

DIGITAL TRANSFORMATION IN LEGAL EDUCATION: DEVELOPMENT DIRECTIONS AND CHALLENGES

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Abstract: In this research the author examines the direction and challenges of developing legal education in the era of digital transformation. The aim of this research is to describe and analyze the challenges of developing legal education in the era of digital transformation. Learning through the use of technology is a consideration in itself to achieve the required competencies. The main aim of digitizing legal education is to implement and develop digitalization in legal learning. The method used in this research is socio legal. Legally, it will review laws and regulations related to the digitalization of education. Socio-wise, it will analyze the needs and challenges faced by students in digitalizing legal education. This research uses qualitative data analysis. The results of this research show that legal education cannot be separated from digital transformation which brings legal education towards business and provides a wider reach. The challenges of developing digital transformation in legal education can be seen in two big challenges, namely internal and external. Internal challenges are human resources related to technology in learning, facilities and infrastructure related to learning, effective use of technology, changes in the role of educators, etc. External challenges are stakeholder needs for graduates, public education, the emergence of artificial intelligence in the world of education, and digital program security

Keywords: Digitalization; Legal Education; Digital transformation

Abstrak: Dalam penelitian ini penulis mengkaji permasalahan arah dan tantangan pengembangan pendidikan hukum di era transformasi digital. Tujuan penelitian ini untuk mendeskripsikan dan menganalisis tantangan pengembangan pendidikan hukum di era transformasi digital. Pembelajaran melalui penggunaan teknologi menjadi pertimbangan sendiri untuk mencapai kompetensi yang dibutuhkan. Tujuan utama digitalisasi pendidikan hukum yaitu melakukan penerapan dan pengembangan digitalisasi dalam pembelajaran hukum. Metode yang digunakan dalam penelitian ini yaitu socio legal. Secara legal, akan mengkaji peraturan perundang-undangan terkait dengan digitalisasi pendidikan. Secara socio, akan menganalisis kebutuhan dan tantangan yang dihadapi mahasiswa dalam digitalisasi pendidikan hukum. Penelitian ini menggunakan analisis data kualitatif. Hasil dari penelitian ini diketahui bahwa pendidikan hukum tidak bisa lepas dari transformasi digital yang membawa pendidikan hukum ke arah bisnis dan memberikan jangkauan lebih luas. Tantangan pengembangan transformasi digital pada pendidikan hukum dapat dilihat dalam dua tantangan besar yaitu intern dan ekstern. Tantangan intern yaitu sumber daya manusia terkait dengan teknologi dalam pembelajaran, sarana dan prasarana terkait dengan pembelajaran, pemanfaatan teknologi secara efektif, perubahan peran pendidik, dll. Tantangan yang bersifat ekstern yaitu: kebutuhan stakeholder terhadap lulusan, edukasi masyarakat, munculnya kecerdasan buatan dalam dunia pendidikan, dan keamanan program digital

Kata kunci: Digitalisasi; Pendidikan Hukum; Transformasi digital

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INTRODUCTION

Technological progress has a clear direction but also has different consequences for society to accept. Some people consider technological advances to be a "savior" in making a good contribution to human life. Others believe that technological progress must be anticipated and directed so that it does not have a negative impact on humans who use it incorrectly. Whatever the debate, in fact technology makes the biggest contribution to the progress of the nation and state in life.

One of the technological advances is the advancement of information technology and is strengthened by the presence of the digital era. The emergence of the digital era has an impact on education that has been carried out (conventional). Nowadays education has led to education that is carried out using digital means. A more general mention is the digitization of education.

With the rapid increase in technological development, the digitalization of society is increasingly prominent. When the impact of technology is seen on every aspect of society, the impact of digitalization in working life and education is inevitable (Arisoy, 2022). The main objective of education is to produce professional experts in all fields who can provide benefits to the world of industry, government, and other fields. It can be said that education is the root solution for everyone who needs experts in doing professional work (Ria Anggraini, 2021). Digitalization of education is the utilization of technology as an aspect of the learning system, starting from learning methods, curriculum and even includes an educational administration system (Cristiana, 2021). This digitalization of education is what ultimately gives rise to digital transformation in the world of education.

Digital transformation of education is a process of changing the human mindset in learning from traditional ways to digital technology. From this understanding, the important points are "change process" and "technology". These two things are key when discussing education in the digital age (Herdiana, 2022). It can be known that digital transformation in the world of education is learning that emphasizes the use of technology to improve the quality of learning to support learning objectives.

Digital transformation in the world of education raises opportunities and challenges felt by the community, especially educators and students. There are many factors that influence the opportunities and challenges of digital transformation in education. One of them is geographical factors that cause people in some parts of Indonesia to find it difficult to follow the ongoing digital transformation and there are some people in the Indonesian region who benefit greatly from the running of digital transformation in the world of education (Fadia Puja Ainun, Heni Setya Mawarni, Lulu Sakinah, Nabila Ayu Lestari, 2022). Digital transformation in education has quite a challenge, considering the geographical conditions of the country of Indonesia which is quite wide and characteristic.

Digital transformation in the world of legal education also has significant

challenges with the gap between the theory learned on campus and the reality in the world of work. This gap has indeed been pursued by the Indonesian government, but it still has to be supported by various efforts that must be made. This means that we cannot only depend on government policies, but must also be done together and with all efforts.

Laws must be adaptive along with the development of society. The current era of digital society forces the law to continue to evolve so that it can work to achieve the goals of the law. Actors in the legal field (say candidates) must be equipped with not only academic abilities in the legal field but also able to practice law in accordance with current developments. Therefore, there needs to be clear development in conducting legal education for law students in universities.

Based on the background described above, the author can describe several previous studies, namely: research from Noviantri Indah Putri, et al., entitled: "Educational Technology and Digital Transformation during the Covid-19 Pandemic". In this study, it was analyzed that the pandemic forced to make a digital leap in the field of educational technology (Princess et al., 2021). Another research from Vivi Sylvia Purborini, with the title: "The Importance of Islamic Legal Education in the Digital Era". This study analyzes that the revitalization of Islamic legal education in the digital era will continue to be needed to continue to be developed in accordance with the progress of the era for the advancement of civilization of the nation's generation. This is so that the community does not lose their way in facing the challenges of the times (Purborini, 2023). Based on these studies, the article submitted by the author has a different focus from the two studies that have been submitted by the author. This paper focuses on the direction and development of legal education in the era of digital transformation.

METHOD

Law and society will always be related to each other. This research will analyze the law and society in general and analyze potential actors of law application to be adaptive to the times. This research uses socio-legal methods. Cooperative interdisciplinary research is needed to deal with socio-legal problems because socio-legal research is an interdisciplinary approach that extends to the field of social sciences. There are two important things in the socio-legal method, namely: legally, this study analyzes laws and regulations related to the implementation of legal education in Indonesia. The laws and regulations used are Law No. 20 of 2003 concerning the National Education System, Law No. 19 of 2016 concerning Amendments to Law No. 11 of 2008 concerning Electronic Information and Transactions, Regulation of the Minister of Education and Culture No. 3 of 2020 concerning National Standards for Higher Education, Law No. Sociologically, this study illustrates the various challenges faced by law graduates in the world of work in the current era of digital transformation. This study used a qualitative approach by using structured and unstructured interviews as data collection.

Qualitative data poses a particular challenge in combining creativity and rigor in its analysis. In addition, given that qualitative data (as opposed to quantitative data) is often overwhelming and unstructured, it is important to understand techniques for managing and interpreting such data. Qualitative data analysis techniques are not theoretical tools but must be placed within theoretical assumptions about how the social world can be understood and researched. Therefore, researchers are very careful in processing data with sampling from this study in 2 (two) universities in Semarang City,

Central Java and 5 graduate users (stakeholders).

RESULTS AND DISCUSSION

The rapid growth of digitalization must awaken the academic community to the fact that it must acquire the necessary skills to implement and work with digital facilities, as well as realize this and the digital world in general, in order to successfully learn, work, communicate, and interact in the legal world well. Universities that graduate with a Bachelor of Law or master of law will continue to move and adjust to graduate users. The campus needs to observe and grasp the opportunities that exist and make self-improvement so that the graduates produced can have the competencies needed by graduate users. In the era of digital transformation, education strengthens itself to build direction and goals in legal education. The direction of legal education development in the digital era is a must and urgent thing to do.

Direction of Development and Renewal of Legal Education in the Digital Age

The digital transformation process in the world of legal education requires certain steps in terms of campus management, financial availability, and good legal materials. It is necessary to optimize educational standards to teach digital competencies to law students, develop legal education programs in a digital education environment for the application of innovations, digital platforms, by maintaining data security in the learning process.

The results of research conducted by researchers revealed that graduates (law graduates) who have digital skills in addition to legal knowledge and skills will be needed in today's world of work. Some graduates have to take training after graduation. The training is not available while a student so it must be done alone or outside the existing curriculum.

Education, as the most socially conservative sphere, has failed to meet the demands of the growing world of work. Professionals who suffer from a failure to understand digital technology include lawyers. Modern conditions require lawyers to apply various information technologies in their professional activities. Today, too many legal professionals lack the competence to provide adequate legal support to clients' high-tech businesses. The increasing demand for legal knowledge and skills in a digital society poses ongoing challenges to legal education (Yuliya Kharitonova & Larisa Sannikova, 2022). Therefore, there needs to be special debriefing so that prospective legal professionals can adjust and have skills in the digital field. This is what needs to be built on a campus that produces legal professionals later.

It is necessary to develop a good digitalization of education in the legal world. Digitalization of education is expected to be able to assist educational actors in the continuity of the teaching and learning process evenly and optimally. Following the times, digitalization of education is presented and implemented with the intention that education can still produce learning in accordance with its direction and goals (Cristiana, 2021). Legal professionals are able to apply the law in accordance with today's digital era.

The task facing legal education is to ensure that all graduates have digital competencies depending on the level of education (bachelor, master, and doctorate). This requires a development direction that is in line with the industrial and business world as well as the current era. Therefore, there needs to be a readjustment of the current direction of legal education in order to survive in today's digital era.

Digitalization of Education is a logical consequence of the times, a response to educational services that have changed both the learning system, and the learning culture. Today, digitalization of education must be accepted and realized by all parties. And to realize digitalization of education, it needs to be supported by regulations from the government (Cristiana, 2021). The main directions of digitizing legal education are the development and application of digital platforms for legal education, the introduction of artificial intelligence in legal education electronically, and the implementation of advanced training programs for students (preferably advanced programs are no longer charged to students).

The conclusions that can be formulated are practical recommendations obtained from research to be applied in developing the concept of digital transformation of science and higher education, especially for the development of legal science.

Challenges of Legal Education Development in the Digital Age

Supporting aspects of successful digital transformation in the field of legal education can be seen in three important areas, namely: the use of technology, human resources, support for facilities and infrastructure. These three aspects are only basic in the development of legal education because in addition there are many other aspects that need to be improved. The aspect of using technology is a challenge for the development of legal education in the digital era. The large number of digital-related legal cases will force legal professionals to be able to understand these cases. Just as a judge must be able to understand legal cases involving the digital world, lawyers must also have good digital skills in order to win the legal act.

Lawyers in the digital age are people who are able to work not only in the real world but also in cyberspace. The electronic environment, integrating into the social world, changes the habitual habitat of man, transfers it to cyberspace. Digitalization and virtualization, which have been part of the digital revolution, create many ideological, moral, and ethical problems that did not previously exist, partly due to the information environment, which plays the role of social communication and, at the same time, equalizes. accept moral ideals not only in one professional environment, but also in society as a whole (Sadkov et al., 2021).

Law students must understand that the existence of Electronic Information and/or Electronic Documents is binding and recognized as valid evidence to provide legal certainty for the Implementation of Electronic Systems and Electronic Transactions, especially in evidence and matters related to legal acts carried out through Electronic Systems (Law Number 19 of 2016 Concerning Amendments to Law Number 11 of 2008 Concerning Information and Electronic Transactions, 2019). This provision must be understood by law students because this provision applies normatively as stated in the rules of law. How students are able to understand these provisions, this must be answered not by simply suggesting to students to read, but efforts need to be made by pouring digital learning so that they are able to practically apply a digital proof system.

Another challenge in the development of legal education in the era of digital transformation is human resources, in this case the teachers and also the quality of law students. Law teachers must be able to understand and use digital in the learning process. This is done so that the learning objectives are really able to match expectations.

The form of learning is in accordance with the Regulation of the Minister of Education and Culture No. 3 Tahun 2020 concerning National Standards for Higher

Education, that the form of learning in higher education can be: lectures, responses and tutorials, seminars, practicums, studio practices, workshop practices, field practices, work practices, research, design, or development, military training, student exchanges, internships, entrepreneurs; and/or other forms of community service (Minister of Education and Culture Regulation Number 03 of 2020 Concerning National Higher Education Standards, 2020). These various forms of learning can be followed by digital learning, for example work practices in court, where the court has used electronic court (e-court).

The development of students' ability to use various tools, including digital media for academic education, depends not so much on administrative policies or policies on campus, but rather on teachers, and the ability of teachers to introduce digital technology into the educational or learning process (Al., 2020).

The challenge of facilities and infrastructure is not a big challenge for campuses that have good funding to provide facilities and infrastructure that can adapt to the digital era. But it will be a challenge for campuses that do not have good funding. Campuses also need to prepare digital literacy in libraries in order to support students in learning. Along with the rapid development of technology, the use of digital literacy in the provision of education is very necessary (Enika & Step, 2022). Books have changed form no longer in physical form, but already in the form of eBooks. Including other literature.

CONCLUSION

Academics in the field of Law face the challenges of digitalization, including lacking the experience and skills to work with digital technologies. To improve the competitiveness of its graduates, it can organize advanced training programs related to digital technology and adaptive law. It is necessary to improve courses related to digital technology law in the curriculum at the Faculty of Law, not only as elective courses but as compulsory courses. Re-examine other courses and adjust to the digitization of education.

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