinions and expertise.

Acknowledgment

This and many more could not have been achieved without the ample efforts and support by many. We do like to thank them wholeheartedly, not only the leaderships of the participating faculties of law, but also the many staff members and professors who have spent time and effort in the implementation of all plans. It is worth the effort!

LEAP OKP Activities During COVID-19

MEMPERLUAS JEJARING MEMBERI MANFAAT LUAS BAGI PENDIDIKAN HUKUM YANG LEBIH BAIK *Expanding Network, More Benefit for Better Legal Education*

Saat pandemik COVID-19 melanda dunia, LEAP-OKP segera menyesuaikan implementasi program secara cepat dengan tetap memastikan target-target dapat dicapai. Situasi COVID-19 pada kenyataannya memberikan ruang inovasi untuk lebih banyak kegiatan dan memperluas jejaring dari program ini sehingga memberikan kontribusi positif yang lebih luas untuk perbaikan pendidikan hukum. Berikut ragam kegiatan LEAP-OKP selama masa pandemik yang terbagi dalam beberapa klaster:

Training on Problem Based Learning (PBL)

Pengembangan Metode Pembelajaran Berbasis Pemecahan Masalah (PBL). Kegiatan ini meliputi training pengenalan metode PBL, pengembangan modul kuliah, pembelajaran legal skill, dan juga mempersiapkan mahasiswamenjadi tutor dalam PBL. Berikut kegiatan:

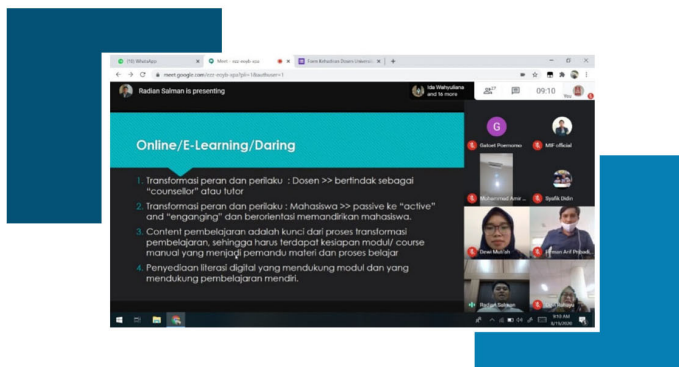
1. Training Module 1 Problem Based Learning (PBL) Batch 1: Theory and Tutor Training
Waktu: 29 Mei – 17 Juni 2020
Pembicara: Dr. Catherine De Rijdt (Educationalist; Expert Teaching Methods, Maastricht University)
2. Training Module 2 Problem Based Learning (PBL) Batch 1: Tutorials and Course Manuals in PBL
Waktu: 11-24 Juni 2020
Pembicara: Dr. FokkeFernhout (Associate Professor Faculty of Law, Maastricht University)
3. Workshop “Peningkatan Kualitas Pembelajaran Melalui Metode Problem Based Learning”
Waktu: 4 September 2020
Pembicara: Dr. FokkeFernhout (Associate Professor Faculty of Law, Maastricht University)
4. Sharing session “ Student Tutor to Be”
Waktu: 22 September 2020
Pembicara: Dr. Catherine De Rijdt (Educationalist; Expert Teaching Methods, Maastricht University), Carolina Cicati (Student Tutor, Maastricht University), Grzegorz Albrecht (Student Tutor, Maastricht University), Anneke Uiterwaal (Student Tutor, Maastricht University)
5. Workshop “ Legal Skill”
Waktu: 9 Oktober 2020
Pembicara: -Dr. FokkeFernhout (Associate Professor Faculty of Law, Maastricht University)
6. Training Module 2 Problem Based Learning (PBL) Batch 2: Tutorials and Course Manuals in PBL
Waktu: 2,3,6,9 November 2020
Pembicara: Dr. FokkeFernhout (Associate Professor Faculty of Law, Maastricht University)
7. Training Module 1 Problem Based Learning (PBL) Batch 2: Theory and Tutor Training
Waktu: 19,20,26,27 November & 4 Desember 2020
Pembicara: Dr. Catherine De Rijdt (Educationalist; Expert Teaching Methods, Maastricht University)



Training on PBL pada FH Partner Dissemination

Pengembangan Metode Pembelajaran Berbasis Pemecahan Masalah (PBL) juga dilakukan oleh FH Universitas Trunojoyo dan Universitas Borneo Tarakan. Fakultas Hukum Universitas Mulawarman, Fakultas Hukum Universitas Haluoleo dan Universitas Nusa Cendana akan melaksanakannya pada bulan Desember ini. Berikut kegiatan :

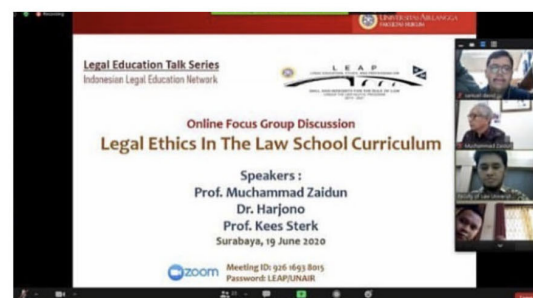
1. Sosialisasi Penerapan Problem Based Learning Dalam Proses Pembelajaran
Waktu: 21 Juli 2020
Pembicara: Arif Rohman, S.HI., LL.M (Dosen at Faculty of Law Universitas Borneo Tarakan)
2. Sosialisasi Pembelajaran Problem Based Learning untuk FH Universitas Trunojoyo Madura
Pembicara: Dr. Radian Salman (Director of LEAP-OKP FH Universitas Airlangga),
Dr. Rosa Ristawati (Coordinator of LEAP-OKP FH Universitas Airlangga)



Digital Education

Pandemic Covid-19 telah mempercepat perubahan pembelajaran dari offline ke online. Kualitas pembelajaran dan legal skill mahasiswa tetap harus dijaga dalam pembelajaran online dan berbasis digital. LEAP-OKP membincangkan hal tersebut untuk refleksi dan perencanaan digital education. Berikut kegiatan:

1. Online Seminar “The Digital Learning Challenge for Legal Education”
Waktu: 25 Juni 2020
Pembicara: Nurul Barizah, PhD (Former Dean Faculty of Law Universitas Airlangga),
Dr. Maartje De Visser (Associate Dean Faculty of Law Singapore Management University),
Dr. S.J.F.J. Claessens (Senior Lecturer at Faculty of Law Maastricht University)
2. Online FGD “Legal Ethics Course in A Legal Curriculum”
Waktu: 19 Juni 2020
Pembicara: Prof. Dr. Kees Sterk (Member of The Board of the Dutch Council of the Judiciary;
Professor European Administration of Justice, Maastricht University), Prof. Dr. Muchammad
Zaidun (Former Dean of FH Universitas Airlangga; Former member of Constitutional Court
(MK)s Ethics Council), Dr. Harjono (Head of KPK Supervisory Board;
Former Judge of MK for 2003-2008, 2009-2014; Former Chief of MK Ethics Council)



Student's Voice

Merdeka belajar dan kampus merdeka, satu kebijakan yang memberikan peluang lebih luas kepada mahasiswa untuk mengembangkan potensi diri, termasuk dalam jejaring dengan berbagai mahasiswa lain Universitas Berbeda. Mahasiswa juga harus dibangun kepedulian terhadap pembelajaran untuk memastikan mereka menjadi lulusan yang sesuai dengan target Capaian Pembelajaran. LEAP-OKP menyelenggarakan dua sesi Student Voice yakni internasional dan Indonesia. Berikut kegiatan :

1. Student's Voice 1 "After Law School: Are you ready for Profession?"

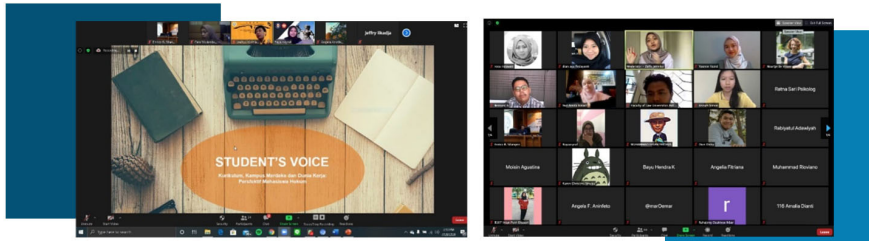
Waktu: 24 Juli 2020

Pembicara: Yasmin Raihana MohdYazid (Fakulti Undang-Undang Universiti Teknologi MARA), Bernard Nicholas Singarimbun (Fakultas Hukum Universitas Airlangga), Keziah Simon (Faculty of Law Singapore Management University), Nur Amira Binti Ismail (Fakulti Undang-Undang Universiti Sultan Zainal Abidin Malaysia)

2. Student's Voice 2 "Kurikulum, Kampus Merdeka, dan Dunia Kerja: Perspektif Mahasiswa Hukum"

Waktu: 28 Juli 2020

Pembicara: FaraniNazwaIrsan (FakultasHukumUniversitas Airlangga), Farah Diya Yasmine (FakultasHukumUniversitasTrunojyo Madura), Raya ZulAsyraf (Fakultas Hukum Halu Oleo), Angela Anineto (FakultasHukumUniversitas Nusa Cendana), FeraWulandari (FakultasHukumUniversitasMulawarman), ShintiaApriani (Fakultas Hukum Universitas Borneo Tarakan)



Public Lecture to promote Constitutionalism and Rule of Law

LEAP-OKP mempromosikan penegakan Rule of Law dalam korelasi bahwa mahasiswa-mahasiswa hukum akan memasuki area profesi hukum. Lulusan yang berkualitas dengan legal skill, yang dilengkapi etik dan integrity dapat menjadi promotor bagi tegaknya negara hukum. Public lecture ini menghadirkan legal scholar pada bidang masing-masing. Berikut kegiatan

1. Constitutions in Times of Crisis

Waktu: 7 September 2020

Pembicara: Dr. Maartje De Visser (Associate Professor Faculty of Law Singapore Management University), Prof. Richard Albert (William Stamps Farish Professor in Law & Professor of Government at the University of Texas at Austin)

2. Towering Judges

Waktu: 25 September 2020

Pembicara: Dr. RehanAbeyratne (Associate Professor & Deputy Program Director (JD) Faculty of Law The Chinese University of Hong Kong)

3. Constitutionalism in The Middle East

Waktu: 9 Oktober 2020

Pembicara: OsaydAwawda, PhD (Associate Professor Faculty of Law Hebron University, Palestine)

4. An Exploratory Approach to the Practice of The Court of The Eurasian Economic Union

Waktu: 21 Oktober 2020

Pembicara: Dr. IkboljonQoraboyev (Associate Professor of International Relations at the Higher School of Economics of M. Narikbayev KAZGUU University, NurSultan, Kazakhstan)

