

Implementation of Advocate Special Professional Education Program (PKPA) by PKPA Institutions, Indonesian Advocates Association (AAI) Bandung

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8

ABSTRACT

The purpose of this study is to answer two main questions, which are: a) aspects of organizing Advocate Special Professional Education Program organized by PKPA institutions and the Indonesian Advocates Association and b) efforts to improve and follow up programs organized by the Indonesian Advocates Association. The data of this study were collected from 49 respondents consisted of 1 Head of Bandung City institution, 1 Head of the program division, 2 program coordinators, 15 facilitators/lecturers and 30 participants in Bandung City education and training program. Data that has been collected from the interview process and questionnaire dissemination are then enriched and triangulated by monitoring the sustainability of program implementation which includes program planning, program implementation, program evaluation and verifying documents on program implementation plans, human resources (HR), Infrastructure, and evaluations on post-education of advocate profession. The results of the data analysis show that Bandung's advocate professional education combines two methods by combining academics and practitioners so as to produce professional advocates. In conclusion, the Advocate Special Professional Education Program remains consistent with Law Number 18 of 2003 concerning Advocates, this is due to the increasing number of graduates in law majors who are interested become lawyers so that they can solve problem correctly. It is recommended that advocate professional education services organized by the institution be followed up with statistics data of participant that have passed, facilities and other learning tools that are in accordance with the procedures of the institution.

Keywords: Implementation of Special Education, Advocate Profession, Lembaga PKPA, Indonesian Advocates Association Bandung.

INTRODUCTION

The human resources of Indonesian lawyers are increasing in quantity over the years. As one of the pillars of the legal and human rights movement an advocate is required to have the mentality, integration, skills, and adequate skills in carrying out his duties. However, these qualities were not matched by improvements in quality. In general, it has been proven that law graduates from any tertiary institution have not been able to be directly relied upon to be able to practice as a professional advocate. Every year there are thousands of law graduates from law faculties throughout Indonesia. The interest of law faculty graduates to become advocates has never subsided this can be seen from the increasing number of members of the Advocate Special Professional Education Program (PKPA).

Lawyer as an honorary profession (*officium nobile*) who in carrying out their profession are under the protection of law, constitution and the Code of Ethics, have freedom based on the honor and personality of Lawyer who hold fast to Independence, Honesty, Confidentiality and Openness.

Various obstacles are still encountered by prospective lawyers. Constraints or problems encountered in the areas of: (a) Litigation and mediation, prospective advocates are generally not ready in the practice of litigation and mediation proceedings; (b) Personality, in general prospective lawyer do not yet have the character and personality like their seniors; (c) Managerial, in general lawyer candidates do not yet have the ability to manage legal offices independently/jointly; (d) Professional Organizations, unclear regulations regarding lawyer certification due to the obscurity of the sole organization of lawyers, all of which hinder the improvement of the human resources quality of lawyers. Whereas the purpose of regulating the lawyer profession in the law number 18 of 2003 on Lawyer is to equalize the status of the lawyer profession with other legal professions. Moreover, it was to provide a clear legal profession structure in order to strengthen public accountability from the administration of justice, which are to guarantee the legal rights of actual clients (clients being represented) and potential clients (the wider community). Lawyer as a vital element for the search for material truth in the judicial process, especially from the point of view of the client's legal interests. Arrangements are also aimed at protecting the public from legal services provided by lawyers under the standards of a professional lawyers (Fuady, 2005: 12-13).

As one of the pillars of the legal and human rights movement, a Lawyer is required to have adequate mentality, integration, capabilities, and skills in carrying out their duties. In order to realize the profession of lawyer as *officium nobile* and improve the quality as well as professionalism of Indonesian lawyers as mandated in Article 2 paragraph (1) of Law Number 18 of 2003 concerning Lawyers. According to Indonesian Advocates Organization (PERADI) Regulation Number 3 of 2006, the prospective lawyers are required to attend Advocate Professional Education (PKPA) as one of the requirements to take the Advocate Professional Examination.

Aspects related to the management of education and training are closely related to the concept of education and professional training in the process of learning and practices in the field of law. Training is carried out by and within organizations that lead to changes in the knowledge, skills, attitudes and behavior of members or prospective members of the organization to meet the

expectations of professional work qualifications and demands for organizational development both internally and externally, in collaboration with higher education institutions in the field of law. A job that is categorized as a profession, including a lawyer, is required to have certain qualification standards, which are the minimum standard provisions that must be taken by the profession in carrying out their work (Djojonegoro, 1998: 32-33).

Professional qualification standards of lawyers must be arranged systematically and must be able to be justified scientifically. This qualification standard should be used as a reference and must be taught when the people in profession is still in the process of education and training in order to get the expected output. From year to year, the increase is seen as seen in the Table 1 below.

Table 3: PKPA Participants

| Year | UPA Participants | Pass | Not Pass |
|------|----------------------------------|-----------------|----------|
| 2018 | 6100 (Batch 1) 5297 (Batch 2) | 91.8% | 8.2% |
| 2017 | 5058 | 89.6% (4178) | 10.4% |
| 2016 | 4764 | 81% | 19% |
| 2015 | 5157 (Batch 1) 4928 (Batch 2) | 88.7% (4574) | 11.3% |

Source: <https://www.hukumonline.com/berita/baca/lt589ecd9f0a208/ujian-advokat-di-awal-2017-jumlah-peserta-meningkat>

Looking at the data in the table above, the problem is getting bigger, especially related to the increasing number of PKPA training participants. It can be seen that in 2015 there were two batches of participant registrations with a total of 10,085 registrants, while only 4,574 or 88.7% participants were declared to have passed the training. In 2016, there was one batch of registration with a total of 4,764 participants and 3,858 or 81% of the participants were declared to have passed. Whereas in 2017 there were 5,058 applicants for training and the number of participants passed reached 4,178 or 89.6%. Meanwhile, in 2018, there were two training batches for a total of 11,397 participants who passed 10,462 or 91.8 % participants. Every year there are participants who do not pass, this is because the training institutions available are still limited, with a high number of applicants as training participants who do not pass the Advocate Professional Examination (UPA) so it is necessary to optimize the limited institutions. Optimization of educational and training institutions (training and education) for professional training of prospective advocates that needs to be done by the government and other organizations is one form of optimization of existing institutions. The intended optimization is to improve the quality of management of education and training programs, one of which.

21 METHOD

The research subjects involved were the chairman of the foundation, the head of the rehabilitation program field, the coordinator of the lawyer professional education program, and the facilitator. This case study research is an in-depth study of the implementation of the PKPA for Fostering Professional lawyer at Institutions, the Indonesian Advocate Association (AAI) Bandung and the social interaction between managers and training participants and the results of the study provide a broad and in-depth overview of success organized program.

Qualitative research methods, mastery of insight into the field under study, the readiness of researchers to enter the object of research, both academically and logically (Sugiono, 2012: 305). Case study research focuses intensively on one particular object that studies it as a case. Arikunto (2010: 25). Stating that the case study method as a type of descriptive approach, is an intensive, detailed and in-depth study of an organism (individual), institution or specific symptom with a narrow area or subject. Furthermore, case study data can be obtained from all parties concerned, in other words data in this study were collected from various sources (Nawawi, 2003: 97). As a case study, the data collected comes from various sources and the results of this study only apply to the case being investigated.

Instrumental case study research is a case study research conducted by examining cases to provide an in-depth understanding or clarify a generalization process (Creswell, 2012: 109). In other words, the implementation of PKPA to foster professional advocates at the institution so that it is positioned as a means (instrument) to show in-depth explanations and understanding of policies, design and implementation of programs other than those commonly described. Through the case investigated, the researcher intends to show something special that can be learned from a case, which is different from the explanation obtained from other objects. In this research, the Implementation of PKPA to Foster Professional Advocates at Institutions, the Indonesian Advocates Association of Bandung is considered a case that will be examined and explored through relevant data collection and analysis techniques.

RESULT AND DISCUSSION

Advocate special Professional Education Program is professional education which is a required to become a lawyer. It aims to produce lawyers who are well behaved, honestly responsible, fair and have high integrity. This education activities are carried out by advocate organizations, the requirements of participants who can take part in this education and training program as stated in Article 2 paragraph (1) of Law Number 18 of 2003 concerning Advocates are has a bachelor with background or graduated from law faculty, sharia faculty, military law college or police science college.

After participating in the education and training program, prospective advocates must take an advocate professional examination (UPA) conducted by advocate organizations, UPA carried out by the Indonesian Advocate Association (AAI) decided that those who can take UPA are those who have participated in special professional training courses conducted by advocates universities or other institutions that are approved by the Indonesian Advocate Association (AAI, 2017).

The basic rules of professional ethics of the Advocate are, first, the profession must be viewed and internalized as a service, therefore, the selfless nature (disinterestedness) becomes characteristic in developing the profession. What is meant by "no strings attached" here is that the decisive consideration in decision making is the interests of the client or patient and the public interest, and not his own interests (professional profession) if the selfless nature is ignored, then professional development will lead to utilization of (which can lead to abuse) fellow human beings who are experiencing difficulties or distress. Second, Professional Services in prioritizing the interests of patients or clients refers to the interests or noble values as norms of criticism that motivate attitudes and actions. Third, the profession must always be oriented towards society as a whole. Fourth, for competition in the service to take place in a healthy manner so as to guarantee the quality

and increase in the quality of the professional bearer, the professional bearer must be enthusiastic about solidarity among fellow professionals.

PKPA is one of the requirements when someone wants to become an advocate in accordance with what is stated in the law. This shows that the dynamics of different cases or problems require professional staff to solve a problem. The emergence of this institution as a real answer that the weakness of human resources, especially in handling a problem so that before plunging directly prospective advocates must be educated first through professional education.

The idea of dogmatic law is very different from the mind of understanding traditional law. Not human for law, but law for human. Thus, humans are at the central point of law, which means happiness, welfare, a sense of justice, etc. become the center of legal attention. If the law is unable to guarantee human happiness, then the law needs to be addressed, reorganized. In the concept of dogmatic law, humans are above the law. The law becomes a means to guarantee and protect various human needs (Pound, 2009: 11-12).

Law is not an absolute and autonomous document. Because legal enforcement rests on humans, therefore, creativity in actions is an important requirement. The meaning of creativity here is behavior that actively and consciously strives for the law to make people happy. Thus, humans who play the role of law enforcement officers will not stop at the work of merely reading the law but must use it consciously to achieve humanitarian objectives carried by the law. Dogmatic law enforcement is also related to legal products that have character (Manan, 2006: 27-28).

In order to realize theological products based on theology, legislation is not only measured by actions that have fulfilled the prescribed procedures. It is not only legalism, formalism and dogmatism are needed in making law, but more must be prioritized is the product of law oriented to the people. The intended legislation product cannot serve the interests of the elite, elite groups, certain groups, but rather listening to the broad needs of the people. Starting from the basic idea of dogmatic law enforcement, then to implement it, the determination of all components of law enforcement is the first step that needs to be sought (MD, 2000: 22-23). In this case, judges, prosecutors, police, and advocates, need to sit together at one table to synchronize perceptions and concepts regarding progressive law enforcement. Such a step, indeed, is very likely to invite protests from the liberal camp who regard the common perception as a violation of independence and deviations from tradition in law enforcement that have been accepted and are considered to be used continuously. But it really needs to be realized together, that the liberal law enforcement system is not something that must be absolutely accepted as the only truth (Hendra, 2000: 98-99).

Policy related to the implementation of the PKPA to foster professional advocates at the institute, the Indonesian Advocates Association in Bandung. This is based on the legal basis for the implementation of PKPA, Law No. 18 of 2003 concerning Advocates requires Bachelor with a legal education background who will work as Advocates to attend PKPA. For this purpose, the Faculty of Law of the University of Indonesia through The Center for Continuing Legal Education (CLE-FHUI) held a "Advocate Special Professional Education Program " in collaboration with the Indonesian Advocates Organization (PERADI).

The implementation of PKPA can only be carried out in collaboration with advocate organizations with private and state tertiary institutions. It is intended that in implementing professional advocate education the participants can receive legal knowledge both in theory and practice so that in the future advocate candidates can become reliable advocates in settling legal cases, both litigation and non-litigation.

PKPA, developed for the purpose of educating prospective advocates so that they can deal with problems professionally. As a guideline in the learning process, the administration and functions of the RPKP are used as material for improvement in the future. Administratively the learning process is also reported to the leadership of the advocate organization to complete the administration. This gives the impression that most lecturers or speaker make lesson plans made as reports to the heads of advocate organizations.

The design of the implementation of the program is carried out through the PKPA, with the main concept in the PKPA through the professional training process carried out by the advocate association. It means to instill awareness of the importance of saving oppressed people and always hold noble values in religion according to the beliefs of each prospective advocate. Self-awareness of the negligence of the nature and purpose of his struggle, where he came from, for what he lives, and where will return. Awareness is very important because people who plant goodness will surely harvest the good results and vice versa. Many people get lost in the course of their lives and are unable to live happily. In principle, prospective advocates must be professional and carry out their profession in accordance with the law, legal norms that are not in conflict with the Islamic Law.

The success of the PKPA in assisting various legal issues that occur in the field is an achievement that is no doubt, because there is evidence that the alumni have succeeded in implementing the learning gained when attending professional advocate education. By preparing a set of curriculums that is carried out rigorously and intensively in a certain period. The method applied is through a persuasive approach and extracting data in detail, orderly and measurable. The existence of the curriculum as a tool to reorganize special education provider institutions for the advocacy profession to be better. Through instilling the values of honesty, trustworthiness, and can be accounted to prospective advocates through up-to-date activities. Concepts for re-learning, habitual behavior, life values, perceptions, traits, emotions and psychological health through coaching and mentoring. Administratively, the PKPA has collaborated and given direction by the Indonesian advocacy association. Indicators of the attainment of the PKPA organized by the Indonesian advocacy association based on information obtained from the Facilitator at the Indonesian Advocates Association, not all agree with a variety of reasons.

PKPA activities organized by the Indonesian advocate association DPC Bandung based on information obtained from the Chairperson of the PKPA Institute. At the institute, the Indonesian Advocates Association, has carried out approximately 16 times the education which at that time collaborated with PERADI but after the issuance of the Chief Justice of the Republic of Indonesia's Supreme Court Number 73 of 2015 which stated that every advocate organization could submit requests for cursing of prospective advocates who had fulfilled the provisions or the provisions of article 2 paragraph 3 of the law of advocates, the k-link between the provision of the Indonesian advocacy association can carry out the PKPA independently without the need to cooperate with PERADI's organization, with the provision that the Indonesian advocacy association DPC Bandung

has carried out three times special education activities of the advocate profession and have carried out the advocate profession exam 3 times which of course the Indonesian advocate association always puts forward the quality of advocates.

You do this by following a series of special education and training courses for advocate educators, starting from the opening ceremony until the education process is completed and all material has been conveyed. For prospective advocate participants who have already been declared able to directly handle the problem or receive a client, and partner with partners or partners in accordance with the type of problem to be resolved. So that it is expected to be able to solve the problem honestly, fairly and kinship, the method used is also quite effective and efficient in the process of problem solving that is ongoing. The level of success is adequate. The duration of problem resolution also varies depending on the problem being resolved whether the problem is severe or mild. The handling process used in the training method uses the administration and lobbying approach or cleansing the soul from various diseases or impurities of the heart such as miser, ambitious, jealous, stupid, hedonistic, and various other despicable acts.

Since the issuance of Law Number 18 of 2003 concerning Advocates, the Advocate's status is as a law enforcer and has been aligned with the Police, Attorney General's Office and Judges as a pillar of law enforcement. As a law enforcer, the Advocate profession is in great demand and very many want to become an advocate, Syara can be appointed as an Advocate according to Law 18 of 2003 concerning Advocates.

PKPA is still worth maintaining. What still needs to be done is perfecting the curriculum and teaching methods, so that the training participants are ready to carry out their profession well (Gintings, 2011: 48-51). Education time also needs to be increased so that participants really explore the legal material, not solely for the preparation of advocate exams. During this time participants need 1.5 months for special education.

Advocate organizations must measure and evaluate the professional education of advocates either through institutions, or (if it is already in place) a master's advocate. Because of that, Faizal agreed that participants could choose the path that they wanted to take. Advocate masters precisely make alternative education is very long because participants have to go back to college for two years.

Advocates are free and independent professions to provide legal services, including legal assistance to disadvantaged justice seekers. If it is still possible for someone to carry out the advocate profession after pursuing a formal master's education, advocates are more bound to academic ethics. Large costs incurred during education can encourage someone more oriented towards efforts to return the money that has been spent so that it ignores the obligation to provide legal assistance.

The importance of increasing stakeholder competencies, including the addition of special education time to be significant with the need to carry out the advocacy profession later. Currently we are doing improvements, especially in terms of material provided to prospective advocates. In addition, at this time we will ask every speaker who provides material in PKPA program to give questions about the material that has been given. This is necessary for the benefit of the availability of questions that will later be collected in the matter of DPP AAI question bank.

Efforts to carry out the mandate of Article 2 paragraph (1) of Law Number 18 of 2003 said that those who could be appointed as advocates were scholars with a background in tertiary education in law and after attending special education in the advocacy profession organized by advocate organizations. In the practice of implementing special professional education, advocate organizations collaborate with universities or educational institutions.

Currently, PKPA is not a degree program, and its implementation requires a relatively short amount of time. Especially compared to the magister advocate. So that the quality of the advocate master's output is aligned, according to Prof. Hikmahanto Juwana (2010), there needs to be an improvement in the implementation of education and training whether to harmonize with the education of prospective judges and prospective prosecutors, or even notary education. PKPA needs to be updated and refined, said the Professor at the University of Indonesia Law Faculty. If an advocate's education is to be made into a degree program, then he must follow the rules outlined in the National Education System Law, including accreditation. Another difficulty is that not all law colleges in Indonesia have a master's degree. Therefore, the current condition is the right design to make students ready to use without the need to give a degree.

According to researchers there are some changes that occur in accordance with those contained in Martiman Prodjohamidjojo's book (1989: 267). A professional advocate is a legal scholar who has fulfilled the requirements that have been determined to become a professional in the field of legal advocacy. Requirements that must be met include the passing of the PKPA and the advocate examination conducted by advocate organizations, who have followed the apprenticeship in accordance with the provisions of the advocate organization. Thus, it is assumed that the institution can become a vehicle for the formation of a professional advocate. Along with the times, it requires legal education that is not only containing theory but also legal education that can help people who run the legal profession (Rambe, 2001: 26-27). For this reason, the institution must be able to educate and train prospective advocates who are proficient in the fields of: (a) Litigation & Mediation, in a training program that is educated and trained comprehensively and structured with good legal skills in mediation litigation, as well as other legal practices facing real & bound cases; (b) Personality, advocate candidates are educated and trained to have higher moral values in society that is to realize legal awareness and culture, (c) Managerial, educated candidates are able to manage their own law offices or partners and are able to compete in winning cases that they handle professional, and (d) Professional Organizations, prospective advocates are educated and trained so that in the future become pioneers and cadres the formation of a single organization of advocates of character and non-conflict.

PKPA learning objectives are developed in accordance with improving the quality of prospective advocates in managing professionalism in the legal field. In developing learning objectives, lecturers or speakers synergize between national, institutional, curricular, and educational learning objectives; formulate learning objectives that emphasize the formation of professional competence of human resources both thinking and creative affective in understanding the applicable rules. The procedure component is developed through learning steps. These steps are carried out to create readiness of prospective advocates (readiness) in conducting learning with a developed model bearing in mind that prospective advocates are usually accustomed to the conventional learning model they usually do. Without these steps, it is feared that they will not be ready to follow the learning process.

The intended learning stages are as follows: In the initial activity phase, the things that the lecturer or speakers focuses on are Orientation stage (communicating learning objectives so that prospective advocates are directed towards achieving the specified learning competencies), entering behavior (so that prospective advocates are ready to undertake learning activities), apply scaffolding (to lead prospective advocates to understand the correct concepts), and facilitating (to facilitate the PKPA learning process of prospective advocates so that the achievement of objectives is the professional ability of prospective advocates). At this stage, it is necessary to pay attention to the lecturer or resource component and curriculum components, which are the main components and interact with the component of prospective advocates (Knirk & Gustafson, 1986: 18).

Lecturers or speakers are required to be able to provide an overview of the structure of curriculum material. For this reason, the learning model developed in this study provides a place for lecturers or speakers in the form of developing new material topics at the time of developing the learning plan. This shows the truth of Tanner & Tanner's (1980: 636-639) statement that professional lecturers or speakers are lecturers or speakers who are included in the creative-generative group, namely lecturers or speakers who think about what they will do and try to find a more effective way to work.

At the core activity stage, the lecturer or speakers focuses on the active learning activities of prospective advocates to carry out creative process activities which include; (1) Preparation or preparation; at the preparatory stage the brain collects information and data that serves as a basis or research for creative work that is happening. To some extent, overall education, general background, and life experience contribute to the preparation process to be creative. The more extensive and varied the experience they have, the greater the opportunity to meet with the creative challenges. But in the Wallas model, what is meant by the "preparation stage" is a task-oriented stage when a person conducts special research by reading, interviewing people, venturing or other activities that function to collect facts, ideas, and opinions. (2) incubation; the incubation period is widely known as the resting period, the retention period of information that has already been collected, then stops and no longer concentrates itself or contemplates it. Although it may seem like a waste of time or even avoid the most difficult part of the creative process, this stage is very important. During this seemingly unproductive period, the subconscious mind takes over information, likens it to the way contained in the word incubation. It is often said that the main function of the subconscious mind during this stage is to link ideas.

Professionalism is the result of the ability of the mind to link ideas, produce something new and unique. The process of linking ideas, thoughts, actually carry out various processes, including taking one idea and combining it with another idea, combining to form new ideas, visualizing by using imagination and fantasy to produce new ideas from old ideas; (3) Illumination, this stage is called the enlightenment stage widely known as eureka or "Aha" moment, that is the moment of inspiration when a new idea appears in the mind, as if out of nothing. The lesson to be learned from this stage is patience; and (4) Verification; This stage is often referred to as the implementation or verification stage, because it is here someone's starting point gives shape to a new idea or idea, to ensure that the idea is applied.

In the final activity stage, conducting communication, where the lecturer or speakers asks prospective advocates to tell as much as possible about the phenomenon through pictures or

impressions related to environmental issues, then the prospective advocate presents the results of something or new product by being presented or discussed. Prospective advocates develop a courageous attitude to take risks by daring to give answers, dare to defend ideas, and prospective advocates dare to express different ideas. In this final section a reflection is also conducted, where prospective advocates evaluate the process and results achieved in learning, as well as collaborative candidates look for weaknesses or deficiencies in order to increase the effectiveness of the creative process that has been carried out in the learning process.

The learning procedures mentioned above are nothing, but part of the learning strategy undertaken. According to Kemp (as cited in Sanjaya, 2008) suggested that the learning strategy is a learning activity that must be done by lecturers or speakers and prospective advocates so that learning objectives can be achieved effectively and efficiently. Furthermore, by quoting J. R David's thoughts, (as cited in Sanjaya, 2008) states that in the learning strategy contained the meaning of planning. That is, that the strategy is basically still conceptual about the decisions that will be taken in an implementation of learning. Furthermore regarding the learning model as the development of learning strategies, Joyce and Weil (2000) in his book *Models of Teaching*, put forward a number of teaching models or learning models, which are grouped into four groups, namely: (1) the social interaction model; (2) information processing models; (3) personal-humanistic model; and (4) behavior modification models.

Regardless, professional education is primarily intended to prepare lawyers who can practice their competence in the practice of handling varied legal cases. Therefore, as suggested by Gintings (2014: 211), professional education should apply the "problem-based learning" model to train intellectual maturity in dealing with legal problems facing the client.

PKPA which is implemented at DPC AAI in Bandung, is still conventional. That the PKPA model or approach before implementation has not been able to make all the prospective advocate participants, in class able to master the curriculum objectives, the model developed still does not care and even has not been able to appreciate and accommodate the development of education and training. The learning approach developed by the organizing advocate organization is based more on formal needs than on the real needs of prospective advocates. Finally, the learning process carried out by the organizing advocate organization is more an administrative work. As well as not yet playing a role in optimally developing potential advocate candidates. Empirically based on field findings there are some weaknesses in the implementation of the learning process. These circumstances and phenomena include, as follows: (a) the learning process is more centered on senior speakers/tutors/ advocates in a one-way pattern, expository and monotonous learning delivery, consequently the education learning is less interesting; (b) learning material in the form of information not used as a medium for developing the quality of prospective advocates; (c) education and learning activities are more directed at learning to memorize (convergent thinking) than learning to think professionally (diverging thinking); (d) lecturers or speakers are less able to develop high-level thinking processes in learning activities, through efforts optimal in developing professional and effective professional thinking of prospective advocates; and (e) the phenomenon of the low quality of learning is also mentioned by the speculative and intuitive attitude of lecturers or speakers in choosing marketing models or methods and strategies.

The development of the learning model developed in this research starts from the results of the preliminary study (pre-survey), and is adapted to the learning conditions of PKPA, facilities and facilities, the environment of the organizers and their use seen in the field. Therefore, in developing this model, it contains at least things about: (a) the learning model that was developed, (b) the procedures and steps for its development, and (c) the final form of the learning model that was developed. Seen from the side of model development, it is an innovation in order to optimize learning outcomes through improving the quality of prospective advocates in particular and improving the quality of learning and in general. The learning procedures are directed at efforts to achieve learning goals that can apply quality skills (professional thinking and professional affective abilities) by linking the material to the real-world situation of prospective advocates, through the professional process of learning.

CONCLUSION

The implementation of PKPA to foster professional advocates in Indonesian advocacy institutions and associations in Bandung, can be concluded that in the implementation of the program (PKPA) to foster professional advocates at Indonesian advocacy institutions and associations Bandung still refers to Law Number 18 of 2003 on Advocates, Article 2 paragraph (1) Program design to foster professional advocates at PKPA institutions Indonesian advocate association Bandung. The main concept in PKPA is through the professional training process carried out by the advocate association which is carried out for 2 years and through a process that has been determined by the organizing association and adjusted to the applicable laws, then also follows the stages that have been prepared and become provisions, besides that it also optimizes the facilitators or lecturers in accordance with their competencies.

In addition, this study revealed that PKPA education and training had not yet implemented technical measures in management of education and training but were more focused on the legal consequences. Therefore, in order for education and training organized by PKPA to be carried out effectively and efficiently, it is recommended to implement the steps in developing education and training that starts with Training Needs Analysis.

Efforts to improve and follow up on the education and training program to foster professional advocates at institutions and the Indonesian advocacy association Bandung should be further strengthened by the stakeholders related to the emergence of Law Number 18 of 2003 concerning Advocates, in organizing associations so as not to cause new polemics at the lower levels, so that they can get outcomes that are truly accountable and meet the standards according to those listed in article 2 paragraph 1.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
