

# **The Strategy To Enrich Graduated Law Student In Order To Face 4.0 Industrial Era**

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## **ABSTRACT**

In the era of the industrial revolution, law graduates are demanded by the public to have work readiness and readiness to solve legal problems. Legal problems can only be solved by law graduates who have specific competency legal skills. So that legal education institutions need a teaching strategy, curriculum and educational methods to produce competent law graduates. In this study, a qualitative method is used with a descriptive design, namely research that provides an accurate description of a particular individual or group about the circumstances and symptoms that occur. The results of this research that can be found are legal education strategies oriented to practical subjects, focusing on student majors in the fields of criminal, civil, agrarian and business law, supported by the role of law laboratories that support student practical activities in accordance with their field of legal science concentration.

Keywords: Strategy, Faculty of Law, Specific Competencies

## **INTRODUCTION**

In principle, after graduating and holding a law degree, every eye will be on the scholar and hope that the new scholar can practice his law for the good of society. Of course, this is an ideal dream for every law graduate to be able to work and work in accordance with his academic background. Therefore, it is more effective to equip law faculty graduates with specific or special competence in one field of law or one concentration, which is more effective than law education graduates who know a lot about law but have a superficial understanding of each field of law. The undergraduate level (S1) of law still cannot be said to be ready in the world of work, this is because the course only studies the material in general "skin" so that law graduates who want to work immediately after completing their studies must study again.

The mushrooming of law colleges and higher education institutions means that the availability of law faculty graduates will certainly increase, will they be able to meet the demands of work in the modern era? The need for labor in the legal field is getting higher, because the easier it is for people to interact with other people in this modern era, the more things that need a legal umbrella for the framework of public relations. A quality curriculum will definitely lead to a better competence of law graduates. Therefore we need an urgency that is able to suppress changes in the legal education system that leads to graduates who are better able to answer the needs of a more practical era. Especially the learning curriculum that is more concrete and closer to the facts in the field.

This change is essential because the majority of the legal education system in Indonesia is highly dependent on classroom learning or is close to the theory or textbook. Whereas in the field, later graduates will become various kinds of professions related to law, such as judges, prosecutors, lawyers or notaries, which of course require more applicable skills than sitting at a table and thinking for a long time.

It is hoped that a law degree in modern life will be more capable in work readiness, useful and needed in social life. The increasing need in society for high level law graduates is a challenge in the era of the industrial revolution which is directly proportional to the development of legal problems. So that law graduates with specific competence or in accordance with the field of concentration become public trust to solve their legal problems. Then, the problems comes to how to made the graduates studen of law faculty have several spesific skills that can answer the chalange of 4.0 industrial era ?

## **LITERATURE REVIEW**

According to the Big Indonesian Dictionary dictionary means the science and art of using all the resources of the nation (s) to carry out certain policies in war and peace or careful planning of activities to achieve specific goals. Strategy according to Purnomo Setiawan Hari actually comes from the Greek word "strategos" taken from the word stratos which means military and Ag which means to lead. So the strategy in its initial context was defined as a general ship, which means something that the generals do in making plans to conquer the enemy and win the war<sup>1</sup>. According to David Hunger and Thomas L. Wheelen, strategy is a series of managerial decisions and actions that determine the company's long-term performance. Strategic management includes environmental observation, strategy formulation (strategic planning or long-term

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<sup>1</sup> Setiawan Hari Purnomo, *Manajemen Strategi: Sebuah Konsep Pengantar*, Jakarta: Fakultas Ekonomi Universitas Indonesia, 1996, hlm. 8

planning). Strategy implementation and evaluation and control.<sup>2</sup> Meanwhile, according to Anwar Arifin, the strategy is overall conditional satisfaction regarding the actions to be carried out in order to achieve the goals.

## LAW EDUCATION

Legal education must not be closed off or narrow (parochialism) from the development of science and society around it. Legal education must be able to see the development of science outside the law (state of the art in science).<sup>3</sup> Legal material education must be relevant to real life facts, so to make it happen, the first step that must be taken is reforming the legal curriculum. There are at least 2 (two) steps, including:<sup>4</sup>

- a. Determine the scope of course presentation <sup>5</sup>(including the scope or extent of the subject matter, what material should be given to students that must be relevant to the realities of life and be able to solve the problems they face.
- b. Determine the sequence. This is intended to determine and place the sequence (distribution of courses) in each semester, scheduling of courses, capacity of the study room (class), delivery of courses according to the expertise of the lecturer. and so forth.
- c. The implementation of the higher education quality assurance system starts in the academic fields, human resources finance and so on.

Prof. Satjipto Rahardjo advised that legal education in Indonesia should be pursued towards a "progressive legal education". According to him, progressive legal education is characterized by (1) creative, (2) responsive, (3) protagonist, (4) liberating and (5) oriented to Indonesia and Indonesia's needs. At this time, legal actors who have a conscience and dare to apply it in action are needed. This element of conscience,

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<sup>2</sup> David Hunger dan Thomas L. Wheelen, *Manajemen Strategi*, Yogyakarta, Andi, 2003, hlm. 27

<sup>3</sup> Khaidir Anwar, *Pendidikan Hukum di Era Transisi dalam Negara Demokrasi menuju Indonesia Baru*,  
<http://download.portalgaruda.org/article.php?article=406176&val=1246&title=PENDIDIKAN%20HUKUM%20DI%20ERA%20TRANSISI%20DALAM%20NEGARA%20DEMOKRASI%20MENUJU%20INDONESIA%20BARU> di akses pada tanggal 7 November 2018

<sup>4</sup> Nandang Najmudin, *Pokok-Pokok Pemikiran Pendidikan Hukum di Indonesia dalam Memenuhi Kebutuhan Masyarakat*, alamat <https://media.neliti.com/media/publications/25270-ID-pokok-pokok-pemikiran-pendidikanhukum-di-indonesia-dalam-memenuhi-kebutuhan-mas.pdf> di akses pada tanggal 7 November 2018.

<sup>5</sup> Bahan isi pelajaran atau *subject matter* terdiri dari pengetahuan nilai-nilai dan keterampilan. Bahan pelajaran akan lebih dapat dirasakan, apabila mampu memenuhi kebutuhan masyarakat.

described in "greget" (compassion), is full of empathy for the nation as well as the protagonist.<sup>6</sup>

## **INDUSTRIAL REVOLUTION**

Industry is an economic activity that processes raw materials, materials raw materials, semi-finished goods, and / or finished goods become goods with value height for its use, including design and construction activities industrial engineering. In the industrial sector, there are three types of industry, namely industry large, medium or medium industry, small industry and households. Seen in terms of the number of workers owned, what is meant by large industry is one that has a workforce of more than 100 people, industry medium is an industry that has a workforce of 20 to 90 people, small industry which has a total workforce of 5 to 19 people and industry which has a workforce of less than 5 people is called the home industry stairs or household crafts.

From the definition above, it can be concluded that the industry is a production activity that uses certain materials as raw materials to be processed into other, more efficient results for Public. So what is meant by industry in this research is an activity to produce goods or services through a certain process. Everyone realizes that society lives and works within an environment is constantly changing. Change in a field will directly result in changes in other fields.

Changes in the improvement of living standards will affect and change attitudes, values held by society. The values so far become a guideline for starting to experience the impact caused by the entry external value influence. The change can be about social values, social norms, patterns of behavior, social organization, structure of institutions society, social strata in society, power authority, social interactions and others.

Before the 18th century a system the economy of this European community depending on the agrarian economic system. However, after entering the 18th century it happened and began to be used engine power as a means of production in factories replace human power. This change is called the industrial revolution. Revolution is social and cultural change that will take place appropriately as well as will regarding machine introductions steam (using coal as fuel) and powered by Machinery (especially in textile production). The Industrial Revolution in England has changing the human power in the UK into a steam engine known as Industrial Revolution. The Industrial Revolution introduced by Fredriech Engles and Louis Agueste Blanqui in the middle 19th century. Before being known by mechanical and automatic devices, the European

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<sup>6</sup> Satjipto Rahardjo, *Undang-Undang Dasar 1945 dan Tanggung Jawab Profesi Hukum Dalam Menegakkan Hukum yang Benkeadilan*, Makalah disampaikan dalam Seminar UUD 1945 sebagai Hukum Tertinggi dengan mapat kali Perubahan Sebagai Dasar Menuju Milenium III, Semarang, 2007, Hlm.6.

community works using manual tools. On the Industrial Revolution and equipment it is rarely used because it has been listed spinning machine, weaving machine, locomotive and so on. All of the machine will be used in a Steam engine by hand and foot human. An Industrial Revolution happened savings and differences in life patterns the community is very visible.

This Industrial Revolution brought about a bigger and more positive impact in a good public life it is in social and cultural, economic, Technology. Not only carrying negative impact but also on the plus side. Industrial Revolution indeed replaces Human power with Machines so that the welfare of society this also has an impact on social factors and culture and economy, consequently less stable politics. Positive impact bring England in a more direction advanced in technology and knowledge to find information for example using the internet and research aircraft in the spaceship following the direction of globalization is called modern industrial revolution 4.0.

Revolution according to KBBI means changes to the most basic elements in a certain scope. In the industrial era, today's industrial revolution is faced with radical changes that go beyond machines and humans, namely changes with advances in information technology in various industrial fields. Therefore the industrial revolution this time is called the industrial revolution 4.0. Prior to this there had been three industrial revolutions which were marked by:

1. The discovery of the steam engine and the train in 1750-1930;
2. The discovery of electricity, communication equipment, chemistry, and oil in 1870-1900;
3. The invention of computers, internet, and cell phones in 1960-present.

German Chancellor, Angela Merkel argues that this era is a combination of information technology and digitization in all elements of the industry, especially data and information processing. Schlechtendahl emphasizes the definition of the element of speed of information availability, namely an industrial environment in which all entities are always connected and able to share information with one another.

## **RESEARCH METHODOLOGY**

This study uses an inductive perspective based on the reality that is present in the field first rather than initiating initial thoughts about a phenomenon. Clearly the researcher makes a complete format of reality without reducing or adding or in the concept it is called descriptive research. Based on the background and views that have been put forward on the previous page, the focus of this research is matters, ideas and technical strategies, plans that can lead to goals aimed at providing specific competences to law

faculty graduates, so that when they graduate and hold a law degree, the relevant graduates have a sharper understanding of the law that they are interested in, and make it easier for them to achieve the job or pursue the career they desire.

## **DISCUSSION**

There are several reasons why the various objectives of law education do not appear to be significantly achieved in graduates produced by law schools. We can take a closer look at several things that have become daily life so far, including the core curriculum for legal education that has been in effect since the colonial era until now. Even if there are differences, these differences lie in the application of the lecture system only and the emphasis on applied subjects, applied or practical courses are also felt to be very lacking and not comparable to the legal theories bribed to students during the study period. Furthermore, if we look closely, the majority of the subject matter in the core curriculum and teaching methods have not fundamentally changed since then until now. The subject matter and teaching methods are preserved due to many factors. The instructor with his lecture method is very lasting with their own characteristics that do not change even though the purpose of legal education has changed. The perpetuation also occurs because the handbook used from year to year has not changed. What is conveyed in lectures by senior teachers is used as teaching material in the form of textbooks or books by the next teacher.

Students are not given the freedom to get different perspectives because the answers to the exam are based on the suitability of the answers with the teacher rather than disclosing various perspectives from other experts on the questions. The majority of law faculty graduate users tend to want the type of graduates who know laws and regulations, not those who know law in a broad sense. The law has been reduced to being the mouthpiece of statutory regulation. So that whatever the goals set in legal education, the law faculty will still produce graduates who are tailored to the tastes of users. In addition, the public perception has also resulted in the uniformity of graduates produced by law faculties. Society labels law faculty graduates as highly legalistic educational institutions, good at memorizing and obedient to doctrine. As a result, law education providers, teachers and students have no choice but to follow the stereotypes perceived by society. In short, it can be concluded that the various objectives of legal education have no impact on the graduates produced by law faculties. The law school has been and will continue to produce graduates similar to that produced by law higher education when it was first introduced by the Colonial government.

This conclusion could also indicate that the objective of legal education is actually neutral. The aim of legal education cannot be adapted to the tastes of the authorities, the tastes of the labor market, the current business or certain conditions. Because in the

end the graduates produced by the law faculty in general will be the same. departing from the above rationale, coupled with seeing the current conditions of social life, there is also the expectation of the wider community for the presence of modern legal experts, who are easy, affordable and touch more humanist aspects than material, and are able to show specialization or specifications. science, it is appropriate for us to respond to the broad market demand from the field of law itself. Legal education, as we all know, contains 2 tightly balanced sides, namely the field of theoretical mastery and practical mastery or the side of legal practitioners.

Orientation of Legal Higher Education In various lectures, Satjipto Rahardjo introduced the idea that law higher education at the undergraduate level on the one hand and master and doctoral degrees on the other hand has very different characteristics. In essence, undergraduate (S1) is oriented towards educating legal skills. Mardjono Reksodiputro is of the view that a law graduate must have legal skills and analytical skills. Therefore, the existence of a Law Laboratory (Lab-Hukum) is a must for every Law Faculty. This means that students enter the education process to have the skills to use and analyze positive law to solve various problems that exist in society.

In such cases, legal dogmatic becomes the main feature in the method of studying positive law. To a certain degree, the orientation of this higher law education is understanding towards positive law, without overly questioning the problematics of the truth of the contents of the positive law. For example, legal doctrine is autonomous, equality of position before the law, the rule of law, judges as mouthpieces of law, etc., are issues that, although often do not correspond with empirical reality, are still confirmed as truth, which have no "room" for studied scientifically. At present, dogmatic legal education is the main characteristic of the implementation of bachelor degree (bachelor) law higher education. Whereas at the undergraduate level, it takes more mastery of legal techniques than legal theories or philosophies. This assumption may be subjective, but based on the main primary data we collect from many graduate users, plus data that comes from the opinions of many people who judge about the law faculty graduates they expect, the results in the form of graduates who have been products of the law faculty may be so it doesn't fit.

In empirical reality, society considers that many law scholars only talk about articles, only know the rules, read laws from one another, even though they are much deeper than that, their role as social generators that can influence the public to be socially aware and aware. law is more important. The government has tried to provide facilities for the poor, able to show a certificate of incapacity, so those people who have legal problems can be assisted by LBH or BBH at affordable costs. On the other hand, the society's need for a law degree is getting higher. Modern life is fast and dynamic, trade

which is currently beyond the boundaries of time and space, business activities that are increasingly rampant, international relations that are far more intimate than 10 years ago, marriages between nations and inheritance relations, adopted children , special powers, work contracts, other contracts and so on, show that law graduates are needed in the realm of practice.

Because of the above reasons and also the comments we have previously conveyed, changes in the legal education system in law colleges must change. Facing the demands of the modern world, law graduates are required to master information technology, social media, cyberspace and so on, which are representations of the life of modern society today. Law graduates are required to be ready to use, mature and immediately capable of law with opinions that are based on basic principles, norms that live in society. This is in line with the new curriculum that is currently being developed, namely the KKNI-based curriculum, where the KKNI curriculum focuses on new graduates to have specific, deep competences in certain legal fields, which are solid in accordance with their academic educational background. A law graduate will be well absorbed in jobs that are in accordance with his competence, of course, if the employer or the job market is able to see how competent a person is in that field. So that a law degree, it would be better to have a higher competitive score if he or she has good legal competence. Law graduates who are good at criminal law, agrarian law and other aspects of law will have high self-confidence and have their opinions awaited by the community as a way out of legal and social problems that exist in everyday life. So that according to the expectations of the KKNI which also includes SKPI which is deliberately created to highlight and bring out the competence of these graduates.

#### 1. Adding practical courses.

Is an advanced course after students obtain theoretical courses. This course aims to add specific skills from certain subjects such as civil court practice, non-litigation dispute resolution practice, lawmaking, contract-making practice and so on. The final result of this course is to improve student skills in certain legal aspects so that they are closer to reality in the field after learning theory in class.

#### 2. Increasing the hours of law laboratories, forming student habits to practice the legal profession, creating academic activity units for law laboratory practice students

As an implementing and supporting element for educational, teaching, research and community service activities, especially in developing the professionalization of the legal field, the existence of the Law Laboratory is a necessity, initially the new Law laboratory activities were limited to holding a Mood Court for students, now it is starting to change become a forum, become a vehicle that is liked and in demand by many students to improve their skills and flexibility in an effort to increase their



readiness and legal skills. The law faculty laboratory has changed and it has become a big dream for students to have a career in the world of law. The existence of the Lab. Law is metamorphosed as the heart in the Faculty of Law, which can pump the circulation of theory (Das Solen) to be applied in real life (Das Sain) so that law is not only understood as a rigid written norm, but lives and develops along with the dynamics of development. life itself.

By adding and enriching practical content in the local curriculum

The Faculty of Law, which is better known as the Law Proficiency Course (MKKH) group, is expected that students will have a qualified provision of working skills in the field of law. In addition, the function of the Law lab is as an organizer, formulating a system model and mechanism for the implementation of these skill courses. The purpose of this is clear, law faculty graduates remain aspiring and oriented to work and work in the field of legal expertise. The theoretical courses will enrich students' scientific knowledge while those which are practical will shape them, providing a framework in the field of law.

The materials that are the main discussion materials for legal education and training activities are,

- a. Training on lawyers and advocacy, judges, prosecutors, lawyers
- b. Deeds and Business Skills training
- c. Agrarian and Tax Training
- d. MAPS (Alternative Methods for Dispute Resolution) training in various fields such as defense, labor, environment etc.
- e. Legal Aid Exercise Work, a method of role playing in groups
- f. Professional ethics and deepening of the legal profession

As an arena for advanced students and alumni who are interested in improving their field of legal expertise, the Law Laboratory under the Consultation and Legal Services sub-sector also has a practical-oriented work program, including:

1. Organizing and coordinating legal counseling to the community.

Providing consulting services and legal services, both litigation (proceeding in court) and non-litigation (consulting services and solving problems in peace / dading, outside the court) for the UMM academic community and the general public). We also develop a Legal Aid Institution that plays an active role in providing assistance to communities with legal problems. In general, the Law laboratory is functioned to support teaching

and learning activities and other academic activities, including as a forum for guidance for students in exploring legal practicum material.

## 2. Create an apprenticeship system in line with the chosen legal profession

The Apprenticeship Program is an effort to facilitate students to have an overview of jobs in the field of legal expertise. Through this program, students can implement the knowledge gained during their studies. The Internship Program is an activity to fulfill one subject in semester 7 with a weight of 6 credits by working in an agency / institution / institution. The Internship Program will certainly provide students with experience in the world of work, especially in the field of law, such as the profession of advocate, legal consultant, mediator, curator, researcher, legal journalist, and others.

The various experiences that students will get in the Apprenticeship Program will certainly sharpen their knowledge, skills and improve student professionalism. Students who run the Internship Program will receive guidance from the Mentor at their place of work. Each agency / institution / institution where the internship will be appointed a mentor to directly guide these students, including providing feedback on their work as evaluation material. The apprenticeship program can also be maximized to attract students who have good achievements and feel needed by the apprentice facility provider. They can immediately recruit students who are good in their competence to be immediately accepted to work.

## **CONCLUSION**

Based on the explanation and things that we have stated above, the conclusion of this paper is that in order to answer the challenges of the current era of information disclosure, plus the needs of the business world, trade, health and many other fields requires many reliable law graduates who are ready with legal expertise, so law faculty graduates must have specific competences in the field of qualified legal expertise. So that since the day a student is graduated to become a law degree, the graduate is ready to work in the field of law.

The law faculty as a production house should provide sufficient preliminary flying hours, galvanize and instill practical legal skills to its graduate students, so that a balance between scientific knowledge and work skills in the field of law can be achieved with a good balance. The graduates produced are not only proficient in theorizing but also capable and strong in practicing their knowledge, in order to provide the widest possible benefit to people's lives.

Enrichment of practical subjects, focusing on student majors in the fields of criminal, civil, agrarian and business law, supported by the role of law laboratories that support student practical activities, efforts to facilitate students with practical nuanced activities, mootcourt competitions every semester, student apprenticeship programs are efforts -Efforts to familiarize students with thinking and working in the field of legal expertise. In the end, graduates who are ready to work in the field of law are produced, they are ready, have experience and know what to plan and do after graduating from the Faculty of Law.

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