

Reconstructing Clinical Legal Education for Social Justice and Poverty Alleviation in Indonesia through Friedman's Legal System Theory

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Abstract

This research presents a reconstruction of clinical legal education as an effort to build a quality Indonesian legal system, grounded in the values of Pancasila and the principles of statehood. The main issue arises from the weak integration between normative legal education and the practical needs of society, resulting in law enforcement and access to justice that are not yet optimal, especially for marginalised groups. The primary innovation lies in formulating the reconstruction of clinical legal education as an instrument for improving the legal system through strengthening legal substance, structure, and legal culture, referencing

Lawrence Friedman's legal system theory combined with the values of Pancasila. The approach used is normative law, both conceptually and analytically. The research findings emphasise that a good quality legal system must begin with quality, adaptive legal education capable of responding to societal needs. Clinical legal education functions not only as a medium for students' practical learning but also as a social transformation tool to enhance legal awareness, broaden access to legal aid, and shape law enforcement officers with a character oriented towards social justice and statehood. This reconstruction is carried out by strengthening practice-based curricula, integrating the values of Pancasila, and developing responsive legal clinics to realise an inclusive, progressive, and just Indonesian legal system.

KEYWORDS

Clinical Legal Education, Access to Justice, Social Justice, Poverty, Legal Reform.

Introduction

Basically, in the development of a country, democracy demonstrates a dynamic related to the formation of norms. However, from a legal perspective, there is a response to this reality. In the legal system, particularly in Indonesia, it is based on a civil law system that places written regulations as the main source with an approach oriented towards certainty. Conceptually, this model provides a structured and measurable framework, but in practice, it often creates a gap between law as a text and law as a social practice. This analysis shows that the strength of the normative aspect does not always align with success in achieving substantive justice.¹

Social inequality indicates that the Indonesian legal system still has many limitations in achieving justice comprehensively. Law should be a tool for the distribution of justice, but in practice, it has not yet been able to function effectively as an agent of transformation due to a

¹ Firdaus Muhamad Iqbal, "Kontribusi Sistem Civil Law (Eropa Kontinental) Terhadap Perkembangan Sistem Hukum Di Indonesia," *Jurnal Dialektika Hukum* 4, No. 2 (2022): 180–200, <https://doi.org/10.36859/Jdh.V4i2.1120>.

lack of integration between social justice values, legal education, and law enforcement practices within society. As a result, access to justice remains uneven, especially for marginalised groups and less privileged communities. This issue emphasises that building a quality legal system is not enough merely by updating norms, but must also begin with the reconstruction of an adaptive, responsive legal education system that is oriented towards Pancasila values and statehood. Therefore, integrating legal substance, legal structure, and legal culture, as proposed by Lawrence Friedman, becomes an important step in creating a more inclusive, progressive, and socially just legal system.²

In order to realise a just legal system, poverty is viewed as a structural problem that directly affects the quality of society's access to justice. Poverty is not only related to limited economic aspects but also creates systemic barriers such as low legal literacy, limited access to legal aid, and the community's low capacity to fight for their rights in legal proceedings. As a result, poor communities often find themselves in vulnerable positions against injustice and discrimination in law enforcement processes. This condition indicates a reciprocal relationship between poverty and legal inequality, where weak access to justice actually worsens social conditions, while poverty hampers the creation of equal legal protection. Therefore, a reconstruction of the legal system is needed through strengthening clinical legal education based on the values of Pancasila and social justice, to build an inclusive, responsive legal system that continuously protects society.³

Limited access to legal aid indicates that the legal system in Indonesia has not yet fully realised social justice in an inclusive manner. The available legal aid mechanisms still face various obstacles, both in terms of institutional aspects, resources, and service approaches that are not sufficiently responsive to the needs of marginalised communities. As a result, access to law is easier for groups with economic and social

² Febriani Mustikasari, "Analisis Peran Konstitusi Dalam Menjamin Hak Asasi Manusia Dan Keadilan Sosial: Studi Kasus Negara Indonesia Dalam Konteks Dinamika Politik Kontemporer," *Media Hukum Indonesia (MHI)* 2, no. 3 (2024), <https://doi.org/10.5281/zenodo.12730332>.

³ Nurrahim Hasan Al Banna et al., "Analisis Ketimpangan Keadilan Di Indonesia: Potret Buram Hukum Yang Berpihak Pada Kuasa," *Pancasila: Jurnal Keindonesiaan*, April 25, 2025, 125–34, <https://doi.org/10.52738/pjk.v5i1.728>.

power, while vulnerable groups remain marginalised. This condition demonstrates that the legal system has not yet functioned optimally as a tool for protection and the equitable distribution of justice for all members of society. Therefore, a reconstruction of the legal system is necessary, with the strengthening of clinical legal education based on the values of Pancasila, social justice, and wisdom, to foster a legal culture that is more responsive, humane, and oriented towards protecting the rights of all people equally.⁴

On the other hand, this condition is largely caused by the limitations of legal education that still rely on conventional approaches. Such education emphasises theoretical aspects and mastery of norms, resulting in a deep conceptual understanding but lacking in practical application. The difference between law in textbooks and real-world practice arises because of an uncontextualised learning model. Law is treated as something static and does not take into account the social dynamics that influence its application. As a consequence, law graduates often lack the ability to resolve real issues in society, particularly those related to poverty and inequality.⁵

The lack of focus on legal education in solving social issues indicates that the function of education as an empowerment tool has not been utilised optimally. Legal education often produces actors who prioritise formal procedures over justice, thereby limiting their contribution to expanding access to justice. Therefore, an alternative approach that is more sensitive to social needs is required.⁶

Within this framework, clinical legal education is regarded as an appropriate approach to bridging the gap between theory and practice. This approach combines learning with direct experience through handling real cases, particularly those related to impoverished

⁴ Sonia Awalokita et al., "Hukum dan Realitas Sosial: Studi Sosio-Legal Tentang Pekerja Anak dalam Konteks Kemiskinan di Kota Pangkalpinang," *Jurnal Legalitas* 3, no. 1 (2025): 12–22, <https://doi.org/10.58819/jle.v3i1.136>.

⁵ Rahmad Rafid et al., "Peran Pendidikan Hukum Dalam Membangun Kesadaran Hukum Masyarakat: Studi Kualitatif Pada Siswa Sekolah Di Wilayah Perkotaan Dan Pedesaan : Penelitian," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 3, no. 4 (2025): 561–70, <https://doi.org/10.31004/jerkin.v3i4.445>.

⁶ Lara Sati, "Akses Terhadap Keadilan: Studi Kritis Terhadap Praktik Bantuan Hukum Di Indonesia," *Journal of Social and Communication (JSC) Terekam Jejak* 1, no. 1 (2025): 41–51.

communities. Analytically, this method not only enhances technical skills but also strengthens social awareness and empathy towards injustice. Through direct involvement in legal aid activities, the learning process becomes more relevant and transformative.⁷

The contribution of clinical legal education is not only limited to the academic aspect but also broadens access to justice. Legal clinics serve as a means to provide legal assistance to underprivileged communities, thereby enabling educational institutions to contribute to the legal system. This marks a paradigm shift where legal education is no longer passive but becomes part of the solution to social issues.⁸

However, the implementation of academic clinical legal education still faces various obstacles. Existing programmes are often not systematically integrated into the curriculum and tend to be superficial. The focus on social justice has also not yet become a primary concern, thus its impact on poverty alleviation remains limited. This condition highlights the need for a more comprehensive reconstruction of clinical legal education.

The reconstruction of legal education needs to emphasise the integration of social justice values, Pancasila, and patriotism into all aspects of the legal learning process, in order to create a quality legal system capable of meeting the needs of society. The curriculum should not only prioritise mastery of technical and normative competencies but also foster students' critical awareness of social inequalities, access to justice, and protection of marginalised groups. In this regard, students play an important role as agents of social change who can bridge the legal system and the real needs of the community. Through strengthening practice-based legal education rooted in social justice values, students not only gain academic experience but also develop character as humane law enforcers who are oriented towards public interest.

⁷ Raisha Hafandi et al., "Pendidikan Hukum Di Indonesia: Urgensi, Proyeksi Dan Integrasi," *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial* 4, no. 4 (2025): 439–54, <https://doi.org/10.18860/dsjpips.v4i4.19542>.

⁸ Rifqi Riza et al., "Konseling Berbasis Keadilan Sosial: Rekonstruksi Praktik Emansipatoris Dalam Perspektif Kritis," *TERAPUTIK: Jurnal Bimbingan Dan Konseling* 9, no. 3 (2026): 75–85, <https://doi.org/10.26539/teraputik/641/9/3/2026>.

To analyse the comprehensive needs for reconstruction, a legal system theory approach proposed by Lawrence M. Friedman is used. This theory views law as a system consisting of three main elements: structure, substance, and legal culture. The legal structure includes institutions, the legal substance relates to norms and rules, while the legal culture reflects society's attitudes and awareness towards the law.⁹

The legal system approach provides a more comprehensive analysis of existing issues. Imbalances between structure, substance, and legal culture can lead to dysfunction within the system. In clinical legal education, these three elements need to be integrated harmoniously. The curriculum as the substantive aspect, educational institutions as the structure, and the values of justice as the legal culture must work synergistically.

Therefore, the reconstruction of clinical legal education based on social justice must be carried out comprehensively and systematically, encompassing all components within the legal system. This analysis affirms that legal education plays an important role in addressing poverty and inequality, so its goal is not only to produce legal practitioners but also to promote the realisation of social justice.¹⁰

A. The Concept of Clinical Legal Education in the Legal Education System

Legal education is fundamentally the primary instrument in shaping the quality of human resources in the field of law, both in terms of knowledge, skills, and values. In modern development, the legal education system no longer focuses solely on mastering norms but is required to respond to practical needs and complex social realities. This paradigm shift has led to the approach of clinical legal education as an innovation within the legal education system.

⁹ Regyna Putri Willis and Mardalena Hanifah, "Tinjauan Komprehensif Terhadap Perkembangan Sistem Hukum Di Dunia," *Journal Orchestration* 1, no. 1 (2026): 15–29.

¹⁰ Pandam Bayu Seto Aji and Zain Arfin Utama, "Hukum Sebagai Kenyataan: Teori Sebagai Objek Studi Dan Bahan Penelitian," *Al-Zayn: Jurnal Ilmu Sosial & Hukum* 3, no. 4 (2025): 3681–94, <https://doi.org/10.61104/alz.v3i4.1579>.

Clinical legal education is a learning model that integrates theory and practice directly through real experiences in the community, as part of efforts to improve the quality of the legal education system. This approach positions students as active participants who understand, analyse, and resolve legal issues through simulations, mentoring, or legal aid services to the community. Conceptually, clinical legal education is not only a practical learning method but also a tool to build legal awareness, social responsibility, and the character of law enforcers oriented towards Pancasila values and nationalism. Within Lawrence Friedman's legal system theory framework, this education plays a strategic role in strengthening legal aspects, legal structures, and legal culture simultaneously. This analysis affirms that clinical legal education is an effort to address the shortcomings of conventional legal education, which tends to be normative, abstract, and less responsive to community needs.¹¹

In general, clinical legal education develops through an interdisciplinary approach that integrates legal, social, economic, and cultural aspects into the learning process and the resolution of legal issues within society. This approach is based on the reality that legal problems do not exist in isolation but are closely related to social conditions and inequalities that affect the public's access to justice. Therefore, combining various disciplines is essential to produce comprehensive, adaptive, and responsive legal solutions that meet societal needs. In the context of reconstructing the legal system, the interdisciplinary approach also strengthens the role of clinical legal education as a tool to build a humanist legal culture oriented towards social justice. With this approach, students not only understand the law normatively but also are able to analyse the social impacts of legal implementation and develop a critical perspective on issues of injustice. Consequently, clinical legal education plays a vital role in strengthening Indonesia's legal system, which is founded on the values of Pancasila, statesmanship, and inclusive community protection.

¹¹ Titie Rachmiati Poetri, "Model Pendidikan Klinik Hukum Lintas Disiplin Untuk Penguatan Kompetensi Mahasiswa Dalam Menyelesaikan Sengketa," *Prosiding Senadika: Seminar Nasional Akademik* 1, no. 1 (2024): 195–205.

Furthermore, a justice-based approach serves as the main foundation for the development of clinical legal education, ensuring that the learning process not only focuses on dispute resolution but also aims to create substantive justice. The primary goal of clinical legal education is to develop students' practical competencies so that they can apply legal knowledge effectively. These competencies include case analysis skills, legal communication skills, as well as expertise in advocacy and dispute resolution. The characteristics of this education are reflected in interactive, experience-based teaching methods that are problem-solving oriented. Simulations of regulation drafting, mediation practice, and involvement in legal aid services are important parts of the learning process.¹²

Furthermore, clinical legal education emphasises a context-based approach that considers environmental conditions and community needs. The location-based learning model asserts that the educational process must align with the social realities surrounding it. Therefore, clinical legal education not only imparts theoretical understanding but also fosters sensitivity to social issues such as inequality and injustice.¹³

The role of clinical legal education is very important in developing students' practical skills. Through direct experience in practice, students gain lessons that cannot be obtained from traditional teaching methods. Skills such as mediation, negotiation, and dispute resolution become the main focus of this education. Additionally, the application of innovative methods such as technology-based simulations also enhances the effectiveness of learning by creating situations that closely resemble real conditions.¹⁴

This analysis indicates that clinical legal education is not merely an innovative method in the teaching and learning process, but also part

¹² Made Oka Cahyadi Wiguna, "Konsep Pengembangan Clinical Legal Education Berbasis Pendekatan Yang Berkeadilan," *KRTHA BHAYANGKARA* 17, no. 2 (2023): 379–92, <https://doi.org/10.31599/krtha.v17i2.809>.

¹³ Nur Asmah and Mhd Idham, "Simulasi Pembentukan Peraturan Daerah: Pembelajaran Klinis Dalam Pendidikan Hukum," *Journal of Social and Economics Research* 4, no. 2 (2022): 349–58, <https://doi.org/10.54783/jser.v4i2.1265>.

¹⁴ Mohammad Alvi Pratama and Eva Laila Rizkiyah, "Ecosophy Foundation with Place-Based Education Model Clinical Legal Education," *IBLAM Law Review* 2, no. 2 (2022): 129–40, <https://doi.org/10.52249/ilr.v2i2.78>.

of an effort to build a better legal education culture in order to create a quality legal system capable of responding to societal needs. The shift from a theoretical and normative approach to practice-based learning reflects the need for law graduates who not only understand rules theoretically but can also apply them effectively in real social contexts. According to Lawrence Friedman's legal system theory, clinical legal education plays an important role in strengthening legal culture and shaping the character of law enforcers who are oriented towards Pancasila values, social justice, and nationalism. Therefore, clinical legal education becomes a strategic part of the national legal education system because it not only enhances students' academic competence and practical skills but also encourages them to actively participate in resolving legal issues and protecting the rights of the community, especially marginalised and vulnerable groups.¹⁵

B. Social Justice and Poverty from a Legal System Perspective

Social justice is a fundamental principle in the development of Indonesia's legal system, which places law not only as a regulatory tool but also as a means to realise welfare, protect rights, and achieve social balance within society. In a rule of law based on Pancasila, justice is not merely understood formally through obedience to written rules, but must be realised substantively through a legal system capable of reaching all layers of society fairly. Therefore, the integration of moral justice, legal justice, and social justice becomes key in reconstructing the national legal system. According to Lawrence Friedman's legal system theory, the creation of substantive justice is influenced by the cooperation between legal substance, legal structure, and legal culture, which must operate harmoniously. In this context, it shows that the weak application of social justice values in law enforcement practices causes the law to tend to be procedural and less responsive to societal

¹⁵ Joni Laksito and Agus Wibowo, ““Mengubah budaya pendidikan hukum menggunakan pembelajaran simulasi metaverse.” *Jurnal Hukum, Politik Dan Ilmu Sosial* 1, no. 2 (2022): 95–117, <https://doi.org/10.55606/jhpis.v1i2.1532>.

conditions, especially among the poor and marginalised groups. This results in the law losing its humanistic dimension and not yet fully functioning as an instrument for protection and equitable justice. Therefore, legal system reform is necessary through enhancing legal education, developing a legal culture oriented towards the values of statesmanship, and implementing laws based on social justice to realise an inclusive, progressive, and just Indonesian legal system.

In practice, the concept of social justice demands the proportional distribution of rights and obligations as well as protection for vulnerable groups. However, in reality, the implementation of social justice still faces various obstacles, particularly related to social and economic inequality. This indicates that the legal system has not yet fully been able to perform its role as a tool to realise equitable and just justice.¹⁶

Poverty as a structural issue is closely related to the legal system. Poverty is not merely an indication of economic limitations, but also reflects injustice within the social structure that affects access to law. From a legal perspective, poverty is considered a condition that restricts individuals or groups from obtaining adequate legal protection. Analysis shows that disparities in resource distribution, low levels of education, and the weak bargaining position of the poor contribute to inequality in law enforcement. Furthermore, the relationship between poverty and law is reciprocal: poverty limits access to legal services, while an unresponsive legal system to the needs of the poor can exacerbate poverty. This situation demonstrates a cycle of injustice that is difficult to break without structural and systemic intervention.¹⁷

Access to justice for the poor is a significant issue in law. In principle, every citizen has the right to be treated equally before the law. However, the reality shows a substantial gap between this principle and the actual conditions on the ground. The main factors that hinder the poor from obtaining justice include economic barriers, low legal

¹⁶ Rasyid Rizani et al., "Integrasi Keadilan Moral, Keadilan Hukum, Dan Keadilan Sosial Dalam Putusan Pengadilan," *Indonesian Journal of Islamic Jurisprudence, Economic and Legal Theory* 1, no. 4 (2023): 567–83, <https://doi.org/10.62976/ijjel.v1i4.179>.

¹⁷ M. Adnan Lira, "Pengaruh Kemiskinan Struktural Terhadap Penegakan Hukum," *AL-MANHAJ: Jurnal Hukum Dan Pranata Sosial Islam* 5, no. 2 (2023): 2485–96, <https://doi.org/10.37680/almanhaj.v5i2.3816>.

understanding, and limited access to legal aid. The legal aid mechanisms that should serve as solutions sometimes do not function effectively. The lack of legal aid institutions, resource limitations, and uneven distribution of services are major obstacles. This analysis emphasises that access to justice depends not only on the existence of law in theory but also on the ability of the legal system to reach and serve all layers of society fairly.¹⁸

In the development of a just legal system, the relationship between social justice, poverty, and access to justice indicates that law cannot be separated from the social realities of society. Social justice can only be realised if the legal system is capable of overcoming structural barriers faced by the poor and marginalised groups in obtaining equal legal protection. These barriers include low levels of legal literacy, limited access to legal aid, and a lack of systemic favouritism towards vulnerable groups. According to Lawrence Friedman's legal system theory, these conditions signify that the integration between legal substance, legal structure, and legal culture is not yet optimal in realising substantive justice. Therefore, a more comprehensive, adaptive, and socially just legal approach is necessary so that law is not merely a normative instrument but also a tool for social transformation that creates equitable justice. Through strengthening legal education based on Pancasila and the values of statesmanship, Indonesia's legal system is expected to foster a humanist, inclusive, and responsive legal culture that continuously meets the needs of society.

C. Analysis of Clinical Legal Education in Addressing Poverty in Indonesia

In the modern legal education system, clinical law has developed as part of efforts to reconstruct the legal system aimed at improving the quality of law enforcement to be more responsive to the social realities of the community. In Indonesia, clinical legal education not only

¹⁸ Andi Marlina et al., "Akses Keadilan Yang Tidak Sampai: Studi Kajian Bantuan Hukum Bagi Masyarakat Miskin," *Jurnal USM Law Review* 7, no. 2 (2024): 540–55, <https://doi.org/10.26623/julr.v7i2.8668>.

functions as a practical learning method but also as a strategic instrument to expand access to justice for the poor and marginalised groups. Analysis shows that the relationship between clinical legal education and poverty reduction lies in its ability to bridge the gap between legal substance and social practice. According to Lawrence Friedman's legal system theory, clinical legal education plays an important role in strengthening the legal structure, building a justice-oriented legal culture, and enhancing the effectiveness of legal substance through a humane and practical approach. Legal clinics play a role in providing legal aid, education, and community assistance, thus becoming a key element in building an inclusive legal system aligned with the values of Pancasila. Besides improving students' practical competencies, clinical legal education also shapes the character of law enforcers who are oriented towards the values of justice, social equity, and the protection of community rights equally.

The legal clinic functions as a legal service facility that provides access to legal assistance for the community, especially vulnerable groups and the poor who face limitations in obtaining legal support from professionals. Through this mechanism, clinical legal education serves two functions simultaneously: as a practical learning medium for students and as a form of service and social dedication to the community. Generally, the existence of legal clinics plays an important role in expanding access to legal aid, increasing public legal awareness, and reducing structural barriers that hinder access to justice. In Lawrence Friedman's legal system theory, legal clinics not only strengthen the legal structure through legal aid services but also foster a more inclusive and responsive legal culture that addresses community needs. However, the effectiveness of clinical legal education remains influenced by various factors, such as institutional support, the quality of human resources, available funding, and optimal integration with the national legal aid system. Therefore, it is essential to reconstruct and strengthen legal clinic institutions based on Pancasila values and the principles of statehood to ensure maximum function in realising an

Indonesian legal system that promotes social justice and advocates for marginalised communities.¹⁹

Student involvement in social advocacy practice becomes an important aspect of clinical legal education. They not only learn theoretically but also actively participate directly in the advocacy process and legal problem-solving. These activities include legal aid, community education, and engagement in policy-making. This direct experience has been proven to sharpen practical skills and foster critical awareness of issues related to injustice. Additionally, technological advancements and social media expand opportunities for students to participate in advocacy, facilitate the mobilisation of public opinion, and raise legal awareness on a broader scale.

Although clinical legal education plays an important role, in Indonesia this education still faces various limitations and challenges. One of the main issues is the less-than-optimal integration of clinical legal programmes into the overall law education curriculum. Many programmes are merely supplementary and have not yet become an integral part of the learning system. Additionally, resource limitations, such as teaching staff and facilities, also affect the quality of legal education delivery.²⁰

The development of the digital era has brought significant changes to education and legal practice. Technological advancements demand adjustments in teaching methods, especially in clinical legal education. On one hand, technology offers opportunities for innovation, such as digital simulations and online legal aid services. On the other hand, there are challenges in ensuring that access to technology remains open to impoverished communities, who often face limitations in access. Overall, the analysis of clinical legal education related to poverty in Indonesia shows great potential as a tool for social

¹⁹ Yakoba Yuliana Hattu and Abdul Karim, “Pengembangan Klinik Hukum Masyarakat: Mendorong Akses Keadilan Untuk Kelompok Rentan,” *Legal Empowerment: Jurnal Pengabdian Hukum* 1, no. 2 (2023): 63–71, <https://doi.org/10.46924/legalempowerment.v1i2.195>.

²⁰ Imeldha Permatasari et al., “Pengaruh paparan media sosial terhadap partisipasi mahasiswa Universitas Palangka Raya dalam advokasi kebijakan kenaikan tunjangan DPR RI,” *MASSIVE: Jurnal Ilmu Komunikasi* 5, no. 2 (2025): 38–52, <https://doi.org/10.35842/massive.v5i2.229>.

change. However, for it to succeed, there is a need to strengthen institutions, curricula, and capacity to keep pace with technological developments. In this way, clinical legal education can maximally expand access to justice and help reduce poverty through an inclusive and responsive legal approach.²¹

D. Analysis Based on Lawrence M. Friedman's Law System Theory

An analysis of clinical legal education in addressing poverty requires a comprehensive approach that explains the interrelation of elements within the legal system. The structured analytical framework based on Lawrence M. Friedman's legal system theory includes three main components: the legal structure, legal substance, and legal culture. These three elements interact with each other and influence the success of law in solving social issues, including poverty.²²

a. Legal Structure

The legal structure includes institutions and agencies that carry out their functions within society. In the context of clinical legal education, this structure not only encompasses law enforcement agencies but also legal education institutions and legal clinics as part of a broader system. Legal education institutions play an important role in shaping public awareness and compliance with the law through a structured educational process. Legal education is not only aimed at producing graduates but also contributes to building a legal system that is responsive to social needs.²³

²¹ Rahmad Rafid and Riski Febria Nurita, "Dinamika Pendidikan Dan Hukum Di Era Digital: Tantangan Dan Peluang Dalam Menghadapi Transformasi Teknologi," *MLJ Merdeka Law Journal* 6, no. 1 (2025): 79–92.

²² Triwahyuningsih Triwahyuningsih And Abdurrahman Darajat, "Peran Pendidikan Hukum Dalam Meningkatkan Kesadaran Dan Ketaatan Hukum Masyarakat Di Indonesia," *Jurnal Ilmiah Advokasi* 13, No. 3 (2025): 939–54, <https://doi.org/10.36987/Jiad.V13i3.6457>.

²³ M. Arie Wahyudi et al., "Pemberian Bantuan Hukum Oleh Lembaga Bantuan Hukum Medan Terhadap Masyarakat Kurang Mampu di Kota Medan," *Locus Journal of Academic Literature Review*, September 1, 2022, 280–88, <https://doi.org/10.56128/ljoalr.v1i5.78>.

The legal clinic, as part of the legal education structure, functions both as a place of learning and as a provider of legal aid services. The existence of this clinic enhances the community's access to justice, especially for underprivileged groups. Analysis shows that the success of the legal clinic heavily depends on a strong relationship between educational institutions and the legal aid system.

The relationship between legal clinics, legal aid institutions, and law enforcement agencies is crucial in strengthening a professional, objective, and socially just legal framework. Legal aid institutions play an important role in supporting and protecting the poor and vulnerable groups fairly and transparently, ensuring equitable access to justice without discrimination or abuse of power. Good synergy between legal education institutions, legal clinics, and legal aid agencies can create a more inclusive, responsive legal service system and reduce legal gaps that could lead to arbitrary actions in law enforcement. According to Lawrence Friedman's legal system theory, strengthening institutional coordination is essential to building an effective, integrity-driven legal structure grounded in Pancasila values and patriotism. Therefore, improvements in institutional systems, increased professionalism of human resources, and objective oversight must be carried out so that Indonesia's legal system can fully perform its legal protection functions and prevent deviations in law enforcement practices.

b. Legal Substance

The legal substance includes norms, regulations, and policies that underpin the organisation of education and legal aid in a fair and transparent manner. In this context, the legal substance must be designed clearly, objectively, and oriented towards the values of social justice to avoid deviations, manipulation, and harmful practices in both the educational process and legal services. Regulations concerning clinical legal education and legal aid for underprivileged communities reflect the state's commitment to building an inclusive legal system and protecting citizens' rights. However, its effectiveness still faces challenges, particularly in implementation, supervision, and the dissemination of legal understanding among the public. A lack of socialisation, weak oversight, and the suboptimal integration of rules and practices often hinder the realisation of social justice.

Therefore, it is necessary to strengthen the legal substance in a consistent, transparent manner, and free from abuse, so that legal education and aid can operate professionally, with integrity, and realise a high-quality Indonesian legal system that upholds social justice.²⁴

In addition to regulatory aspects, the legal substance in clinical legal education also includes the development of curricula that form the basis for establishing students' competencies, integrity, and character in facing the social dynamics of Indonesian society. This research offers the idea of reconstructing the clinical legal education curriculum based on the values of Pancasila, social justice, and Lawrence Friedman's legal system theory. This initiative aims not only to enhance students' academic abilities but also to build a legal system that is responsive to issues of poverty and social inequality. In Indonesia, this approach is important because most legal education still focuses on normative aspects and less on integrating the needs of marginalised communities into learning. A curriculum that does not keep pace with social developments risks producing graduates who understand law theoretically but are less capable of resolving legal issues in a contextual and humanistic manner. Therefore, reconstructing legal substance through a practice-based clinical legal education curriculum, legal aid, and strengthening legal culture is a strategic step that has not been extensively studied before. This approach enables students not only to learn law as a norm but also to apply it directly in solving social problems, thereby making the realisation of social justice more effective within the Indonesian legal system.²⁵

c. Legal Culture

²⁴ La Ode Adnan et al., "Penyuluhan Hukum Pemberian Bantuan Hukum Bagi Masyarakat Kurang Mampu," *Journal of Human And Education (JAHE)* 4, no. 1 (2024): 121–28, <https://doi.org/10.31004/jh.v4i1.531>.

²⁵ Rifanto Bin Ridwan and Muhammad Husein, "Pengembangan Kurikulum Program Studi Hukum Keluarga Islam Berbasis Kebutuhan Masyarakat Untuk Pencegahan Perkawinan Anak," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 17, no. 1 (2025): 96–113, <https://doi.org/10.30739/darussalam.v17i1.4189>.

The legal culture reflects the values, attitudes, and awareness of society towards the law. In the context of clinical legal education, legal culture is not only formed within society but also within the academic environment, particularly among law students. Students' legal awareness is an important factor in determining the success of clinical legal education, as students are the actors who will be directly involved in legal practice.²⁶

Analysis shows that legal awareness is heavily influenced by the understanding of ethical values and justice. Legal education that emphasises moral and ethical aspects will help build a more progressive and justice-oriented legal culture. Conversely, if legal education focuses solely on technical aspects, the developing legal culture tends to be formalistic and less responsive to societal needs. The value of social justice is at the core of shaping an ideal legal culture. In practice, this value must be reflected in every process of law enforcement, from policy-making to dispute resolution. However, in reality, the value of social justice has not yet fully become part of legal practice, resulting in a gap between ideals and implementation.²⁷

E. Reconstruction of Clinical Legal Education Based on Social Justice

The reconstruction of clinical legal education is a systematic effort to reorganise paradigms, structures, and legal learning practices to be more responsive to social issues, particularly poverty. In the development of modern legal systems, legal education is no longer sufficient merely to master norms, but must also develop analytical skills, practical abilities, and social sensitivity. Therefore, reconstructing

²⁶ Saryono Saryono et al., "Hubungan Antara Pemahaman Etika Politik Dan Kesadaran Hukum Dengan Budaya Politik Organisasi Mahasiswa," *Jurnal Citizenship Virtues* 2, no. 1 (2022): 215–22, <https://doi.org/10.37640/jcv.v2i1.1369>.

²⁷ Irman Syahriar et al., "Keadilan Sosial Di Dalam Negara Hukum Indonesia," *Journal of Knowledge and Collaboration* 1, no. 2 (2024): 28–38, <https://doi.org/10.59613/wqx8hn76>.

social justice-based clinical legal education becomes very important in bridging the gap between legal concepts and their real-world application within society.

Strengthening the curriculum focused on practice and poverty issues is an initial step in the process of educational reconstruction. The curriculum needs to be designed flexibly and integrate social issues contextually, so that learning becomes relevant and not overly abstract in relation to real community conditions. A critical educational approach encourages the development of analytical skills regarding structural inequalities, while social literacy deepens understanding of the challenges faced by the poor. Experiential and contextual learning enables students to better understand the relationship between legal norms and social practices. Additionally, active participation during the learning process is crucial to foster practical problem-solving skills. Analysis shows that a curriculum integrated with poverty issues will produce graduates who are more sensitive to injustice and capable of formulating appropriate solutions.²⁸

The integration of social justice values into the learning process is an important and normative aspect that is inseparable from the reconstruction of clinical legal education. These values must serve as the foundation at every stage of learning, from the development of materials, teaching methods, to the evaluation process. Legal education not only functions as a means to transfer knowledge but also as a medium for character formation and ethical awareness. The application of social justice values requires a holistic approach that unites moral, social, and legal aspects in a balanced manner. The main challenge is how to internalise these values consistently in practice so that they do not merely remain at a conceptual level.

Analysis indicates that the success of integrating social justice values heavily depends on the commitment of educational institutions and the capacity of educators to develop reflective and transformative teaching methods. The development of a legal clinic model responsive to the needs of the poor community becomes part of this reconstruction

²⁸ Frieska Engeliq and Hotimah, "Pendidikan Kritis, Kurikulum Isu, Literasi Sosial, Pembelajaran Kontekstual, Partisipasi Siswa," *Jurnal Inovasi Pedagogik Dan Teknologi* 3, no. 2 (2025): 50–55, <https://doi.org/10.70217/jiptek.v3i2.279>.

operation. Legal clinics must be designed as spaces for interaction between the academic world and social reality, thus able to directly meet the needs of the community. A responsive model is characterised by its ability to reach vulnerable groups, understand the specific needs of the community, and provide effective and sustainable legal services. The socio-legal approach becomes important to understand the social context underlying legal issues, so that the solutions produced are not partial.²⁹

Furthermore, the reconstruction of clinical legal education in Indonesia needs to be directed towards the development of a legal clinic model that is based on accessibility, transparency, and social justice, in order to address the weaknesses of previous research which still focused on theoretical aspects without offering a concrete systemic reform model. The novelty of this research lies in the idea of developing an integrated community- and technology-based legal clinic, combined with Lawrence Friedman's legal system theory and the values of Pancasila, to strengthen legal substance, legal structure, and legal culture simultaneously. This development not only considers location, cost, and simple legal service procedures but also encourages the use of legal technology and digital advocacy services that remain inclusive for communities with limited access to technology. In the context of Indonesia, this approach offers a solution to the still limited reach of legal aid for poor and marginalised communities, which has not been optimally accommodated within the conventional legal education system. Therefore, strengthening curricula based on social practice, integrating the values of social justice and statesmanship, and developing adaptive legal clinics connected to community needs become more specific and sustainable steps for reform. Through this approach, clinical legal education is not only a method of learning but also an instrument for transforming Indonesia's legal system into a more inclusive, progressive one that can genuinely reduce disparities in access to justice.³⁰

²⁹ Nauval Satria Pratama et al., "Implementasi Nilai-Nilai Keadilan Sosial Dalam Pendidikan Islam: Tantangan Dan Peluang," *Jurnal Ilmu Pendidikan Dan Sosial* 4, no. 2 (2025): 140–46, <https://doi.org/10.58540/jipsi.v4i2.943>.

³⁰ Muhammad Fajar Ramdani and Aisyah Lestari, "Akses Keadilan Bagi Masyarakat Rentan: Studi Sosio-Legal Di Desa Janapria, Kabupaten Lombok Tengah,"

F. Implications of Reconstruction for Strengthening Access to Justice

Analysis of reconstruction within the context of legal education is an organised effort to renew and align teaching methods, materials, and focus with the continuously changing needs of society. In general, reconstruction not only functions as a curriculum change but also as a tool for transformation to improve access to justice. Access to justice is understood as individuals' ability to obtain legal protection, understand their rights and obligations, and access judicial institutions effectively and fairly. Within this framework, legal education reconstruction based on social justice has a significant impact on the quality of legal education, poverty alleviation, and the role of students in social dynamics.

1. Impact on the Quality of Legal Educationm

- a. In general, the quality of legal education is determined by the relevance of learning materials and the capacity of the education system to keep pace with technological developments. The reconstruction that integrates digitalisation into legal education is a strategic step to enhance this quality. More specifically, digitalisation brings about significant changes, including:
- b. Expanding access to legal resources through digital platforms so that the learning process is no longer limited by space and time.
- c. Encouraging the utilisation of interactive learning methods such as courtroom simulations, case studies, and online systems.
- d. Improving efficiency and transparency in academic processes, including assessment and distribution of learning materials.

Analysis shows that integrating technology into legal education not only improves academic quality but also develops practical skills aligned with the needs of the legal world today. As a result, graduates

find it easier to adapt and are able to apply their knowledge within the dynamics of society.³¹

2. Contribution to Poverty Alleviation

More broadly, poverty is not only related to economic aspects but also includes limited access to information and legal protection. Efforts to reconstruct legal education help address this issue by increasing legal awareness and strengthening oversight of public policies. In more detail, the contribution includes:

- a. Improving community legal literacy, especially among vulnerable groups, so they understand their rights to receive social assistance.
- b. Strengthening the legal advocacy function in overseeing the implementation of assistance programmes to ensure they are targeted and transparent.
- c. Developing community-based legal aid services that provide access to justice for the poor.

In-depth analysis shows that legal education focused on social justice can serve as a tool for community empowerment. This builds a strong relationship between the academic world and efforts to reduce poverty through an inclusive legal approach.³²

3. The Role of Students as Agents of Social Change

In general, students are considered an important intellectual group in driving social change. Changes in legal education strengthen this role through the development of critical thinking skills, social awareness, and moral responsibility. More specifically, the role of students can be described as follows:

1. Functions as a social control by providing constructive criticism of policies that do not support justice.
2. Acts as a facilitator in providing legal education to the community, especially marginalised groups.

³¹ Edelweisia Cristiana, "Digitalisasi Pendidikan Ditinjau Dari Perspektif Hukum," *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, no. 3 (May 2021): 58–66, <https://doi.org/10.33363/sn.v0i3.89>.

³² Muhammad Fardi et al., "Transparansi Pendataan Program Bantuan Sosial Tunai Dalam Penanggulangan Kemiskinan Di Lingkungan Bebidas Kelurahan Pegesangan Kota Mataram," *Journal of Social and Policy Issues*, September 30, 2023, 150–55, <https://doi.org/10.58835/jspi.v3i3.209>.

3. Be a social innovator by creating law-based programmes that are solution-oriented and sustainable.

Analysis shows that the reconstruction of legal education is capable of transforming students' paradigms from mere learners into active agents in social development. Engagement in advocacy activities, community service, and legal education serve as tangible indicators of this role. The implications of reconstructing legal education on strengthening access to justice demonstrate an interconnected relationship between improving the quality of education, contributing to poverty alleviation, and the role of students as agents of social change.³³

This systematic reconstruction results in legal education that is more adaptive, inclusive, and oriented towards social justice, thereby able to bridge the gap between legal norms and societal realities.

Conclusion

In general, this research confirms the need to transform legal education from a predominantly normative and theoretical orientation into a more adaptive, practical, and socially responsive system grounded in social justice values. Clinical legal education serves as an innovative approach that bridges the gap between legal doctrine and the realities of social life, particularly in addressing poverty and improving access to justice. It plays a significant role in developing students' practical legal skills, enhancing legal awareness, and fostering social responsibility. Through legal clinics, social advocacy programs, and experiential learning, clinical legal education strengthens the relationship between legal academia and community needs. Nevertheless, its implementation remains constrained by challenges related to curriculum design, resource availability, and institutional integration.

Clinical legal education aligns closely with Lawrence M. Friedman's Legal System Theory, which emphasizes the

³³ Ahmad Syaiful, "Peran Mahasiswa Sebagai Agen Perubahan Di Masyarakat," *Journal of Instructional and Development Researches* 3, no. 1 (2023): 29–34, <https://doi.org/10.53621/jider.v3i1.102>.

interdependence of legal substance, legal structure, and legal culture in establishing an effective legal system. From a social justice perspective, poverty constitutes a major barrier to accessing legal protection and justice. Consequently, legal system reform should begin with improvements in legal education. This study demonstrates that clinical legal education is not merely a practical teaching method but also a strategic instrument for shaping future law enforcement officers who uphold moral values, integrity, religious principles, social justice, and national commitment. Through this approach, students are encouraged to develop professionalism, anti-corruption attitudes, resistance to bribery, and a commitment to using law as a means of ensuring fair and humane protection for society.

Furthermore, this research proposes a reconstruction model of legal education that is more integrated, practical, and responsive to societal needs while emphasizing the values of Pancasila, morality, and integrity. Such reconstruction can be achieved through strengthening socially oriented curricula, improving the transparency and accountability of legal clinics, and implementing a more accessible and applicable learning system for both students and communities. Supported by rigorous supervision and professional standards, clinical legal education can contribute to the development of a legal culture characterized by integrity, accountability, and public service orientation. Therefore, the reconstruction of clinical legal education represents a strategic pathway toward realizing an inclusive and high-quality legal system in Indonesia, capable of producing future generations of law enforcers who are competent, ethical, and committed to the nation's social justice ideals.

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