

The Importance of Multidisciplinary Legal Learning to Answer Contemporary Legal Challenges in Indonesia

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ABSTRACT

Legal education in Indonesia faces great challenges in responding to the growing complexity of contemporary legal issues, such as technological advances, social change, and global political dynamics. Multidisciplinary legal learning, which integrates various disciplines such as economics, sociology, technology and politics, is expected to be a solution to these challenges. This article discusses the importance of a multidisciplinary approach in legal education in Indonesia to prepare law students to face increasingly complex legal issues. By integrating knowledge from other disciplines, law students can have a more holistic and applicable understanding of legal issues that are not only limited to formal legal aspects, but also the broader social and economic context. While this approach promises to improve the quality of legal education, there are a number of challenges in its implementation in Indonesia, including limited resources, faculty resistance, and a lack of integrated learning materials. This article also provides recommendations regarding the steps that need to be taken by the government, universities, and legal education institutions to implement a multidisciplinary curriculum to produce graduates who are more competent and prepared to face future legal challenges.

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1. INTRODUCTION

Law is one of the important aspects underlying the orderly life of society, nation and state. In Indonesia, the legal system continues to evolve in response to social, political and technological changes. However, in the midst of these rapid developments, the legal education system in Indonesia still faces major challenges in responding to the need for legal professionals who are ready to face contemporary legal challenges. The current legal education curriculum still tends to be conventional, with a primary focus on aspects of positive law and less integration of knowledge from other relevant disciplines. This is where the importance of a multidisciplinary approach in legal education to provide students with a broader understanding. Rapid global change has had a major impact on the way law is viewed and enforced in Indonesia. Globalization raises new challenges for the national legal system, ranging from human rights issues, climate change, to transnational crimes such as terrorism and human trafficking. The growing information and communication technology also provides its own challenges, such as the emergence of cybercrime that requires a deep understanding of technology and legal ethics that develop in the digital era. Therefore, the legal education system in Indonesia needs to be adjusted to these developments in order to produce graduates who not only master legal theory, but are also able to think critically and adaptively to contemporary legal issues.

Socio-political issues in Indonesia also have a significant impact on the development of law in the country. Changes in people's mindset that are increasingly critical of government policies, as well as increasing awareness of the importance of protecting human rights, pose challenges to the existing legal system. The law applied in Indonesia must be able to answer these social dynamics in a way that is more inclusive and responsive to the needs of society. This requires that legal learning in Indonesia does not only focus on legal texts, but must also integrate perspectives from various disciplines, such as sociology, economics and politics. The importance of a multidisciplinary approach in legal education in Indonesia is very relevant to answer these challenges. This approach allows law students to look at legal issues from various perspectives, not just from a formal legal perspective. For example, understanding the social and economic impact of a legal policy, or analyzing how technology can affect regulation and law enforcement. This approach opens up space to solve legal problems in a more holistic way and is based on the realities that exist in society.

In that context, this article will attempt to answer some important questions that are the focus of the research. One of the main questions to be answered is how a multidisciplinary approach can help address the contemporary legal challenges faced by Indonesia. This question arises because of the urgent need to adapt legal education to the rapidly evolving times. Legal learning that is fragmented and does not involve perspectives from various disciplines is considered less effective in preparing students to face increasingly complex legal issues. In addition, this article will also examine the extent to which the application of a multidisciplinary approach can improve the quality of legal learning in Indonesia. In this case, it is important to analyze whether the integration of other disciplines such as sociology, economics, or political science in legal education can have a positive impact on students' understanding and skills in solving legal problems. This problem formulation aims to provide a clearer picture of the relevance and urgency of the multidisciplinary approach in legal education in Indonesia.

The purpose of this study is to explain the importance of multidisciplinary legal learning in addressing contemporary legal challenges in Indonesia. This article aims to explore the potential of a multidisciplinary approach as a solution to the problems faced by the legal education system in Indonesia. By understanding various disciplines related to law, students can be better prepared to face various legal issues that do not only focus on the applicable regulations, but also take into account the social, economic and political impacts that arise from legal policies. Another goal is to provide a deeper understanding of how the integration of various disciplines in law learning can enrich students' perspectives in seeing and understanding legal issues that develop in society. In this way, law students are not only expected to have the ability to apply the law, but also to be able to identify the roots of problems and find solutions that are more innovative and adaptive to the changing needs of society.

This research is expected to provide significant benefits for various parties, both for academics, legal practitioners, and the wider community. For academics, this research offers new insights into the importance of a multidisciplinary approach in legal education. With this understanding, law teachers and lecturers in Indonesia can develop a curriculum that is more relevant and responsive to the needs of the times. In addition, this research can also open up opportunities for collaboration between various disciplines in designing a more comprehensive legal education system. For legal practitioners, this research provides a new perspective on how to understand and solve more complex legal problems, especially those related to socio-political and technological issues. Legal practitioners who master more than one discipline can be more effective in providing legal solutions that are not only based on positive law, but also consider the existing social, economic and political context. This will certainly improve the quality of legal services in Indonesia, which in turn can have a positive impact on society.

For the wider community, the benefit of this research is the creation of a legal system that is more responsive to social dynamics and changing times. With more multidisciplinary legal learning, it is hoped that legal professionals can make wiser decisions and consider other aspects beyond positive law, such as social welfare, economic justice, and the impact of technology. Thus, people will feel more protected and secure in their rights. This research also contributes to improving the quality of legal education in Indonesia. With a multidisciplinary approach, law students in Indonesia will be more skilled in analyzing and solving complex legal problems. They will also be better prepared to face global challenges and rapid technological developments. In addition, with a broader understanding, law students will be able to adapt to various social changes that occur in society.

In addition, this research can also provide suggestions for higher education institutions in Indonesia to develop a curriculum that is more based on practical needs in the field. Thus, legal education in Indonesia will be more relevant and effective in preparing graduates who are able to compete in the global market, as well as contribute to better legal development in Indonesia. Overall, a multidisciplinary approach in legal education is essential to address contemporary legal challenges in Indonesia. By integrating various disciplines, legal education in Indonesia can produce graduates who not only master the law, but also have the ability to think critically and adaptively to changing times. This will have a positive impact not only on the development of the legal system in Indonesia, but also on social welfare and more equitable justice in society.

The application of multidisciplinary legal learning should be a priority in the renewal of the legal education curriculum in Indonesia. With this approach, law students in Indonesia will be better prepared to face the complexity of increasingly diverse legal issues. Therefore, it is important for relevant parties, including universities and educational institutions, to implement a curriculum that is more flexible and based on scientific developments as well as social and economic needs in Indonesia. With these steps, it is hoped that the legal education system in Indonesia can produce graduates who not only master the theory, but also have qualified practical skills in solving legal problems. A multidisciplinary approach in legal education will enrich students' insights and give them the ability to see legal problems from various perspectives, so as to provide more effective and innovative solutions.

2. RESEARCH METHOD

This research is a qualitative study that aims to explore in depth the importance of a multidisciplinary approach in legal learning in Indonesia. This research not only aims to describe existing phenomena, but also to analyze various issues related to the existing legal education system and how a multidisciplinary approach can provide solutions to contemporary legal challenges. Qualitative research allows the author to explore insights from various relevant literature and sources, as well as provide in-depth analysis of the topics discussed. In this research, the approach used is a literature study. This approach is used to collect various references from scientific journals, articles, books, and documents relevant to the topic of multidisciplinary legal learning. This literature study was conducted to explore information regarding the implementation of legal education involving various disciplines, both in Indonesia and in other countries, as well as to find out to what extent the multidisciplinary approach has been successful in improving the quality of legal education. In addition, policy analysis is also used to evaluate the legal education policy in Indonesia and identify potential improvements or innovations that can be applied in the legal education system.

The data sources used in this research include various scientific articles, law journals, reference books on legal education and multidisciplinary approaches, as well as government policy documents related to legal education in Indonesia. Scientific articles that have been published in international and national journals will be used to obtain the latest information on research related to legal education. In addition, books that discuss multidisciplinary theories in legal education will also be an important source in understanding how various disciplines can be applied in the legal education curriculum. Policy documents from the Ministry of Education and Culture and other relevant institutions will also be used to provide an overview of existing policies and challenges faced by the legal education system in Indonesia. In analyzing the data, the author will use a comparative analysis approach to compare existing research results regarding the implementation of multidisciplinary legal education in Indonesia with existing practices in other countries. This analysis aims to identify the successes and challenges faced by the legal education system in countries that have implemented a multidisciplinary approach. In addition, the data obtained will be analyzed descriptively to describe the portrait of legal education in Indonesia, as well as to evaluate the effectiveness of current legal education policies and practices. This analysis will provide insight into how the implementation of a multidisciplinary approach can improve the legal education system in Indonesia, as well as provide recommendations that can be implemented to improve the quality of legal education in the future.

3. RESULTS AND DISCUSSIONS

The Importance of Multidisciplinary Legal Learning

Multidisciplinary legal learning has a very important role in answering contemporary legal challenges in Indonesia. Law can no longer be seen as an entity isolated from the ever-evolving social, economic, political and technological dynamics. In the real world, legal issues faced often involve various dimensions that cannot be explained only by existing legal theories. Therefore, legal education that integrates various disciplines is crucial so that students can have a more holistic view and be able to solve increasingly complex legal problems.

By combining perspectives from various fields of science such as economics, sociology, political science, technology, and ethics, law students can be better prepared to face legal challenges that are not only limited to applicable legal regulations or provisions. For example, legal issues related to information technology, such as cybercrime, require an understanding of the technology as well as the policies that govern it. Without adequate knowledge of these technical aspects, a legal practitioner will find it difficult to provide appropriate solutions. Therefore, a multidisciplinary approach provides students with greater insight, which facilitates their understanding of more complex legal issues. In addition, law often interacts with various other sectors of society. For example, in environmental issues, the law must deal with science and technology issues, as well as economic considerations that cannot be separated. With a multidisciplinary approach, students are able to look at issues from multiple perspectives and consider the social and economic impacts of a legal policy. This is important in an increasingly globalized and interconnected world, where regulations in one country can have far-reaching impacts, even to other countries.

The multidisciplinary approach also allows students to develop sharper and more critical analytical skills. By learning from various disciplines, they are not only taught how to apply the law, but also how to question and evaluate the fairness of a policy or legal decision. They will be better able to see the wider implications of a legal decision, including its impact on disadvantaged groups or certain sectors of society. In addition, with a multidisciplinary approach, law students can develop the ability to work in interdisciplinary teams, which is very important in the professional world. Many legal problems cannot be solved with a legal approach alone, but require collaboration with experts in other fields, such as economists, scientists, or technologists. This ability to work with professionals from different backgrounds will prepare students for the increasingly complex and interdependent world of work.

In the context of Indonesia, a country with diverse social, political and economic issues, a multidisciplinary approach to the study of law is increasingly relevant. For example, laws relating to human rights often involve complex social and political considerations. Without an in-depth understanding of social aspects, law students may find it difficult to interpret and interpret existing legal provisions in accordance with the broader context. Therefore, a multidisciplinary approach allows students to not only understand legal norms, but also to understand how the law interacts with social and cultural values in society. This approach is also in line with global developments, where legal issues are not only domestic, but often international in nature. Issues such as climate change, international trade, and transnational crime require understanding from multiple disciplines. Law students who have the ability to think across disciplines will be better able to adapt and provide solutions to legal issues that are global and complex.

In the long run, by adopting multidisciplinary legal learning, Indonesia can prepare a new generation of legal professionals who are better equipped to face the challenges of the future. With the ability to view and analyze legal issues from multiple perspectives, they will not only be more adaptive to the changing times, but also more capable of providing effective and innovative solutions for society. This approach will also contribute to the development of a more inclusive legal system, which takes into account the various dimensions of human life, and ultimately bring the legal system in Indonesia towards a more responsive and progressive direction.

Concept and Implementation of Multidisciplinary Legal Learning

Multidisciplinary legal learning is an approach that integrates various disciplines in the legal education process to provide broader and more comprehensive insights for students. This approach aims to develop law students' ability to see and solve legal problems from various perspectives, not just limited to legal perspectives. This learning concept is important to implement in Indonesia to

respond to the increasingly complex and dynamic challenges of contemporary law, where legal issues can no longer be seen as problems isolated from social, economic and technological contexts. To implement multidisciplinary legal learning in Indonesia, the first step is to design a legal education curriculum that integrates various relevant disciplines. Some disciplines that are very important to integrate in legal education in Indonesia include legal economics, legal sociology, legal technology, legal politics, and legal ethics and philosophy. Here are some ways in which this concept can be applied in the legal education curriculum:

1. Legal Economics

One aspect that needs to be integrated in law learning is legal economics. Legal economics teaches students to see the relationship between law and economics, and how legal regulations or policies can affect markets, trade, and other economic activities. Learning legal economics is important to understand how law can influence economic decisions, as well as how economics can influence the formation of law. For example, students can be taught about regulations governing tax, competition, and contract law, and their impact on the Indonesian economy. It also helps law students to be more critical in evaluating the economic impact of policies or legal decisions made by the government.

2. Sociology of Law

The sociology of law is a discipline that studies how law interacts with society and how society influences the formation and application of law. In multidisciplinary legal education, it is important to teach students how law functions in a broader social context. This includes studying how social factors such as culture, religion and community values can influence the application of law in Indonesia. Students trained with this perspective will be more sensitive to social differences and can design legal solutions that better suit the needs of society. For example, they can analyze how human rights law is applied in the context of local cultures in Indonesia or how family law regulates certain social issues such as divorce and children's rights.

3. Legal Technology

With the rapid development of technology, especially in the field of information and communication technology, learning law that integrates technological aspects is very important. Legal technology teaches students about technology-related regulations, such as personal data protection, cybercrime, and intellectual property rights. In Indonesia, with the increasing number of cases involving technology, such as cybercrime and the use of social media in the legal realm, law students need to have sufficient understanding of technology in order to provide appropriate and relevant solutions. For this reason, learning about cyber law and technology regulation should be part of the legal education curriculum.

4. Politics of Law

Law is always influenced by the political policies that prevail in a country. Therefore, an understanding of legal politics is essential in multidisciplinary legal education. In this regard, law students need to be taught about the relationship between law and public policy, and how law is used to achieve certain political goals. They need to understand how legal legislation and policymaking processes take place, as well as the challenges posed by political change in Indonesia. This knowledge will help students to better understand how political policies affect the implementation of law and how they can contribute to a fair and effective legal policy-making process.

5. Ethics and Philosophy of Law

Multidisciplinary legal education should also include a legal ethics and philosophy dimension. Students should be given an understanding of the moral principles underlying the law and how moral values are applied in legal decision-making. This aspect is important so that students are not only focused on the mechanistic application of the law, but also have a deeper understanding of justice, human rights, and moral principles that apply in society. This will shape students into legal professionals who are not only technically competent, but also have high integrity and ethical understanding in carrying out their profession.

Implementation in the Curriculum

To effectively implement multidisciplinary legal learning, higher education institutions in Indonesia need to design a curriculum that brings together these various disciplines in one study program. One approach is to organize courses that incorporate basic theories from various relevant disciplines. For example, law students could take courses that cover topics such as “Legal Economics and Public Policy” or “Legal Sociology and Indonesia’s Cultural Diversity”. These programs will give students the opportunity to learn how to apply the law in a broader social, political and economic context. It is also important to involve experts from different disciplines in the learning process. For example, a law professor could team up with professors from economics, sociology, or technology to give a joint lecture that covers different perspectives on solving a legal problem. This will give students the opportunity to learn from professionals who have expertise in their respective fields, as well as allow them to collaborate in solving more complex legal issues.

Application in Field Practice

In addition to the classroom, multidisciplinary legal learning also needs to be applied in field practice. Law students need to be given the opportunity to engage in internships or practicum programs that involve interdisciplinary cooperation. For example, law students can work with government agencies, non-governmental organizations (NGOs), or technology companies to address legal issues related to human rights, the environment, or cybercrime. These practicum programs can be a platform for students to apply the multidisciplinary knowledge they learn and interact directly with real legal issues in society. The implementation of multidisciplinary legal learning in Indonesia is very important to prepare law students to face increasingly complex legal challenges. By integrating various disciplines in the legal education curriculum, students will not only master legal theory, but also be able to see legal problems from various perspectives and offer more holistic solutions. Therefore, it is important for higher education institutions in Indonesia to design and implement a curriculum that incorporates legal economics, legal sociology, legal technology, legal politics, as well as legal ethics and philosophy, so that law students can be better prepared to face the dynamics of law in the real world.

Examples of Multidisciplinary Approaches in Higher Education and Other Countries

The application of a multidisciplinary approach in legal education has been implemented in several universities abroad with quite positive results. In developed countries such as the United States, the United Kingdom, and Germany, legal education has adopted a multidisciplinary approach to respond to legal challenges that are increasingly complex and interrelated with various social, economic, technological, and political aspects. Here are some examples of the application of multidisciplinary approaches in various universities abroad:

Harvard Law School, United States

Harvard Law School in the United States has long adopted a multidisciplinary approach in its curriculum. At Harvard, law students are required to take courses that are not only related to law, but also other disciplines such as economics, sociology, and political science. For example, law students can choose the “Law and Economics” course, which teaches the relationship between law and economic theory, as well as how regulations can affect markets and economic behavior. They can also take a “Law and Social Science” course, which combines social science with legal studies to understand how law interacts with society and affects certain groups, such as minorities or certain social classes. With courses like these, law students at Harvard are not only learning the law in a conventional way, but are also taught to see the law in a broader context, including its impact on the economy and social structure.

University of Cambridge, UK

The University of Cambridge in the UK has also implemented a multidisciplinary approach in its legal education. At Cambridge, law students can choose to integrate the study of law with various other disciplines, such as politics, sociology, and philosophy. One example of the implementation of a multidisciplinary approach is the “Law and Philosophy” program which allows students to study legal theories in greater depth through a philosophical perspective. This program teaches students to question the moral and ethical foundations of law, as well as how legal decisions can reflect the values of society. In addition, students can choose the “International Law and International Relations” course, which combines international law with political science to provide insight into the interaction

between law and global politics. The application of this approach makes students better equipped to deal with global and complex legal issues, such as human rights, international trade, and interstate conflicts.

University of California, Berkeley, USA

The University of California, Berkeley, also offers legal education programs that integrate various disciplines. One of their flagship programs is the “Berkeley Law and Technology Program”, which teaches students to study law from the perspective of technology and innovation. The program combines learning about intellectual property rights, cybercrime, and technology regulation with traditional law instruction. By understanding how the law interacts with technological advances, students can be better prepared to tackle technology-related legal challenges, such as data privacy, cybercrime, and regulation of new technologies. In addition, they can also choose courses related to “Environmental Law”, which teaches students to look at the relationship between law and global environmental issues, as well as how legal policies can affect sustainability and climate change.

European University Institute (EUI), Italia

The European University Institute (EUI) in Italy offers legal education programs that integrate the discipline of law with sociology, political science and economics. At EUI, students can join the “Law and Global Governance” program, which combines legal studies with political science and economics to understand the legal challenges that arise in the context of globalization. In this program, students are taught to analyze how law interacts with economic and political globalization processes, and how the legal system can respond to these challenges. For example, they may study topics such as international trade regulations, human rights, and sustainable development, which require an understanding of social and economic aspects in addition to legal ones.

Leiden Law School, Netherlands

Leiden Law School in the Netherlands also integrates a multidisciplinary approach in its legal education curriculum, offering the “International and European Law” program. This program combines international and European law with other disciplines such as political science, economics, and sociology to provide a better understanding of legal challenges in a globalized world. Students can study how international legal policies and regulations interact with the global political system, as well as how social issues such as migration, trade, and human rights can be addressed through law. This approach allows students to develop the ability to look at legal issues from an interdisciplinary perspective and create more comprehensive solutions.

Benefits of Implementing a Multidisciplinary Approach

The application of this multidisciplinary approach in higher education provides significant benefits in expanding students' understanding of broader legal issues. Law students who are exposed to various disciplines will be better able to understand the complexity of legal issues that are not only related to the text of laws or legal rules, but also to social, economic, and political dynamics. They are not only taught to think analytically and technically, but also critically of the impact of the law on society as a whole. In addition, learning that integrates various disciplines also allows students to be better prepared for the world of work. In professional practice, many legal issues cannot be solved simply by applying the law rigidly, but require collaboration with various experts in other fields. For example, in handling a cybercrime case, a lawyer or judge must understand the technological aspects involved. Likewise, in handling environmental disputes, an understanding of economics and sociology is indispensable for formulating effective legal solutions. With a multidisciplinary approach, students are not only trained to become competent legal professionals, but also critical thinkers who are able to face increasingly complex and global legal challenges. The implementation of this approach in higher education will help produce a new generation of legal experts who are better equipped to address the various legal issues that exist in Indonesia and at the international level.

Challenges in Implementing Multidisciplinary Legal Learning in Indonesia

The implementation of the multidisciplinary legal learning approach in Indonesia faces various challenges that may hinder its effective implementation. Although this approach has great potential to improve the quality of legal education, certain challenges need to be overcome in order for multidisciplinary legal learning to run optimally. Some of the main challenges include limited resources, resistance from teachers, and a lack of in-depth learning materials beyond traditional law.

Limited Resources

One of the biggest challenges in implementing multidisciplinary legal learning in Indonesia is the limited resources, both in terms of facilities, funds, and competent teaching staff. To integrate various disciplines such as economics, sociology, technology and politics into legal education, universities need sufficient resources to provide interdisciplinary courses, relevant teaching materials and supporting facilities. For example, to teach legal technology or legal economics, universities need lecturers who are experts in those fields, as well as access to the latest literature and materials related to those disciplines. Many Indonesian universities still lack lecturers with multidisciplinary expertise, who can combine insights from various fields of study. In addition, limited funding to provide educational facilities that meet the needs of multidisciplinary education is also a significant obstacle.

Resistance from Teachers and Academics

The adoption of a multidisciplinary approach is also often met with resistance from some lecturers and academics who are more accustomed to the traditional approach to legal education. Some lecturers may feel that an emphasis on a multidisciplinary approach will reduce the focus on the fundamentals of law which they consider more important. There is also a concern that overly broad learning that incorporates various disciplines may make students lose focus on a deep understanding of legal theory itself. In addition, faculty who are accustomed to teaching pure legal courses, such as criminal law or civil law, may feel underprepared or lack the background to teach material involving other disciplines, such as economics or technology. This uncertainty can lead to less effective teaching and resistance in changing the curriculum to accommodate a multidisciplinary approach.

Lack of Deep Learning Materials Beyond Traditional Law

Another major obstacle is the lack of in-depth learning materials on disciplines other than law. Many Indonesian universities do not have adequate curricula or textbooks to facilitate interdisciplinary learning. For example, learning materials on legal economics, legal technology, or legal sociology are still very limited and underdeveloped in many legal education institutions in Indonesia. Without sufficient and in-depth references, teaching about these fields is sub-optimal, which can hinder students' understanding of the relationship between different disciplines. In addition, multidisciplinary learning often requires more complex and integrated materials, which are not readily available in Indonesian, making access to quality materials in international languages a challenge.

Lack of Interdisciplinary Collaboration

A multidisciplinary approach to legal education requires strong collaboration between various faculties or departments in higher education. However, in many Indonesian universities, such collaboration is limited. For example, law students may not have the opportunity to study alongside economics or social science students in a joint program. In fact, this interdisciplinary collaboration is essential to integrate different perspectives and provide a fuller picture of the legal issues at hand. The lack of infrastructure that supports this interdisciplinary collaboration, such as joint discussion spaces or joint research projects between faculties, is one of the major obstacles in the implementation of multidisciplinary legal learning.

Time Limitations and Curriculum Load

The legal education curriculum in Indonesia, as in many other countries, is already packed with core courses that are considered essential for law students. Adding multidisciplinary elements to this curriculum may lead to a heavier burden for students and faculty. Law students may already feel pressured by the number of courses they have to take, so additional courses from other disciplines could add to their academic burden. In addition, integrating multiple disciplines in a limited amount of time can also make teaching too superficial and not give students a deep understanding. This dense curriculum often precludes the opportunity to delve deeper into areas not directly related to law, even though they are important in dealing with more complex legal issues.

Differences in Understanding between Higher Education Managers

Not all university administrators in Indonesia fully understand the importance of a multidisciplinary approach in legal education. Some universities may focus more on teaching traditional law, which is considered more acceptable and "safe" in the context of accreditation or national standards of higher

education. The lack of understanding of how a multidisciplinary approach can improve the quality of legal education and students' ability to deal with contemporary legal challenges may hinder the adoption of this approach. Therefore, there is an urgent need to increase understanding and awareness among higher education managers and policy makers regarding the importance of legal education that is broader and integrated with other disciplines. Overall, while a multidisciplinary approach to legal education in Indonesia has great potential to produce legal professionals who are more competent and prepared to face future challenges, challenges such as limited resources, faculty resistance, lack of adequate learning materials, and an overcrowded curriculum, need to be seriously addressed. For this reason, there needs to be a coordinated effort between the government, universities and other stakeholders to create educational policies that support the development of multidisciplinary curricula, as well as provide sufficient resources so that legal education can be more relevant to the needs of the times.

4. CONCLUSION

This article finds that multidisciplinary legal learning is essential in facing contemporary legal challenges in Indonesia. This approach allows law students to better understand the complexity of legal issues that relate not only to the law itself, but also to various other disciplines such as economics, sociology, technology and politics. By integrating various disciplines, legal education can prepare students to face increasingly complex and global legal issues, and provide a more holistic understanding of how law interacts with various aspects of people's lives. Multidisciplinary learning is also believed to improve the quality of legal education in Indonesia, producing legal professionals who are better prepared to face dynamic and cross-sectoral legal issues. Based on these findings, there are several steps that need to be taken by the government, universities, and legal education institutions in Indonesia to implement multidisciplinary legal learning. First, there needs to be a curriculum update that integrates various disciplines, such as legal economics, legal sociology, legal technology, and political science, to provide a broader understanding to students. Second, universities must increase the capacity of lecturers by involving experts from various other disciplines to teach interdisciplinary courses. Training and workshops for lecturers in developing multidisciplinary learning materials are essential for effective teaching. Third, strengthening interdisciplinary cooperation in higher education is also key to the successful implementation of this approach, by developing collaboration between law faculties and other relevant faculties, such as economics, social sciences and technology. Finally, the government needs to provide support in the form of funding and policies that facilitate the development of legal education that is more integrated and adaptive to the times.

This research has limitations in terms of scope and data used. This article is mostly conceptual and focuses on the challenges and potential of multidisciplinary legal learning in Indonesia without any in-depth empirical research on its application in the field. In addition, the data used is largely sourced from international literature, which while relevant, may not fully reflect the specific conditions in Indonesia. Further research involving case studies or surveys in Indonesian universities would be useful to gain a more comprehensive understanding of the challenges and successes of implementing a multidisciplinary approach. For future research, it is recommended that a more in-depth study be conducted on the effectiveness of multidisciplinary methods in legal learning in Indonesia. Empirical research involving direct data collection from students, lecturers and legal education managers can provide deeper insights into how this approach is accepted and applied in the local context. In addition, research examining the effect of multidisciplinary legal learning on the quality of graduates and their readiness to face contemporary legal challenges in the world of work would also make a significant contribution. With further research, it is hoped that an optimal learning model can be found that can be applied in Indonesian universities, in order to produce graduates who are more competent and ready to face increasingly complex legal issues.

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