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Report of Final Self-Assessment at Four Universities in Eastern Indonesia at the end of the project “Strengthening Legal Education in Eastern Indonesia (SLEEI)”

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Report of Final Self-Assessment at Four Universities in Eastern Indonesia at the end of the project "Strengthening Legal Education in Eastern Indonesia (SLEEI)"

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Van Vollenhoven Institute for Law, Governance & Society
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Report of Final Self-Assessment for *Strengthening Legal Education in Eastern Indonesia (SLEEI)*

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Introduction

Assessing the SLEEI Program

In April – May 2022 a survey was conducted at the four Beneficiary universities located in East Indonesia – Universitas Mataram in Mataram, Lombok (UNRAM), Universitas Pattimura in Ambon (UNPATTI), Universitas Kristen Artha Wacana in Kupang, West Timor (UKAW) and Universitas Kristen Wira Wacana in Waingapu, Sumba (UNKRISWINA). In this report we give a summary of the results of the self-assessment by the four beneficiaries, focusing on issues that have direct connection with the objectives and themes of the SLEEI program. Each survey consisted of three questionnaires: 1) a survey for the faculty board, 2) an online survey for lecturers, and 3) an online survey for students. Compared to the baseline study, employers were not included in this survey as students only have received the first adjusted courses with the new teaching methods and are therefore do not concern graduates yet.

All three questionnaires included questions on the SLEEI-program and its five main themes: Legal skills, Local Context, Gender, Legal Ethics and Teaching Methods. The Faculties and the Lecturers were asked to give their general valuation of the program and its themes, the ways the SLEEI themes were incorporated in the curriculum, the strengths and weaknesses of the SLEEI program, and institutional and other barriers to implement the program. As students cannot compare the before and after situation –they generally received the course for the first time, the questions posed to students resemble those posed in the baseline study and mainly assess their experiences and wishes regarding legal education at their institution.

Short profile of 4 universities

As already mentioned in the baseline study, the four universities that are the beneficiaries of the SLEEI program are very different. UNPATTI in Ambon and UNRAM in Mataram are large long-established state universities with programs from bachelors to PhD. Both have been awarded an A-accreditation by the National Accreditation Body for Higher Education (BAN-PT), and are aiming at wider international recognition. With a national ranking of around 40 UNRAM is the best-ranked university of the four, with the highest budget and the highest number of students. UKAW and UNKRISWINA are much smaller, private universities. UKAW was established in 1985 as upgrade of the Theological High Education School, whereas UNKRISWINA as recent as 2015 has been established as the first university on Sumba (as upgrade of the Higher Economic Education School).

The table below shows the number of students and lecturers enrolled in the Law study programs of the four universities (2020) depicting the large differences between the four universities in terms of size, but also in terms of gender division – especially of the students.

Table 1. Profile four SLEEI Universities: Students and Lecturers of the Law Faculties

	UNRAM Lombok	UNPATTI Ambon	UKAW Timor	UNKRISWINA Sumba
Total number of students	3000	1235	901	84
Male (%)	40	41	75	62
Female (%)	60	59	25	38
Local (%)		92	96	95
From other province (%)		8	4	5
Teaching staff Law (number)	98	92	17	6
Male (%)	80	53	88	67
Female (%)	20	47	12	33

Assessment by the Faculties

All universities that have participated in the SLEEI program have allocated time, effort, and personnel to the SLEEI activities. Lecturers have received trainings, have been involved in the revision of course outlines (RPS), have designed new courses and/or have been involved in writing new course books that have been inspired by the SLEEI themes. For UKAW and UNKRISWINA this effort has been relatively large as it involved all law lecturers as the following table shows. At UNKRISWINA a lecturer of another faculty was involved in writing the course book on gender and law.

Table 2. Number of Lecturers who Participated in SLEEI Activities

	UNRAM Lombok	UNPATTI Ambon	UKAW Timor	UNKRISWINA Sumba
Workshops	**19**	**65**	**17**	**6**
Male	13	30	15	3
Female	6	35	2	3
Revision of courses	**16**	**65**	**17**	**6**
Male	10	30	15	3
Female	6	35	2	3
Writing of new course books	**16**	**11**	**14**	**7**
Male	10	6	12	3
Female	6	5	2	4
Total number of lectures	98	92	17	7

One of the main features of the SLEEI program is that the universities are given the tools to develop their curriculum themselves by integrating the SLEEI themes and methods. This gives the universities ownership and flexibility in terms of the ways and extent SLEEI themes are made part of particular courses. The faculties were asked to provide information about the number of courses revised and new courses offered as inspired by the SLEEI methods and themes. In addition to information through the final assessment the SLEEI coordinators also provided information in their final narrative reports about the number and title of course books written as inspired by SLEEI. You can find that list in Annex 1 to this report. The output is quite an achievement, also in view of the short time span and the difficult situation caused by the COVID-19 pandemic. Table 5 summarizes how the SLEEI themes have been integrated in the Law curriculum by the universities and inspired the organization of other academic activities.

Table 3. New courses, revised courses and other activities conducted inspired by SLEEI methods and themes

	UNRAM Lombok	UNPATTI Ambon	UKAW Timor	UNKRISWINA Sumba
New Courses	-	-	1. Litigation 2. non-Litigation 3. Ethics in Legal Profession 4. Legislative Theory	1. Law and Gender
Revised Courses	1. Investment Law 2. Contract Law 3. Intellectual Property Law 4. International Law 5. International criminal law	1. Criminal Law Practice and the Criminal Court 2. Criminal Law Sources besides the Criminal Code 3. Procedure and Legal Practice at the Administrative Court 4. Administrative Law of Insular Areas 5. Constitutional Law 6. Employment Law 7. Civil Procedural Law and Legal Practice at the Civil Court 8. International Law 9. Consular Law and international collaboration at	1. Law and Gender 2. Adat Law 3. Civil Law 4. Sociology of Law 5. International Law 6. Agrarian Law 7. Labour Law 8. Environmental Law 9. Environmental Impact Assessment Law 10. Contract Law 11. Criminal Procedural Law 12. Civil Procedural Law 13. Human Rights and Humanitarian Law 14. Contract Drafting	1. Introduction to Legal Science 2. Introduction to the Indonesian Legal System 3. Criminal law 4. Civil Law 5. Labour Law 6. Constitutional Law 7. Criminal Procedural Law 8. Civil Procedural Law 9. Adat Law 10. Agrarian Law and customary land rights 11. International Contract Law 12. Trade Law

		ASEAN 10. Corruption Crime 11. Contract Law 12. Company Law 13. Administrative Law		
Other SLEEI activities organized by the universities	1. Workshop on Legal Curriculum Development 2. Students' essay competition on SLEEI themes 3. National essay writing competition	1. International seminar "The Future of Legal Education in Indonesia Skill Ethics and Integrity 2. Seminar on Ethics, Morality and Ethics in Local Elections. 3. TOT on curriculum development 4. National Seminar "Women and Politics" 5. National Seminar on the impact of natural sources and environmental management on local business. 7. Workshop on course book writing 8. Student debate. 9. Student debate in Aru.	1. Workshop on Curriculum Revision 2. Workshop on teaching material development 3. Workshop on interactive online teaching 4. International seminar on legal reasoning 5. Legal drafting training for UKAW students	1. Workshop on Legal Curriculum Development 2. Legal Student Debate 3. Workshop on textbook writing

In view of these activities of integrating SLEEI themes into the curriculum, the faculties stated that the SLEEI program has been useful (UKAW) to very useful (UNRAM, UNPATTI, UNKRISWINA) to improve legal education at their institution. The faculties themselves stated to have successfully integrated the SLEEI themes into their curriculum (scale 1-5) as Table 5 shows.

Table 4. Valuation of successfulness (scale 1-5) in integrating the SLEEI program and themes

	UNRAM Lombok	UNPATTI Ambon	UKAW Timor	UNKRISWINA Sumba
Legal Ethics	Successful (4)	Successful (4)	Successful (4)	Very Successful (5)

Legal Skills	Successful (4)	Successful (4)	Successful (4)	Very Successful (5)
Gender and Law	Successful (4)	Very Successful (5)	Successful (4)	Very Successful (5)
Law in Local Context	Successful (4)	Very Successful (5)	Successful (4)	Very Successful (5)
Interactive teaching	Successful (4)	Very Successful (5)	Successful (4)	Very Successful (5)

The survey assessed what the faculties considered the strengths and weaknesses of the SLEEI program. The **strengths** mentioned are: SLEEI has supported curriculum revision, SLEEI has enhanced the academic skills of lecturers in developing courses and course materials, SLEEI issues have enriched the course materials, course materials give special attention to legal issues typical for East Indonesia, SLEEI has supported lecturers to implement interactive teaching, and SLEEI has broadened our network among universities in East Indonesia. One university underlined how the individual SLEEI themes enhance legal education by attaching ethics, the local context, a gender perspective and a stronger focus on the skill to resolve legal cases to the curriculum as a whole.

The following **weaknesses** were mentioned by the faculties: the SLEEI program started when the curriculum was not yet well-integrated; the COVID-19 pandemic made that the SLEEI trainings could not be provided optimally; integration of SLEEI themes during course revision required a lot of time from lecturers; too little time; the SLEEI themes cannot be integrated in each course – some themes are considered not to be connected with the subject content of a particular course. One university said that there were no weaknesses. Most of the comments here concern the process of integrating SLEEI themes into the curriculum. This process requires effort and support from a majority of law lecturers, which was more difficult to obtain for the large universities than for the smaller ones – even if a majority of lecturers could participate in SLEEI workshops. The pandemic indeed made that a number of workshops were conducted online - which is not an ideal situation for this type of trainings.

The main institutional **challenges** in implementing the SLEEI program that the faculties mentioned are: to organize the integration of SLEEI themes into the whole curriculum, limited time, budgeting, for the large universities: to socialize SLEEI themes and gain support from all lecturers for curriculum revisions, the challenges posed by the pandemic, and the simultaneous curriculum revisions that are required because of the Government's new *Merdeka Belajar* policy. We will see in the section about lecturers' experiences with SLEEI, that they mention additional institutional challenges.

One of the main features which will ensure the sustainability the SLEEI program is the adoption of SLEEI themes into the curricula of the law programs of the universities. All faculties voiced their intention to continue to use the SLEEI themes and methods and the SLEEI Resource Guide "*Inovasi Pendidikan Hukum di Indonesia: Teori, Petunjuk dan Praktik*" in future evaluations and revisions of the curriculum. When asked whether in the future the integration of the five SLEEI themes will continue the universities all affirmed. UNRAM, which is the largest university of the four, believes that more of its LAW lecturers need training on how to integrate SLEEI themes into their courses, and intends to continue to hold

such trainings/workshops annually. The Law Faculty of UNPATTI has adopted attention for the local context into its Vision and Missions which will ensure continuity. UKAW is planning to continue to use the SLEEI themes as yardstick in revisions of its curriculum. The entire curriculum needs to be evaluated revised as a consequence of the *Merdeka Belajar / Kampus Merdeka* policy of the Government, and UKAW sees this as a chance to further integrate the SLEEI themes, starting with the 2022/2023 curriculum. UNKRISWINA states it also will continue to evaluate and revise its law courses based on the SLEEI themes

COVID-19

The survey inquired about the impacts of the COVID-19 measures – especially the consequences of most activities being conducted online - on legal education and on the SLEEI program. In terms of impact on students' education, online teaching generally had negative impacts. UNKRISWINA describes that some of their students did not have laptops or internet at home, and that online teaching therefore had considerable financial consequences. The quality of teaching also dropped as interaction between lecturer and student became more complicated and internet connections were not always stable. UNKRISWINA and UKAW mention that number of students who dropped out increased during the pandemic.

Positive effects of the pandemic mentioned concern the fact that it forced lecturers to rethink their teaching methods and to engage with the opportunities that technology offers. The SLEEI program, and especially the theme "interactive teaching methods" was welcomed in this difficult situation of adapting to online teaching. The mentioned negative impacts of the COVID-19 pandemic on SLEEI are that a number of workshops could not be carried out as planned and had to be held online.

Assessment by Lecturers

The second assessment was conducted by lecturers of the law faculties who have been involved in SLEEI activities as participant in a workshop, in revising courses and/or in writing a textbook inspired by the SLEEI themes. A total of 22 men and 11 women respondents answered the questions of the survey. This high male/female respondents ratio correspondents with the male/female lecturer ratio at the faculties.

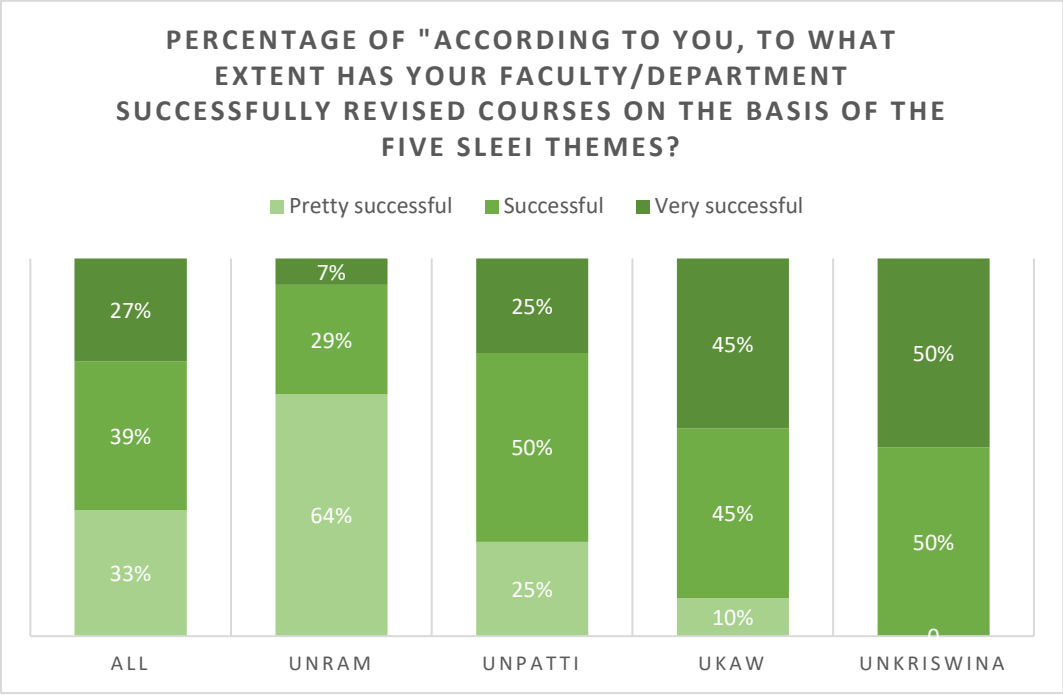
Table 5. Number of respondents in the category "lecturer"

	Male	Female	Total	Percentage of participants in SLEEI
UNRAM	8	6	14	74
UNPATTI	2	2	4	6
UKAW	9	2	11	65

UNKRISWINA	3	1	4	67
Total	22	11	33	Average 53 %

Below we will mainly focus on the input these respondents gave about the strengths and weaknesses of the SLEEI program and whether/ the ways in which the respondents implement the SLEEI themes in their teaching. Compared to the faculties, lecturers were a little less positive as a third stated that they were “Pretty successful” (3 on the scale of 5) in integrating the SLEEI themes through revisions of courses. The more critical attitude was mainly from respondents from UNRAM, as we have seen above, as a large university experienced more difficulties in revising the curriculum and revised the least courses.

Figure 1. Valuation by lecturers of level of success in revising courses



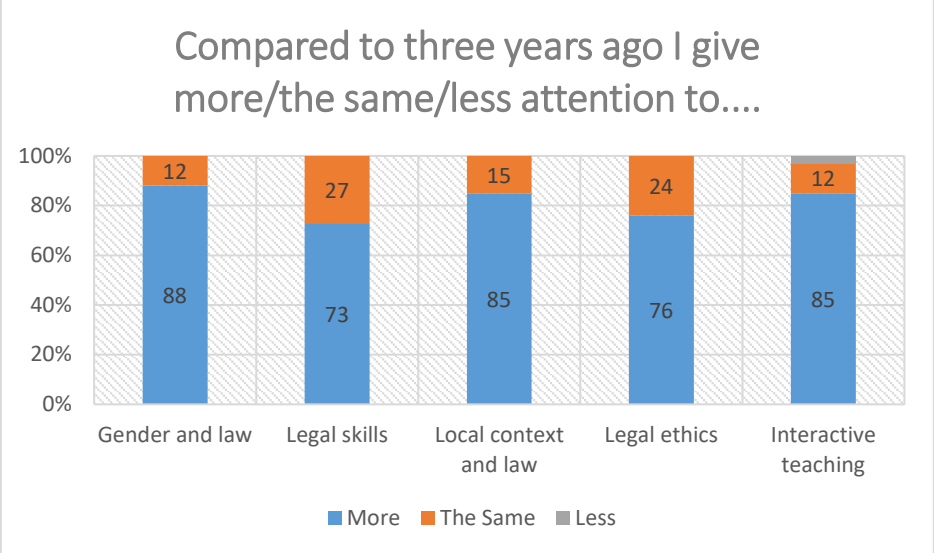
Lecturers were asked to mention 3 strengths and 3 weaknesses of the SLEEI program (open questions). Prominent among the **strengths** mentioned are the interactive teaching method for law courses, the method to structure courses better, the guidance provided for revising course outlines according to the SLEEI themes, novel/progressive approaches to teaching law provided (mentioned specifically are using legal cases taken from the local context and cases analysed with a gender perspective), the established network with universities in East Indonesia and the fact that SLEEI resulted in revised courses and new teaching materials.

More than 20% of the lecturers stated that the SLEEI program has no **weaknesses,** but many others were more critical. Here it becomes obvious that the larger universities of UNRAM and UNPATTI had more trouble in integrating the SLEEI themes as integrating SLEEI themes in courses was more complex because it requires coordination with all colleagues involved in co-teaching courses, including those colleagues who had not participated in the SLEEI workshops. This is reflected in the answers provided by lecturers at the large universities concerning the weaknesses relating to revision of the curriculum: not enough time to revise the curriculum, not enough effort/coordination to involve colleagues who have not been involved in SLEEI, not enough incentives, not enough coordination, and not enough support from the leadership. The difficulties to effectively communicate the SLEEI themes and methods because of the pandemic were also mentioned. Although the smaller universities provided less critique, here too the problem of lack of coordination / transfer of knowledge to lecturers who were less involved in the SLEEI program was mentioned as a weakness and so was the short-term of the project: many lecturers feel that more time/mentoring is needed in order to achieve the full potential of SLEEI.

The most important institutional challenges were already mentioned by lecturers at the large universities in the weaknesses question: the difficulty to involve all lecturers, while consensus is important if you want to change the curriculum. Lack of coordination, time, and incentives to implement such profound changes were again mentioned here.

Lecturers were also asked whether they had given more attention in their daily teaching to the SLEEI themes. An overwhelming majority of lecturers stated that they did. The results can be read in the following Figure 2:

Figure 2. Level of attention given by lecturers to SLEEI themes



Assessment by Students

The final assessment is the assessment by students. As we believe that it is not really possible to assess the implementation of the SLEEI themes through the experiences of students yet, as the new courses have just been implemented in a situation of online teaching and mostly among students who learn the course for the first time and do not have another framework of reference, this survey once again looked at what students appreciate and would like to see implemented in their classes. Subsequently we relate their answers to the SLEEI themes: Do students have similar views as the SLEEI program about how to improve legal education?

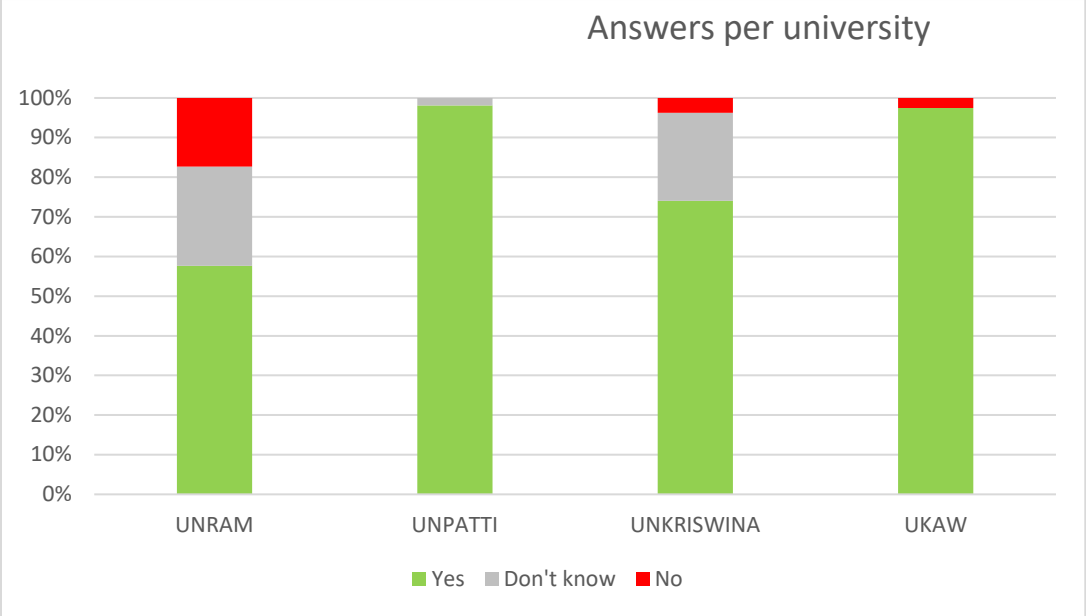
Tabel 6. The number, sex and age of respondents in the category "students"

	Male	Female	Total	M/F	Average age
UNRAM	22	30	52	42/58	20,2
UNPATTI	20	33	53	38/62	18,3
UNKRISWINA	18	9	27	67/33	22
UKAW	22	17	39	56/44	20,7
Total	**82**	**89**	**171**	**48/52**	20

The number of respondents for the survey is 171 with the large universities contributing more than 50 students and the smallest university (UNKRISWINA) 27 respondents. The male/female ratio again reflects the situation at the universities: whereas at UNRAM and UNPATTI there are more female students enrolled in law programs than male students, this is quite the opposite at the smaller universities (see Table 1 in the Introduction). The average age of the respondents was 20 years.

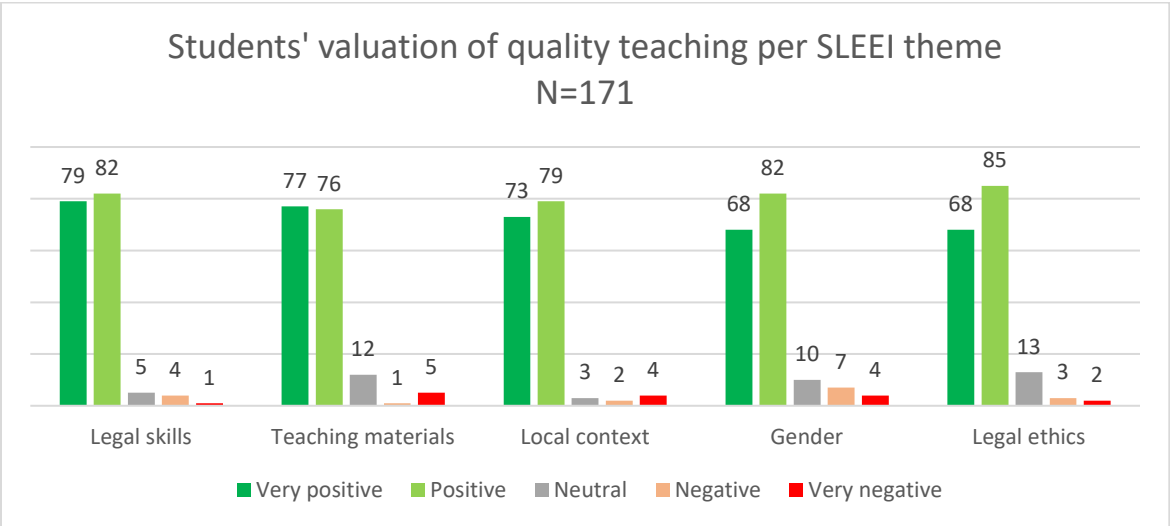
All respondents interviewed had followed a revised course. To assess whether they were aware of this, we asked the students the question: "Did you follow a course which has been revised according to the themes of the SLEEI Program?". It appeared that a majority of respondents in the student category knew that their course was revised inspired by the SLEEI program. At UNRAM and UNKRISWINA there were a number of students who didn't know. The results are the following:

Figure 3. Percentage of students aware the course the received based on SLEEI themes



When asked students to value their courses (on a scale of 1-5) in terms of attention given to training of practical legal skills, course materials used, and attention to each SLEEI theme, students generally gave a positive to very positive valuation to the legal education they received at their study program.

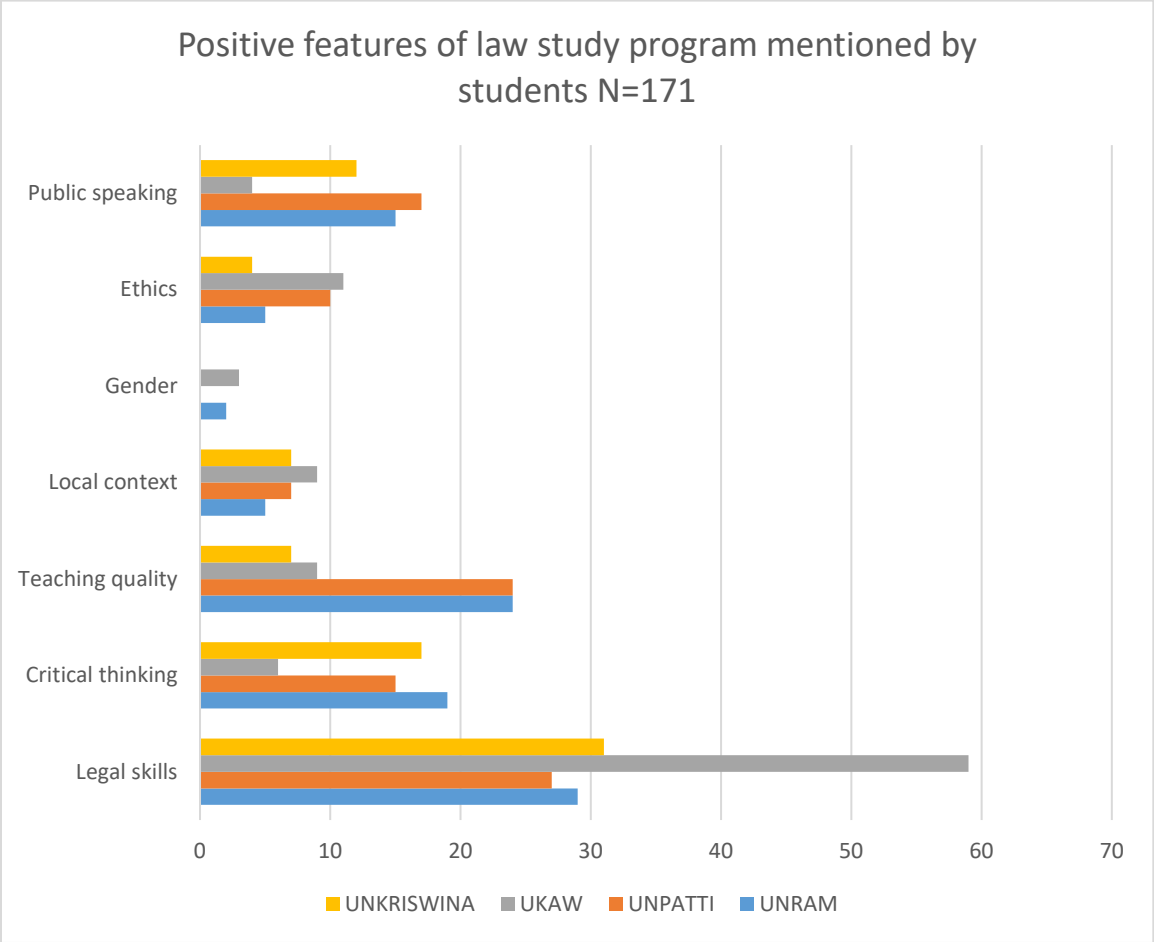
Figure 4. Students' valuation of teaching quality per SLEEI theme



We included open questions in the survey that assessed about the strengths of the courses offered at the study program as well as suggestions for improvements.

If we look at what students mentioned as positive features of teaching at their law study programs, we found that there are significant differences between the universities. We subsumed the data into the categories of legal skills, critical thinking, teaching, local context, ethics, public speaking. The results are calculated as the percentage of all answers:

Figure 6. Students mentioning of positive features of their law study program



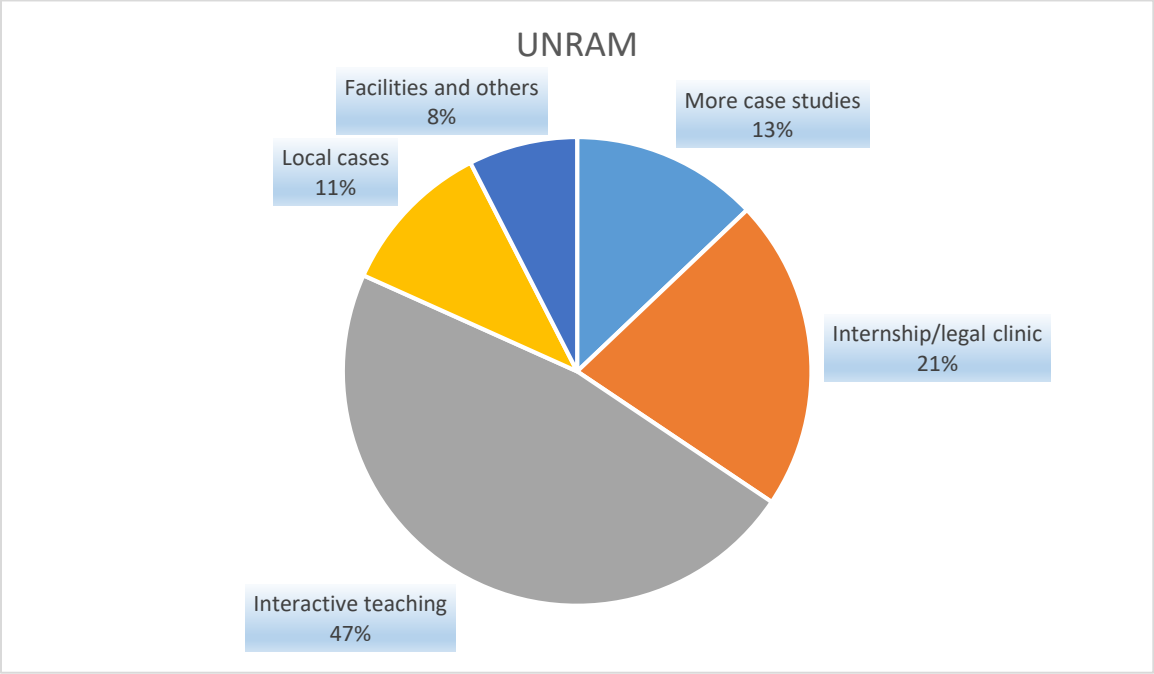
Teaching of legal skills are mentioned by students most as a positive feature at their study program, followed by the quality of teaching in general. What stands out is that at UKAW students very much value the attention for legal skills in teaching (case analysis, legal practice). Of course, attention for legal skills is an essential part of the quality teaching as well so the fact that this is less mentioned by UKAW students doesn't mean that the quality of teaching is less there. Students also very much appreciate that they are taught to think critically about legal issues and that they are taught to

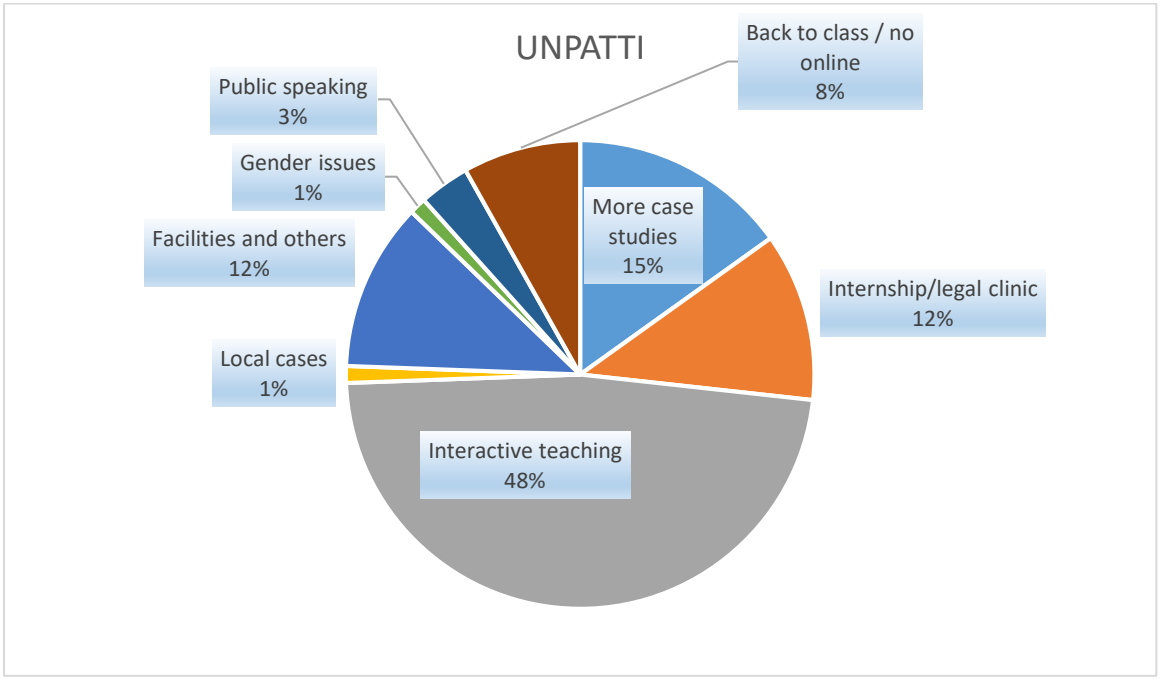
improve their speaking skills, including in English. Attention for gender issues is not much mentioned here as a positive feature at their universities.

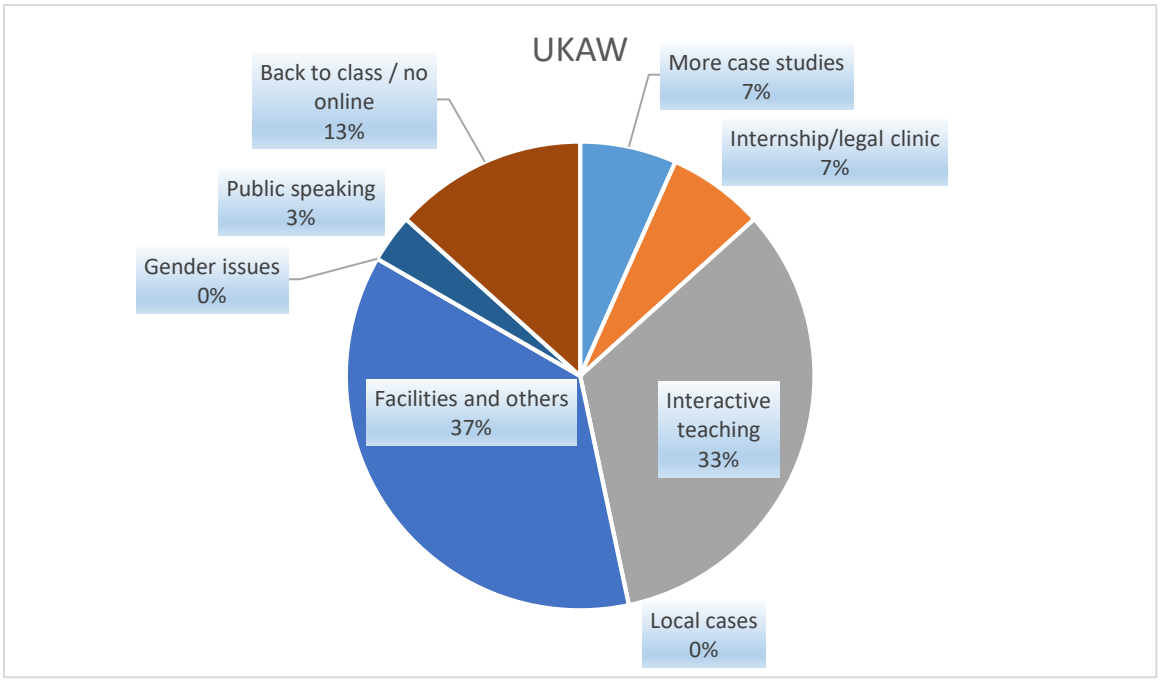
Finally, we asked the students what could be improved at their study program. A large percentage of students at each university want to see improvements in teaching, especially more interactive teaching and a larger commitment by lecturers. Of course, one must realize that the survey was taken at a time when most respondents had spent most of their time studying online. A number of students therefore expressed the wish for courses being offered at the campus again. Students are also eager to learn from practice: suggestions for internships, field trips and other ways to learn from practitioners. More attention for case analysis is also much mentioned in this regard. Cases taken from the local context were mentioned at UNRAM. More attention for gender, ethics are not so much mentioned by students as main priorities.

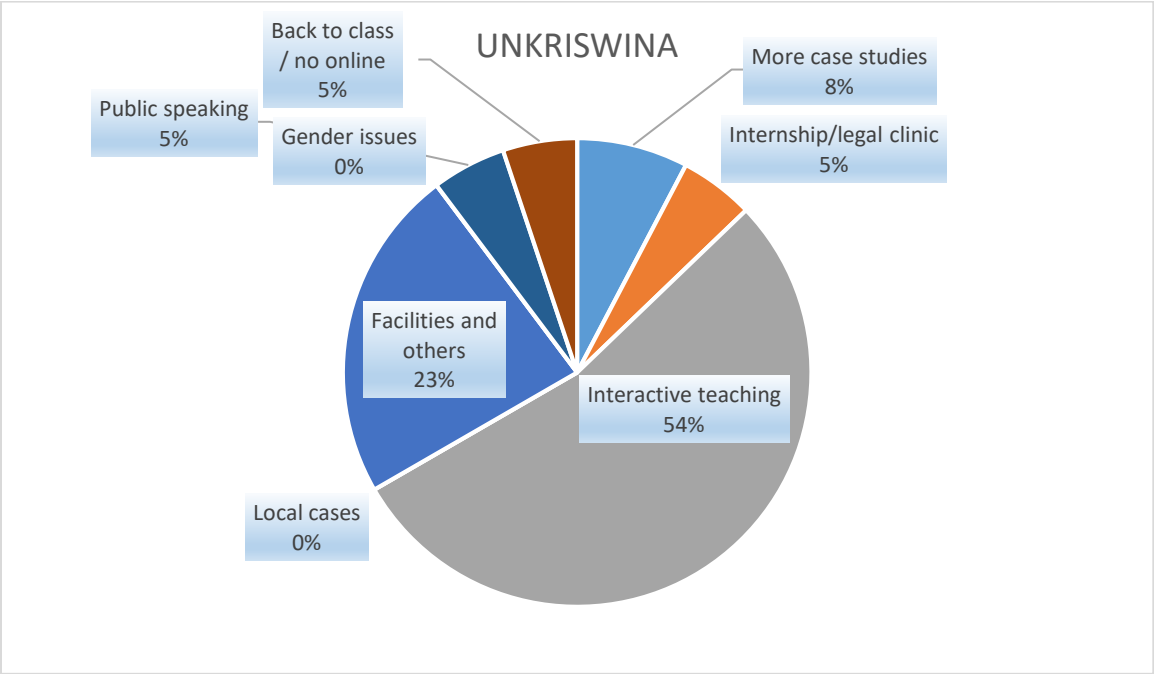
The students of the four universities gave the following answers:

Figure 7. Student's suggestions for improvement of legal education at their university




UNPATTI
Back to class / no online 8%
Public speaking 3%
Gender issues 1%
Facilities and others 12%
More case studies 15%
Internship/legal clinic 12%
Local cases 1%
Interactive teaching 48%


UKAW
Back to class / no online 13%
More case studies 7%
Internship/legal clinic 7%
Public speaking 3%
Gender issues 0%
Facilities and others 37%
Interactive teaching 33%
Local cases 0%



Conclusion

In general the results of the self-assessment of SLEEI activities at the beneficiary universities are very positive. Faculty boards and lecturers are very pleased with the innovation of courses that has taken place which is now integrated into the revised law curriculum at each university. Such an integration process turned out to be more complex at larger universities, because it requires coordination with all colleagues involved in co-teaching courses, and internal administrative procedures are more complicated than at smaller universities. For the near future organizing a SLEEI-style training for all law lecturers at these larger universities would be worthwhile. Apart from the results concerning course and curriculum innovations, the university boards and lecturers are also very enthusiastic about the established network with universities in East Indonesia and the links they have opened with national organisations and networks in the field of legal education.

Students who have enrolled in the courses that have been innovated as part of the SLEEI activities are generally very positive. Of course they still have many wishes for the future. Interactive teaching is at the top of their wish list, with 'more cases studies' and 'internships' second and third. The fact that the other SLEEI themes – ethics, gender, local context, critical legal analysis- are not often mentioned by students underscores that considering these themes needs awareness first. Because the innovated courses have started that process of awareness creation we expect that in the near future these themes will become part of what students want to learn during their legal education at Indonesian universities.

Annex 1 – SLEEI inspired course books written up to August 2022 at the four SLEEI universities in East Indonesia (source: SLEEI final narrative report partners)

	Total	Topics of the course books (*buku ajar*)	Number of lecturers involved		
			Male	Female	Total
UKAW	6	Law and Gender Ethics of the Legal Profession Legal Drafting Non- Litigation Customary Law Litigation	26	2	28
UNKRISWINA	5	Introduction to Indonesian Law Law and Gender Legal Drafting Customary Law Civil Procedural Law	7	7	14
UNRAM	5	Law of Investment and the Capital Market Contract Law Intellectual Property Law Introduction to International Law International Criminal Law	10	6	16
UnPatti	5	State Administrative Law (theory) Political Theory (Theory of the State) Corruption Law Contract Law Corporate Law	7	6	13
Total	21		50	21	71