

**THE IMPORTANCE OF STRENGTHENING LEGAL PROFESSIONAL
ETHICS EDUCATION IN INDONESIA TOWARDS ERA 6.0**

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Abstract

The creation of justice and legal certainty in society cannot be separated from law enforcement agencies as a milestone in upholding the rule of law. The role of law enforcers is important as a driving force for law enforcement agencies to run in accordance with their duties, principal and function. The importance of the role of law enforcers makes law colleges or law faculties as a creator of competent and professional law enforcement personnel candidates very necessary to pay serious attention to their education system, especially with regard to professional ethics. Entering era 6.0 with all the ease of technology and information, professional ethics-based education must be improved so that the aspects of convenience provided do not eliminate ethical and moral values. The type of research used in this paper is normative juridical. The conclusion of this paper is the need to strengthen legal professional ethics education towards era 6.0 by using two models of approaches, namely non-curricular approaches and curricular approaches.

Keywords: Education, Legal Professional Ethics, Era 6.0

INTRODUCTION

Entering era 6.0 which is an era of advances in information technology has a major impact on all aspects of life. One of the interesting aspects to be observed in entering era 6.0 is related to the field of law, especially law enforcement with justice and certainty. Along with advances in technology and information, law enforcement with justice and certainty is expected to run more optimally.

Law enforcement in Indonesia experiences various challenges that must be addressed immediately. One of the challenges that needs to be given special attention is the low integrity of law enforcement agencies in Indonesia. The low integrity has made the level of public trust in law enforcement in Indonesia increasingly according. Based on a survey conducted by the Indonesian Survey Institute (LSI) in April 2023, there is a tendency for the level of public trust in law enforcement agencies to decline. The downward trend occurred in various law enforcement agencies such as the Police, the

Prosecutor's Office, the Police Eradication Commission (KPK) to the Supreme Court (Kompas, 2023). The survey results are in line with the reality in society where almost every day there is news in print and electronic media about law enforcement officers involved in various criminal cases such as bribery in relation to carrying out their duties. There are several factors that cause a law enforcer to commit acts that violate the ethics and morals that should be upheld in carrying out his duties. These factors include the lack of an honest and trustworthy attitude in carrying out the Main Duties and Functions (Tupoksi) in carrying out their work.

Law University as a person who snaps and forms law enforcement personnel has an important role in preparing prospective law enforcers who are credible and have integrity in carrying out their duties. Therefore, it is time for legal higher education to pay special attention through legal professional ethics education which will be a provision for prospective law enforcement personnel who will later serve in law enforcement agencies.

The implementation of Indonesian higher legal education refers to the Indonesian National Qualification Framework (KKNI) which is formulated in the learning outcomes to be achieved in legal education. (Ministry of Education, 2021) There are four aspects of learning outcomes to be achieved, namely the elements of attitude, knowledge, skills, which include general skills and special skills (Ministry of Education, 2021). More specifically, the learning outcomes in the attitudinal aspect have been stipulated in the Regulation of the Minister of Education and Culture Number 3 of 2020 as follows:

1. Pious to God Almighty;
2. Upholding human values in carrying out duties based on religion, morals, and ethics;
3. Contributing to improving the quality of life in society, nation, state and advancement of civilization based on Pancasila;
4. Act as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state and nation;
5. Respect the diversity of cultures, views, religions, and beliefs as well as the original opinions or findings of others;

6. Cooperate and have social sensitivity and concern for society and the environment;
7. Obey the law and be disciplined in social and state life;
8. Internalizing academic values, norms and ethics;
9. Demonstrate an attitude of responsibility for work in their field of expertise independently; and
10. Internalizing the spirit of independence, struggle, and entrepreneurship.

Based on the Appendix to the Minister of Education and Culture Regulation (Permendikbud) No.3 of 2020, it can be seen that the intended learning outcomes are to become good graduates who adhere to the values of religiosity, moral values, ethical values, nationalism, tolerance and respect for effort. The practice of implementing the spirit of Permendikbud No.3 of 2020 is realized in legal higher education through courses in the curriculum of the Bachelor of Laws program, namely Religious Education, Pancasila Education, Civic Education, and specifically through the legal professional ethics course.

Legal professional ethics course is one of the compulsory courses in the curriculum of higher legal education or law faculty in Indonesia. The legal professional ethics course provides knowledge to students related to philosophical aspects, ethics, the meaning of professional ethics, and an introduction to ethics (code of ethics) that apply to various professions such as advocates, notaries prosecutors, judges and so on. The learning outcome of this course is that students are able to analyze and solve various problems related to professional ethics properly and correctly. Based on this, it can be seen that the expected learning outcomes are that students will be faced with various cases regarding professional ethical dilemmas. This ability is important to recognize the various professional ethics that exist and be able to solve ethical problems when a problematics arises by being able to make good decisions in accordance with the applicable code of ethics.

The importance of legal professional ethics in supporting legal professionals needs to be given serious attention. Law universities or law faculties need to prepare competent and professional graduates. This makes legal problems when law enforcement personnel do not get enough provision related to professional ethics to face era 6.0 will be lulled by the ease of technology and information provided. The problem

formulation in this paper is How is legal professional ethics education in Indonesia's higher legal education curriculum? And How is the future regulation of legal professional ethics education towards the 6.0 era?

LITERATUR REVIEW

One item of the literatur review contains a theoretical framework that contains opinions or points of thought in books, theses or other scientific works regarding the description of a case or problem that can be used for comparison and theoretical guidance for the author. (M. Solly Lubis, 2012). The theory used in this paper is the three levels of balance theory proposed by Imanuel Kant, namely:

a. Grand Theory: Ethical Theory

Specifically, the ethical theory in question is the theory of deontology, which is the obligation to carry out a duty in other words, what must be done. The human ability to act using our morals is special, making us moral and giving us the dignity of rights. This is in line with the duty as a professional who acts based on duty and refers to a code of ethics, so as to be able to resolve a conflict appropriately and correctly.

b. Midle Range Theory : Balance Theory

The implementation of the code of ethics must be carried out with the principle of balance. The principle of balance in the code of ethics is important as a law enforcement effort. Based on the theory of balance, we can distinguish between good and bad actions and the balance between rights and obligations.

c. Applied theory ; Teori of Justice

In order to achieve justice as one of the goals of the legal profession, one way is to make a code of ethics as a guideline.

RESEARCH METHODS

Legal research is a process related to the analysis of a process related to the analysis of a particular legal problem accompanied by the resolution of these problems by applying the law in accordance with the facts involved. (Sue Milne and Kay Tucker, 2019). The research used in this paper is normative juridical, namely by invebtarization, studying and analyzing and understanding the law as a set of rules or norms in the legislative system that regulates human life (Soerjono Soekanto, 2013). The

specification of this research is descriptive analytical research which is research that describes the flow of scientific communication and analyzes existing problems that will be presented descriptively. (Soerjono Soekanto, 2013). Legal materials used in this research include primary legal materials related to various laws and regulations related to the topics discussed and secondary legal materials derived from various literature studies from books, journals relevant to the topics discussed.

RESULTS AND DISCUSSION

Legal Professional Ethics Education in the Higher Education Curriculum

Law in Indonesia

A developed nation must have the hope of having law enforcers or organizers of a good legal profession. With this legal organizer, juridical problems faced by the community are expected to be resolved. As a party that is the center of orientation, professional organizers need various requirements that can support their prophetic. Meanwhile, the community as the party affected by a problem demands the presence of a quality legal profession organizer to serve it. This the legal profession becomes a profession that is very decisive for the implementation of the importance of legal professional ethics owned by law enforcers makes law universities or law faculties in Indonesia pay serious attention to this issue. Specifically, the presence of support from law universities or law faculties can be reflected in the various courses taught, both general and specialized courses. General courses related to professional ethics are basic courses that provide students with an understanding of the importance of maintaining and defending values and morals. This is reflected in Pancasila education, national character and citizenship, all of which provide a basis for understanding to lower-level students who study law science in order to form attitudes and characters that uphold ethical and moral values. Specifically, character education to ensure integrity as well as values and morals is reflected in the legal professional ethics course.

The legal professional ethics course is a compulsory course that must exist in the Stara 1 law study program in all law colleges or law faculties. The learning outcomes in the legal professional ethics course are that students are expected to be able to solve various problems related to the ethics of the legal profession properly and correctly. Based on these learning outcomes, students in taking this course are faced with cases related to ethics in the implementation of the legal profession. The ability gained from

this course is very important for the provision of students in recognizing the legal profession and the ethics that exist in the profession. In addition, students can resolve and solve various ethical problems through an ethical decision-making process according to the applicable code of ethics in each profession.

The legal professional ethics course specifically provides knowledge to students regarding several important aspects in the implementation of the legal profession consisting of:

1. Philosophical aspects of ethics

The philosophical aspect of ethics means ethics in the sense of values and moral norms that guide a person or group in regulating their behavior. In addition, the philosophy of ethics contains moral values or principles as well as the science of good and bad (Serlika Aprita, 2020).

2. Aspects of the meaning of legal professional ethics

Ethics and the legal profession have a relationship with each other, that professional ethics is an attitude of life which is in the form of a willingness to provide professional services in the field of law to the community with active involvement and expertise as a service in order to carry out tasks in the form of obligations to people who need legal services (Serlika Aprita, 2020).

3. Introduction to ethics (Code of Conduct)

The code of ethics is important for the legal profession because the legal profession is a moral society that has shared ideals and values, and has a license to carry out the legal profession. So that the code of ethics needs to be announced and disseminated so that the public knows and understands it. It is hoped that the public can participate in supervising law enforcement professionals (Muhammad Nuh, 2011).

Based on these three aspects, it can be seen that the importance of ethics, the legal profession, and the code of ethics have a relationship with each other which must be sustainable and not stand alone. So that a legal professional must carry out his profession responsibly and the obligation not to violate the rights of others in accordance with the professional code of ethics. This attitude of responsibility has two meanings, namely being responsible for the work and its results, by working hard to

produce something of quality. Second, being responsible for the impact of work on the lives of others.

Future Arrangements for Legal Professional Ethics Education Towards the Era 6.0

Towards era 6.0, which is an era of information technology development, has a broad impact on all aspects of life in the social, economic, legal and cultural fields. One of the legal aspects that is also a concern in the development of information technology towards the 6.0 era is in the ethics of the legal profession. Legal professional ethics are important to be given serious attention related to the ease of access to technology. This is a serious consideration, where the ethics of the legal profession must remain in line with advances in information technology.

A reflection of the use of information technology in the legal field is the use of E-court or online court. E-court is present to facilitate the trial without presenting the parties in court, the parties are simply present through a teleconference connection that is connected between the parties. This convenience must be balanced by continuing to prioritize the ethics of the legal profession of each party so that this convenience does not dilute the meaning of the importance of maintaining the ethics of the legal profession.

Law universities or law faculties must adapt or prepare to face this advancement in information technology, especially in improving the quality and professionalism of prospective legal professionals. This improvement is in addition to providing general courses and special courses based on morals and ethics, it must also be balanced with approaches that can provide strengthening of legal professional ethics education. This approach can be done using two approaches, namely: (Aalt Willem Heringa, Sascha Hard, Radian Salman, 2022).

1. Create an ethics-based learning environment.

The background of law faculty students consists of various ethnic, cultural, economic, and other backgrounds. After graduating, law school students are confirmed to be part of the academic community who are subject to and bound by the rules of behavior and academic ethics in higher education. As adult learners, students are expected to be able to overcome various problems of background differences when interacting with other members of the academic community in the

rules of behavior and ethics. This is where the role of academic ethics as an ethical instrument along with the academic community (university) as a learning environment that has a role in shaping student character.

2. Legal professional ethics education that permeates other courses and reflective and participatory learning methods.

The importance of including the content of the importance of legal professional ethics education into other courses has long been voiced by various groups including the leaders of the association of American law schools who recommend that law schools teach ethics courses and ethics learning that permeates other courses in the curriculum. The implementation of ethics learning that permeates other courses does not have to involve a total overhaul of the existing curriculum. The curriculum is already packed, so it will be difficult for each lecturer to give more attention to the study of ethics in their courses. The bread and butter strategy can be applied as the first step, which is to insert ethics content among the existing subjects in the course.

In another part of the curriculum, efforts to strengthen legal professional ethics education use aspects of learning methods. There are several learning methods that are considered appropriate for teaching the ethical values of the legal profession, namely reflective learning and participatory learning methods. The reflective learning method invites students to think about what they have read, done and learned and relate it to their personal lives or the conditions of society at large. Participatory method is a learning method in which students are involved as much as possible in the learning process so that students gain experience from their activities and draw lessons from those lessons.

The application of these two learning methods has advantages, such as:

- a. Learning that can influence learners' personal or character development.
- b. Improving meta-cognitive ability or awareness of internal thought processes.
- c. Increasing awareness of the motives for actions taken.
- d. Learners are able to connect the activities they do and the lessons learned.

The following activities can be carried out from both methods in the education of legal professional ethics. These activities include: (Aalt Willwm Heringga, Sascha Hard, Radian Salman, 2022)

1. Observation of social phenomenon

In the reflective learning method, reel cases of ethical violations committed by law enforcers can be a very valuable lesson. Discussions on these cases have certainly been carried out in the ethics of the legal profession course but not only limited to the professional code of ethics, more than that how the reflection of these cases on the personalities of students so that deep lessons are obtained about the ethical values of the case.

2. Learning legal professional ethics from popular culture.

The tendency of students along with advances in information technology makes students more accustomed to obtaining information from the internet than reading books so that the use of the internet can be utilized to provide education about the ethics of the legal profession.

3. Clinical legal education

Clinical legal education is experiential learning where students gain experience practicing knowledge in the field of law by handling cases directly so that they can gain moral learning from the cases they face.

4. Role play and simulation

This learning is done by using role plays and simulations in legal education so that moral and ethical values can be accepted by students. Games and roles generally have the aim of improving students' legal skills, but can also be used as a learning model to instill legal professional ethics to students.

CONCLUSION

The problem of law enforcement integrity, especially in the realm of legal professional ethics in Indonesia, tends to decline. This needs to be a serious concern for law universities or law faculties to see and place legal professional ethics education as one of the important parts of the legal higher education curriculum. There are two approaches that can be used to strengthen legal higher education that can be taken, namely through non-curricular education through the development of an ethics-based environment and a curricular approach through legal professional ethics education

policies that permeate the courses taught in the legal higher education curriculum and the application of reflective and participatory learning models.

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