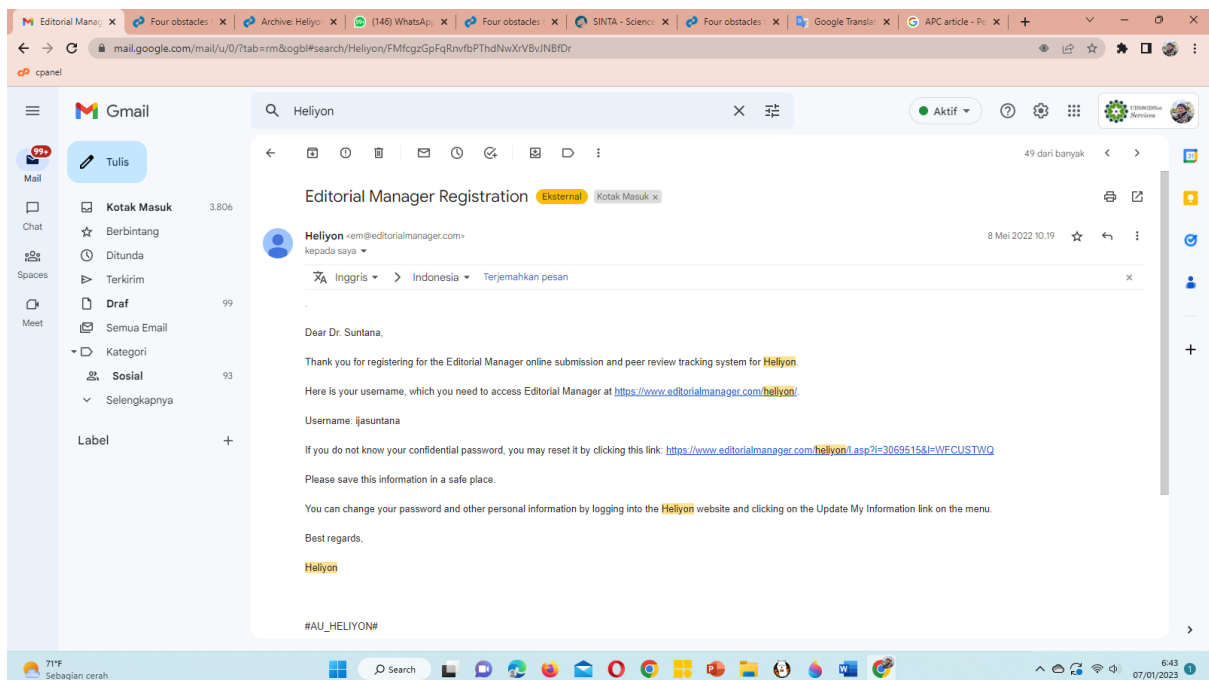


KORESPONDENSI JURNAL

Judul : *Four obstacles to the quality of constitutional law learning in Indonesia*
Penulis : Ija Suntana, Tedi Priatna
Penerbit : Heliyon
URL : <https://www.cell.com/heliyon/home>
Scimago JR : <https://www.scimagojr.com/journalsearch.php?q=HELIYON>
Scopus : <https://www.scopus.com/sourceid/21100411756>
Science Direct : <https://www.sciencedirect.com/science/article/pii/S2405844023000312>
WoS : https://mjl.clarivate.com:/search-results?issn=2405-8440&hide_exact_match_fl=true&utm_source=mjl&utm_medium=share-by-link&utm_campaign=search-results-share-these-results



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37 dari banyak

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Heliyon <em@editorialmanager.com> kepada saya ▾ Rab, 27 Jul 2022 20:53 ☆ ↶ ⋮

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FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA

Dear Dr. Suntana,

We have received the above referenced manuscript you submitted to the Social Sciences section of Heliyon. It has been assigned the manuscript number HELIYON-D-22-16515. To track the status of your manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon/>, and navigate to the "Submissions Being Processed" folder.

Thank you in advance for your understanding, and best wishes for the holiday season.

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Send Back to Author: Request to Edit Submission (Eksternal) Kotak Masuk x

Heliyon <em@editorialmanager.com> kepada saya ▾ Jun, 29 Jul 2022 10:37 ☆ ↶ ⋮

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Article Title: FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA
Corresponding Author: Dr. Ija Suntana

Dear Dr. Suntana,

Your submission entitled "FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA" has been received by Heliyon. However, before we can proceed with the review process we ask you to address the following:

1. Please provide the cover letter for this submission.
2. Please include list of author's names, affiliations and their contact details in the cover letter of this submission.

Please log onto Editorial Manager as an Author:
<https://www.editorialmanager.com/heliyon/>

1. Go to the menu item "Submissions/Revisions Sent Back to Author".
2. Click "Edit Submission/Revision".
3. Click on the relevant submission step on the left-hand menu.
4. Provide or modify the item information as appropriate.
5. Go to "Attach Files" and "Build PDF for my Approval".
6. View and Approve your new PDF file including the changed item(s), or if needed, Edit again.

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 Manuscript Title: **FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA**
 Journal: **Heliyon**

Dear Ija Suntana,

Your submitted manuscript is currently under review. The peer review process can take a while, so we are trying out a new service that allows you to track the peer review status of your submission in more detail. You can access the service here:
<https://track.authorhub.elsevier.com/?uuiid=5b07bd53-4904-4268-b716-30614c451c14>

This page will remain active until the peer review process for your submission is completed. You can visit the page whenever you like to check the progress of your submission. The page does not require a login, so you can also share the link with your co-authors.

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I hope to get back to you as soon as possible and apologise for any inconvenience caused.

Best Wishes,

Katie Greenwood (She/Her)
 Editorial Section Manager | **Heliyon**
kgreenwood2@cell.com
 125 London Wall, London, EC2Y 5AS

Ija Suntana <jasuntana@uinmgd.ac.id>
 kepada Katie ▾ Sab, 1 Okt 2022 19:58 ☆ ↶ ⋮

Dear Katie,

Have a good day with you.
 I would like to hear the continuation of the process of reviewing my article manuscript.
 Thank you for your kindness.

Ija Suntana (he/his)
 ...

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Manuscript Number: HELIYON-D-22-16515

Title: FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA

Journal: Heliyon

Dear Dr. Suntana,

Thank you for submitting your manuscript to Heliyon. We have completed the review of your manuscript and a summary is appended below. The reviewers recommend major revisions are required before publication can be considered. If you are able to address all reviewer comments in full, I invite you to resubmit your manuscript. We ask that you respond to each reviewer comment by either outlining how the criticism was addressed in the revised manuscript or by providing a rebuttal to the criticism.

This should be carried out in a point-by-point fashion as illustrated here: <https://www.cell.com/heliyon/guide-for-authors#Revisions>.

To allow the editors and reviewers to easily assess your revised manuscript, we also ask that you upload a version of your manuscript highlighting any revisions made. You may wish to use Microsoft Word's Track Changes tool or, for LaTeX files, the latexdiff Perl script (<https://ctan.org/pkg/latexdiff>). To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon/>, and navigate to the "Submissions Needing Revision" folder.

Your revision due date is Nov 14, 2022. We understand that the COVID-19 pandemic may well be causing disruption for you and your colleagues. If that is the case for you and it has an impact on your ability to make revisions to address the concerns that came up in the review process, please reach out to us. I look forward to receiving your revised manuscript.

Kind regards,
 Mengpei Yan

Editor and Reviewer comments:

Reviewer's Responses to Questions

Note: In order to effectively convey your recommendations for improvement to the author(s), and help editors make well-informed and efficient decisions, we ask you to answer the following specific questions about the manuscript and provide additional suggestions where appropriate.

1. Do the authors explain the reason for writing a review article in this field?

Please provide suggestions to the author(s) on how to better justify their reasons. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Yes, the authors explain their reasons. But, they did not explain sufficiently why the classical European law teaching needs a revision. In each legal education, teaching legal basics is necessary. After that, practical application of a critical analysis may follow.

1. Please explain in detail, how a higher number of high school graduates worsens the quality of legal programs. Or delete that statement.
2. Explain more in detail, why teaching basics in larger classes will not lead to graduates well prepared for the labor market.
3. Is there a "freedom of teaching" known in Indonesia and how should it be considered in an improvement of legal teaching?

Reviewer #2: The argument that Indonesian graduates of constitutional law programs are unable to compete in the international job market is expressed in the article as the main reason for writing the article. In this regard, I believe that the authors could justify the reasons by pointing out the following:

- Showing information to support that indeed Indonesian graduates are unable to compete in the international market.
- Expand information showing that Indonesian graduates are incapable of solving real legal problems.

2. Does the review article provide a good overview of the development of the field while providing insights on its future development?

Please list the historical developments of likely future scenarios that the author(s) should add or emphasize more. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Yes, but there are some aspects that are not considered. See suggestions under 1. above.

Reviewer #2: I suggest the authors consider research on legal education that can enrich the approaches, among which are:

1. The Educating Lawyers report

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1. The educating Lawyers report

2. Standards about legal education in other countries, for example, those referring to North American legal education, among which are those imposed by the ABA, or consider others that may be relevant for the topic under investigation, either the European ones such as the Tuning project or those of Australia, from which you will find information that may be considered relevant.

3. Do the authors adequately represent the most relevant and recent advances in the field?

Please provide suggestions to the author(s) on how to improve their reference list to include the relevant topics and cover both historical references and recent developments. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: The authors cited enough references. On the other side, results of own research are weak.

1. Please check if the correct authors name is Graven or Craven (there is a mismatch between reference in the text and in the reference section).
2. Same applies for Robert/Roberts and Scott/Scott.
3. In line 2, page 4, in the reference "Ibrahim" the name Uba needs to be added.

Reviewer #2: I suggest that the authors may wish to consult relevant information in the field regarding the objectives of legal education. The topic has been extensively addressed by the literature from the United States, England and Australia, among others.

The manuscript addresses teaching methods, curriculum, regulatory authorities, materials as the most relevant aspects. I suggest the authors to go deeper into these aspects, for example, with regard to the regulatory authorities, analyze, for example, the American or English model, how the bodies that certify law schools work and what their requirements are.

The authors could elaborate on the concept of learning outcomes, a topic in vogue in legal education.

4. Is the review reported in sufficient detail to allow for its replicability and/or reproducibility (e.g., search strategies disclosed, inclusion criteria and risk of bias assessment for individual studies stated, summary methods specified)?

Please provide suggestions to the author(s) on how to improve the replicability/reproducibility of their review. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: This is difficult to answer for legal manuscripts. The findings are only applicable in Indonesia. The paper does not discuss, in sufficient manner, the pro and cons of the "old Dutch" system. That let the paper appear one-sided and driven by a personal opinion.

Reviewer #2: I suggest that the authors explain how they came to the conclusion that there are only four factors that impede the achievement of the objectives of education. This conclusion could be strengthened by doing a literature review that addresses this problem or by establishing the frame of reference that allowed them to reach such conclusions. In this sense, the analysis of the literature also follows a methodology that could be followed by the authors.

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5. Is the statistical summary method (e.g., meta-analysis, meta-regressions) and its reporting (e.g., P-values, 95% CIs, etc.) appropriate and well described?

Please clearly indicate if the review requires additional peer review by a statistician. Kindly provide suggestions to the author(s) on how to improve the statistical analyses, controls, sampling mechanism, or statistical reporting. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: There are only less data in the paper. An additional review by a statistician is not necessary.

Reviewer #2: It does not need to be reviewed by a statistical expert, however, some methodological aspects have been identified that could be reviewed.

6. Does the review structure, flow or writing need improving (e.g., the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another, following PRISMA guidelines)?

Please provide suggestions to authors on how to improve the review structure and flow. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: The manuscript requires language editing. Please avoid usage of personal pronoun such as "we" and "I" and personal comments.

Reviewer #2: The methodology could be improved, the authors present a case study of education in Indonesia. In that sense they could present their proposal as a case study. Or they could also present their proposal as a literature review following their own methodology that would allow them to conclude that the obstacles they have identified are such from such a review.

7. Could the manuscript benefit from language editing?

Reviewer #1: Yes

Reviewer #2: Yes

Reviewer #1: The topic is interesting and teaching systems should always be evaluated if they still fit to the requirements of the labor market. But, please revise the manuscript according to the suggestions given above. Please consider, that students first need a reliable basis of legal knowledge to allow them application in practice and critical analysis.

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Reviewer #2: Yes

Reviewer #1: The topic is interesting and teaching systems should always be evaluated if they still fit to the requirements of the labor market. But, please revise the manuscript according to the suggestions given above. Please consider, that students first need a reliable basis of legal knowledge to allow them application in practice and critical analysis.

Reviewer #2: This field is optional. If you have any additional suggestions beyond those relevant to the questions above, please number and list them here.

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 Journal: **Heliyon**

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Your submitted manuscript is currently under review. The peer review process can take a while, so we are trying out a new service that allows you to track the peer review status of your submission in more detail. You can access the service here:
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 Title: **FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA**
 Journal: **Heliyon**

Dear Dr. Sultana,

We have now received all of the reviewers' comments on your recent submission to **Heliyon**.

The reviewers have advised that your manuscript should become suitable for publication in our journal after appropriate revisions.

If you are able to address the reviewers' comments, which you can find below, I would like to invite you to revise and resubmit your manuscript. We ask that you respond to each reviewer comment by either outlining how the criticism was addressed in the revised manuscript or by providing a rebuttal to the criticism. This should be carried out in a point-by-point fashion as illustrated here: <https://www.cell.com/heliyon/guide-for-authors#Revisions>

To allow the editors and reviewers to easily assess your revised manuscript, we also ask that you upload a version of your manuscript highlighting any revisions made. You may wish to use Microsoft Word's Track Changes tool or, for LaTeX files, the latexdiff Perl script (<https://ctan.org/pkg/latexdiff>).

To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu. Your revision due date is Dec 14, 2022.

We understand that the COVID-19 pandemic may well be causing disruption for you and your colleagues. If that is the case for you and it has an impact on your ability to make revisions to address the concerns that came up in the review process, please reach out to us.

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I look forward to receiving your revised manuscript.

Kind regards,

Menggal Yan
Editorial Section Manager
Heliyon

Editor and Reviewer comments:

Reviewer's Responses to Questions

Note: In order to effectively convey your recommendations for improvement to the author(s), and help editors make well-informed and efficient decisions, we ask you to answer the following specific questions about the manuscript and provide additional suggestions where appropriate. Do the authors explain the reason for writing a review article in this field? Please provide suggestions to the author(s) on how to better justify their reasons. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Yes

Reviewer #2: 1. To deepen by showing accurate information on The Global Lawyer report, regarding lawyers in Indonesia.

2. Does the review article provide a good overview of the development of the field while providing insights on its future development? Please list the historical developments of likely future scenarios that the author(s) should add or emphasize more. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Yes

Reviewer #2: From the broad picture they present they could specify future research.

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Reviewer #2: From the broad picture they present they could specify future research.

3. Do the authors adequately represent the most relevant and recent advances in the field? Please provide suggestions to the author(s) on how to improve their reference list to include the relevant topics and cover both historical references and recent developments. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Partly

Reviewer #2: There is information that could be updated, for example, they cite ABA information from several decades ago.

4. Is the review reported in sufficient detail to allow for its replicability and/or reproducibility (e.g., search strategies disclosed, inclusion criteria and risk of bias assessment for individual studies stated, summary methods specified)? Please provide suggestions to the author(s) on how to improve the replicability/reproducibility of their review. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: Partly

Reviewer #2: Could you please specify in more detail the aspects of education that could be studied not only in Indonesia, but also in other countries.

5. Is the statistical summary method (e.g., meta-analysis, meta-regressions) and its reporting (e.g., P-values, 95% CIs, etc.) appropriate and well described? Please clearly indicate if the review requires additional peer review by a statistician. Kindly provide suggestions to the author(s) on how to improve the statistical analyses, controls, sampling mechanism, or statistical reporting. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: No, peer review by a statistician is not necessary.

Reviewer #2: They do not present statistical information.

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6. Does the review structure, flow or writing need improving (e.g. the addition of subheadings, shortening of text, reorganization of sections, or moving details from one section to another, following PRISMA guidelines)?

Please provide suggestions to authors on how to improve the review structure and flow. Please number each suggestion so that the author(s) can more easily respond.

Reviewer #1: No

Reviewer #2: The authors have identified four aspects of legal education that will be analyzed without going into the reasons why they chose these aspects and left others aside.

7. Could the manuscript benefit from language editing?

Reviewer #1: No

Reviewer #2: Yes

Reviewer #1: The paper can be accepted now.

Reviewer #2: They present an interesting approach to legal education in Indonesia, I consider that some improvements can be made to the work to have a publishable version.

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In compliance with data protection regulations, you may request that we remove your personal registration details at any time. (Use the following URL: <https://www.editorialmanager.com/heliyon/login.asp?a=zr>). Please contact the publication office if you have any questions.

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Thank you in advance for your understanding, and best wishes for the holiday season.

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Ms. No.: **HELIYON-D-22-1651R2**
Title: **FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA**
Journal: **Heliyon**

Dear Dr. Sunтана,

Thank you for submitting your manuscript to **Heliyon**.

We have now received all of the editor and reviewer comments on your recent submission to **Heliyon**. Your paper will become acceptable for publication after implementation of minor formatting and/or administrative changes outlined below. To avoid unnecessary delays in the publication of your manuscript, please do not make any other additional changes during this revision.

To submit your revised manuscript, please log in as an author at <https://www.editorialmanager.com/heliyon>, and navigate to the "Submissions Needing Revision" folder under the Author Main Menu. When submitting your revised manuscript, please ensure that you upload your most recent document with the "Revised manuscript file - highlighting revisions made" item type.

Kind regards,
Mengpei Yan
Editorial Section Manager
Heliyon

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Embargos are not automatically set for papers published in **Heliyon**. Papers appear online a few days after acceptance. To request a media embargo and/or publication on a specific date to assist an institutional press release, please reach out to the **Heliyon** team (info@heliyon.com) as soon as possible and we will do our best to accommodate your request.

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Revision reminder for **Heliyon** (Eksternal) Kotak Masuk x

Heliyon <em@editorialmanager.com> kepada saya Sab, 10 Des 2022 12.56

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 FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA

Dear Dr. Suntana,

We would like to remind you that on Dec 06, 2022 we asked you to revise your above referenced manuscript and your revision is due by Dec 13, 2022.

Heliyon values your contribution and we look forward to receiving your revised manuscript.

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Journal: Heliyon

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From: Ija Suntana
Date: Wednesday, December 14, 2022 01:20 PM GMT

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Journal: **Heliyon**

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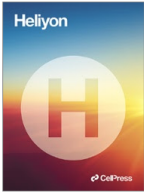
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FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA

--Manuscript Draft--

Manuscript Number:	HELIYON-D-22-16515R1
Article Type:	Review article
Section/Category:	Social Sciences
Keywords:	monotonous; Constitutional Law; curriculum; low quality; law learning topics
Manuscript Classifications:	140.100: Law; 140.110: Tourism; 140.130: Linguistics; 140.140: Education; 140.150: Information Science; 140.160: Economics; 140.170: Business; 140.190: Sociology; 140.200: Activism; 150.120: Religion
Corresponding Author:	Ija Suntana UIN SGD Bandung: Universitas Islam Negeri Sunan Gunung Djati Bandung INDONESIA
First Author:	Ija Suntana
Order of Authors:	Ija Suntana Tedi Priatna
Abstract:	There are four impediments in achieving the high standard of the learning outcomes of constitutional law courses in Indonesia: monotonous learning method, no curriculum authority, limited learning materials, and indefinite learning topics. This is the root of the low quality of Indonesian graduates of constitutional law programs hence make them unable to compete in the international labor market. The professors are still trapped in the classical European law teaching, especially those coming from the Dutch colonization era, especially in terms of teaching materials and methods. On the other hand, there is no authority that regulates the constitutional law curriculum that could set the standard of the learning topics. Therefore, to increase the graduate competence, it needs to eliminate those four obstacles.
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Cover Letter

Dear Editor,

I wish to submit an original article for publication in your journal, titled, "Four Obstacles to The Quality of Constitutional Law Learning in Indonesia." The paper was authored by Ija Suntana and Tedi Priatna.

This manuscript has not been published or presented elsewhere in part or entirety and is not under consideration by another journal. We have read and understood your journal's policies, and we believe that neither the manuscript nor the study violates any of these. There are no conflicts of interest to declare. Furthermore, if my article is accepted for publication, the journal owns the copyright of the article.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Ija Suntana, Dr.

Department of Constitutional Law, Faculty of Sharia and Law,
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TITLE PAGE

**FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING
IN INDONESIA**

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I would like to acknowledge the Main Library of UIN Sunan Gunung Djati Bandung for providing access to the database of international journals for the completion of this article. In addition, I would like to thank my

colleagues at the Center for Legal and Constitutional Studies of UIN Sunan Gunung Djati Bandung who has discussed this article and provided many suggestions for improvement.

Competing interests

The author declares that he has no personal or institutional relationships that may have influenced him in writing this article

Ethical considerations

This study follows all ethical research standards without direct contact with humans or animals as research subjects.

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The research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Disclaimer

The views and opinions expressed in this article are those of the two authors and do not necessarily reflect the official views and policies of the author's affiliated institutions.

Responding to the Reviewer's Comments (#1)

Reviewers	Reviewer's Comments	Response/Action
Reviewer #1	Yes, the authors explain their reasons. But, they did not explain sufficiently why the classical European law teaching needs a revision.	We changed the statement and adapted to the benefits of the lecture pattern in classical European law learning, but we explained that simply prioritizing the lecture system in law learning only indicates a teaching activity, not a learning activity. In order for legal education to be more effective in the form of learning and not merely teaching, law learning in Indonesia needs to be combined with the practice of proportional legal skills (see page 2).
	1. Please explain in detail, how a higher number of high school graduates worsen the quality of legal programs. Or delete that statement.	We have deleted that paragraph and we agree with the reviewer that it is irrelevant.
	2. Explain more in detail, why teaching basics in larger classes will not lead to graduates well prepared for the labor market	We have deleted that paragraph
	3. Is there a "freedom of teaching" known in Indonesia and how should it be considered in an improvement of legal teaching?	In Indonesia, there is freedom of teaching but it is not used properly by law teachers, especially in state universities. As government employees, they do not have much freedom to develop their teaching materials, especially in matters of criticism of the legal system. We have explained this in the manuscript as part of the revision (see page 2)
	Reviewer #1: Yes, but there are some aspects that are not considered. See suggestions under 1. above.	We have considered the reviewer's suggestions in the revised manuscript.
	Reviewer #1: The authors cited enough references. On the other side, results of own research are weak.	We have tried to expand the discussion according to the direction of the reviewers in the revised manuscript.
	1. Please check if the correct authors name is Graven or Craven (there is a mismatch between reference in the text and in the reference section).	We made a mistake when we included the title of Craven's article in the bibliography but we didn't quote it in the text. Therefore, we removed it from the bibliography.
	2. Same applies for Robert/Roberts and Scoot/Scott.	The name we use is Roberts, the full name of Rachel Crossery-Roberts, as the author of the article. In the mention of Scoot, we encountered an error in the manuscript, and the correct writing is Scott and we have corrected it in the revised manuscript (see page 1).

3. In line 2, page 4, in the reference "Ibrahim" the name Uba needs to be added.	Uba is not Ibrahim's last name, but Uba is the full name of Salisu Uba
Reviewer #1: This is difficult to answer for legal manuscripts. The findings are only applicable in Indonesia.	We made some corrections to the information about the Old Dutch system and were more objective in narrating it.
The paper does not discuss, in sufficient manner, the pro and cons of the "old Dutch" system. That let the paper appear one-sided and driven by a personal opinion.	
Reviewer #1: There are only less data in the paper. An additional review by a statistician is not necessary.	We agree with this
Reviewer #1: The manuscript requires language editing. Please avoid usage of personal pronouns such as "we" and "I" and personal comments.	We have removed the pronoun from the script.
<p>Could the manuscript benefit from language editing?</p> <p>Reviewer #1: Yes</p>	We have tried hard to edit some typos in the script and we have asked an English expert to edit this revised version of the manuscript.
<p>Reviewer #1: The topic is interesting and teaching systems should always be evaluated if they still fit to the requirements of the labor market.</p> <p>But, please revise the manuscript according to the suggestions given above. Please consider, that students first need a reliable basis of legal knowledge to allow them application in practice and critical analysis.</p>	We have revised the manuscript in accordance with the direction of the reviewer, especially regarding the need for basic legal knowledge that can be transferred through the lecture system in the learning process.

<p>Reviewer #2</p>	<p>Reviewer #2: The argument that Indonesian graduates of constitutional law programs are unable to compete in the international job market is expressed in the article as the main reason for writing the article. In this regard, I believe that the authors could justify the reasons by pointing out the following:</p> <ul style="list-style-type: none"> - Showing information to support that indeed Indonesian graduates are unable to compete in the international market. - Expand information showing that Indonesian graduates are incapable of solving real legal problems. 	<p>In the introduction, we present information that supports that Indonesian graduates are indeed unable to compete in the international market through data released by The Lawyer Global and information showing that Indonesian graduates are not able to solve real legal problems (see pages 2-3)</p>
	<p>Reviewer #2: I suggest the authors consider research on legal education that can enrich the approaches, among which are:</p> <ol style="list-style-type: none"> 1. The Educating Lawyers report 	<p>We have tried to consider the standards and evaluation system developed by the American Bar Association (ABA), to highlight the legal education evaluation system in Indonesia conducted by the Indonesian National Accreditation Board for Higher Education (BAN-PT). In Indonesia, the</p>
	<ol style="list-style-type: none"> 2. Standards about legal education in other countries, for example, those referring to North American legal education, among which are those imposed by the ABA, or consider others that may be referents for the topic under investigation, either the European ones such as the Tuning project or those of Australia, from which you will find information that may be considered relevant. 	<p>evaluation of legal education is not carried out by specialized institutions in the field of law, but by BAN-PT as an evaluation agency that accredits all study programs (see page 6).</p>

<p>Reviewer #2: I suggest that the authors may wish to consult relevant information in the field regarding the objectives of legal education. The topic has been extensively addressed by the literature from the United States, England and Australia, among others.</p> <p>The manuscript addresses teaching methods, curriculum, regulatory authorities, materials as the most relevant aspects. I suggest the authors to go deeper into these aspects, for example, with regard to the regulatory authorities, analyze, for example, the American or English model, how the bodies that certify law schools work and what their requirements are.</p> <p>The authors could elaborate on the concept of learning outcomes, a topic in vogue in legal education.</p>	<p>Based on a number of references studied, we criticize the curriculum model and evaluation mechanism of the legal education system in Indonesia, which only relies on BAN-PT, not establishing a special institution that specifically evaluates the implementation of legal education. However, due to the limited number of pages in this article, we do not provide in-depth information.</p>
<p>Reviewer #2: I suggest that the authors explain how they came to the conclusion that there are only four factors that impede the achievement of the objectives of education. This conclusion could be strengthened by doing a literature review that addresses this problem or by establishing the frame of reference that allowed them to reach such conclusions, to cite just a few examples. In this sense, the analysis of the literature also follows a methodology that could be followed by the authors.</p>	<p>We strengthen the claim about these four factors at the end of the discussion and in the conclusion section of this revised version of the manuscript.</p>
<p>Reviewer #2: It does not need to be reviewed by a statistical expert, however, some methodological aspects have been identified that could be reviewed.</p>	<p>We agree with this</p>
<p>Reviewer #2: The methodology could be improved, the authors present a case study of education in Indonesia, in that sense they could present their proposal as a case study. Or they could also present their proposal</p>	<p>Indeed, we limit this study to the case of Indonesia as a country that is developing democracy and various aspects of people's lives are under the spotlight of many parties in the world. Through this</p>
<p>as a literature review following their own methodology that would allow them to conclude that the obstacles they have identified are such from such a review.</p>	<p>review, we present information that may be useful for improving the legal education system in countries similar to Indonesia.</p>

<p>7. Could the manuscript benefit from language editing? Reviewer #2: Yes</p>	<p>We have tried hard to edit some typos in the script and we have asked an English expert to edit this revised version of the manuscript.</p>
<p>Reviewer #2: This field is optional. If you have any additional suggestions beyond those relevant to the questions above, please number and list them here.</p>	<p>Thank you for all your directions and we are ready to consider these suggestions.</p>

FOUR OBSTACLES TO THE QUALITY OF CONSTITUTIONAL LAW LEARNING IN INDONESIA

Abstract ~~There are four impediments in achieving the high standard of the learning outcomes of constitutional law courses in Indonesia: monotonous learning method, no curriculum authority, limited learning materials, and indefinite learning topics. This is the root of the low quality of Indonesian graduates of constitutional law programs hence make them unable to compete in the international labor market. The professors are still trapped in the classical European law teaching, especially those coming from the Dutch colonization era, especially in terms of teaching materials and methods. On the other hand, there is no authority that regulates the constitutional law curriculum that could set the standard of the learning topics. Therefore, to increase the graduate competence, it needs to eliminate those four obstacles. Four factors hinder the quality of constitutional law teaching in Indonesia, namely learning methods, curriculum authority, learning materials, and the uncertainty of legal learning topics. This is the culprit of the low quality of law graduates who are less able to compete in the legal job market. Law lecturers in Indonesia do not reform educational methods or materials, they are more dominant in teaching and not learning. Meanwhile, on the other hand, there are no institutions that focus on evaluating the legal learning process, standardizing, and controlling it, so that it has an impact on measuring learning outcomes. Therefore, solving the problem of the weak quality of constitutional law learning in Indonesia must overcome these four obstacles.~~

Keywords: *monotonous; constitutional law; curriculum; low quality; learning topics.*

Introduction

There are ~~complaints-complaints of about~~ the quality of ~~the~~ constitutional law graduates. Legal practitioners criticize their competence to be useless. It is ~~an~~ evidence of the high discrepancy ~~of-between the~~ expectation and ~~the~~ reality (Carrasco, 2021). The learning system is almost unchanged in the last twenty years and dominated by the old system (Scott ~~Seet~~, 2006), while ~~the~~ political and economic ~~progresses-progress~~ demand ~~demands~~ new skills from the graduates (Sun, 2018). On one hand, there is an increase ~~of-in~~ the number of ~~the~~ high school graduates in the last twenty years that should ~~the~~ constitutional law programs should accommodate but it, ~~in~~ ~~turn~~turn, contribute to the worsening quality of the programs.

Recently, data released by The Lawyer Global shows that Indonesian legal practitioners do not compete more strongly than legal practitioners from other countries. From the number of legal institutions in Asia rated by The Lawyer Global, it is known that not many Indonesian

legal service offices get the top rating (<https://www.thelawyersglobal.org/awards>). Meanwhile, there are still a number of constitutional problems in Indonesia that have not been resolved by legal scholars, such as the regional head election dispute court which has never ceased to be debated about which institution has the right to adjudicate. Another example that is still not well resolved by many legal scholars in Indonesia is the phenomenon of the spread of state auxiliary agencies which are formed based on partial, incidental issues, and only specific answers to certain problems. This has resulted in these institutions running independently and not complementing each other, so that the state administrative structure still does not appear to work in

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accordance with the law and is not formed as a result of legal scientific views but is 52 formed as a result of political interests.

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1 This situation might not specifically occur in Indonesia, but is a global phenomenon
2 (Rosso, 2019). Legal academicians should promptly respond to the rapid globalization and new
3 economy impacted by the leap of information technology (Shimpson, 2016; Hyseni et al., 2022)
4 and this is what-why legal education in Indonesia has failed.

5 ~~Historically, Indonesian legal education has deviated heavily from the ideal academic~~
6 ~~climate (Rosser & Joshi, 2013; Winarwati, 2021; Amali, 2019). Laws should blatantly~~
7 ~~accommodate the state politics ideology for decades, and therefore it is heavily politicized~~
8 ~~(Hendrianto, 2018; Erawan, 1999). This in turn brings disadvantages to the legal academics. For~~
9 ~~instance, some legal academicians are favored over the others and there are very limited number~~
10 ~~of scientific open and meaningful law discussions (Warbuton & Aspinall, 2019; Sen & Hill,~~
11 ~~2011).The historical burden on legal education in Indonesia can be attributed to the distorted~~
12 ~~development of the legal academic culture in this country (Rosser & Joshi, 2013; Winarti, 2021;~~
13 ~~Amali, 2019). Law has been forced to openly carry out political-ideological functions for decades~~
14 ~~and is too politicized (Hendrianto, 2018; Erawan, 1999), so it has a negative impact on the legal~~
15 ~~learning sector, including the selection of academic politics and the lack of open scientific~~
16 ~~discussion (Warbuton & Aspinall, 2019; Sen & Hill, 2011).~~

17 Even though there is a decline ~~of~~ in political dominance since early 2000 (Suntana &
18 Tresnawaty, 2020; Tomsa, 2020; Setiawan & Tomsa, 2022), the ~~academicians-academician's~~
19 ethos is almost unaffected in the last twenty years (Gunawan, 2020), especially in the legal
20 disciplines. ~~The scientific~~ Scientific legal ~~researches-research~~ repeats the old tradition of
21 bringing forwards ~~respects-respect~~ and decencies rather than critics and theoretical analyses. It
22 wrongfully reflects the harmony amongst the law academicians. Legal academics in Indonesia
23 do not make much use of the academic freedom provided by the emerging democratic system
24 in their country for the development of legal education. Academic freedom in Indonesia is only
25 developed by a few academics, generally those who do not hold structural positions in their
26 workplace. Law lecturers who hold certain positions at government-owned campuses do not
27 have the space for freedom of academic opinion because they are bound by their positions as
28 government officials, so they are unable to develop freedom of thought that is contrary to state
29 policy. Criticisms of legal development in Indonesia do not come from university academics
30 but from activists of non-governmental organizations. Critical legal thoughts from higher
31 education institutions are barely audible. This is very worrying, because it is likely to form a
32 utilitarian education model, which stutters to face the challenges of changing situations and
33 conditions (Rosso, 2019).

34 Traditionally, Indonesian law education follow the Continental European system
35 (Tontowi, 2012), in which it is focused on the doctrinal-conceptual legal thoughts
36 (*rechtsdogmatik*) that integrates the positive legal elements and the doctrinal academic
37 concepts. Meanwhile, politically, the Indonesian state structure and institution more or less
38 undergo drastic changes (Yuana et al., 2020) caused by the collapse of the old regime, the global
39 social shifts and information technology evolution (Hadiz, 2010).

40 Indonesia, like several other countries in the Southeast Asian region (Suntana &
41 Tresnawaty, 2021), inherited the Dutch colonial legal education style, which prioritized the
42 lecture method in the learning process. The lecture method is an extension of the learning
43 method in general education in Indonesia, which is easily adopted by law students. The lecture
44 system is needed in teaching the basics of law to form the basic abilities of students, but it is
45 not sufficient when it is not strengthened by a practicum system and critical analysis methods.
46 A learning system that ignores practical aspects in its curriculum structure and does not equip

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~~students with critical thinking skills in the learning process will not be able to produce graduates who are able to solve legal problems and will face a number of problems in the world of legal work (Watson & Law, 2010). The classical law learning system has not been modified much by lecturers in Indonesia, resulting in less progress in the field of law teaching, especially constitutional law. Morally, lawyers mostly solve legal problems faced by their clients not by approaching legal knowledge through theoretical defense in court, but they mostly solve their legal problems through lobbying that sometimes violates morals, such as bribery and collusion with law enforcers. Indonesia, like others in the South-East region (Suntana & Tresnawaty, 2021), inherits the colonial system of education. Indonesia follow the old Dutch model of teaching that focuses on lecture. The lecture method is very common in the elementary and middle school system hence it is accordingly adopted in the colleges too. This model creates a number of problems: it fails to analyze the law implementations and it is ineffective in developing the students' analytical thinking (Watson & Law, 2010; Reed, 1926). The lack of practical teaching and critical analysis in the curriculum make the graduate lack of the abilities to solve the real legal problems, which is one of the ultimate objectives of the law higher education.~~

The law education, like other disciplines, is given in two degrees, undergraduate and graduate levels. On the undergraduate stage, students normally take four years to complete the program and gain the bachelor's degree in law. On the graduate level, they will take from one and a half year to four years maximum to obtain the master's degree.

Different from that in other countries, like the US (Reimann, 2018), Japan (Sato, 2016), and South Korea (Lee, 2019), there is no specific requirement in Indonesia for applicants of the law programs (Tatum et al., 2008). Everybody who graduated from the high ~~schools~~school, of 18 to 20 years of age, may apply to the law programs. Hence they are also from different types of high school education. They also come from different social backgrounds (even from different countries) ~~that~~ which make them see things differently, including the subject matter of ~~the~~ constitutional law.

~~The wide variation of the high school backgrounds forces the higher education to accommodate wide spectrum of students' basic understanding. The teaching method focus on the balance of the most basic and the most advanced students' preconception on the constitutional law, as many of them also come from vocational and religious high schools.~~

Some researchers fail to connect the quality of legal practitioners and political, social class, ethnicity and education background factors (Choi, 2020; Krakauer & Chen, 2003; Chen, 2021). They claim that those factors are the causes of the incompetence of the college graduates to work in legal fields (Jamshed, 2020; Blenkiron, 2018; Mukamal & Weisberg, 2019). The real cause of failure in achieving the educational objectives is caused by four factors: wrong teaching method, no curriculum authority, lack of learning materials, and indefinite legal learning topics. We disclaim them and opine that the failure in achieving the education objectives is caused by four factors: wrong teaching method, no curriculum authority, lack of learning materials and indefinite legal learning topics.

This research will highlight those four principal impediments and ~~later we~~ will propose that the failure lays on the process of the education, not on the inputs. The framework comes

92 from some previous research that show that globally the failure of education comes from the process (Okwan, 2020; Bondar et al.,
93 2021; Brunello & Rocco, 2015; Rippin et al., 2020).

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Discussion

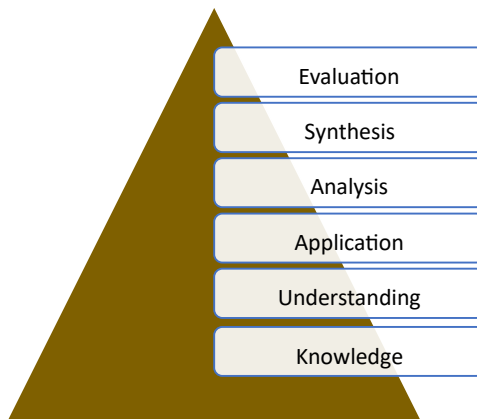
Learning Method

In Indonesia, the legal education is conducted through conventional learning. The lecture is given in large classes of forty to forty five students and it focuses on students' understanding on the subject matters and the professors assess their understanding also in large classes. 13 Therefore, the education is centered on the lecturers and it lacks of interactivity in the tutorials. 14 Ideally, the learning should center on the students and allow them to debate and study problems 15 (Al-Raswadeh et al., 2021) so that they may develop capacity to analyze cases and solve the 16 given problems (Solovova et al., 2018).

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problemsThe (Dorel, 2015; student-centered learning improves students' ability in spotting and solving Chirimbu 7 Sadovoi, 2020; Motjolopane, 2019; Ibrahim & Abu Bakar,

2021) and in turn develop their ability to synthesize laws in group discussions or works (Kraal, 2017; Tas et al., 2021; Østergaard, 2021). To enrich their learning, they should be encouraged 20 to read and debate on legal articles.



Additionally, they should work in the legal implementation 21 especially of the constitutional laws.

22 Methodologically, the constitutional law education in Indonesia use the old education 23 tiers introduced by Benjamin Bloom (Bloom, 1956; Krathwohl, 2002):

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Figure 1: Bloom's taxonomy of intellectual

The undergraduate students are not particularly trained in synthesizing (level 5) nor 40 evaluating (level 6), even though some students show their ability in doing so.

The taxonomy is developed in the national curriculum called the Indonesia 42 Qualification Framework or the IQF (Maftuh et al., 2020). The IQF is the framework of 43 different level of education qualifications and it incorporates the training and work 44 experience. The framework serves also to measure the education outcomes from the elementary 45 education to the doctoral degree.

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Figure 2: Indonesian Qualification Framework (SD: elementary school; SMP: junior high school; SMA: senior high school; SMK: vocational school; DI-DIV: college vocational program)

The main weakness of the constitutional law education in Indonesia is the lack of teaching method varieties. A learning with a solitary teaching method will deny students' opportunity to evaluate opposing interpretations. On the undergraduate level, by presenting students with various interpretations of a law, students will be challenged to give authentic judgment of their practical and theoretical coherences (German & Stroud, 2007; Gordona, 2020). This is a valuable tool for students to enhance their critical and analytical thinking (Nair & Nair, 2020). They will be exposed to productively explore intellectual development of law and inspired by different ideas from various references, also to learn different schools of law. This will enable them to independently develop their own conception of the role of law and their competence to solve problems in society. Their criticism on different theories will help students to debate and synthesize ideas from various classes.

Legal education which is a forum for lecturers to discuss ideas and communicate them to students has not made many changes to adapt to the development of the legal job market. Thus, a change in the learning mindset for improving the quality of education and achieving the objectives of legal learning is very much needed. In practice, law lecturers in Indonesia rely on classical teaching techniques that are not much modified. Most of the legal teaching processes they do place more emphasis on teaching and not on learning. The emphasis of teachers who only

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directs the format of teaching, not on the learning process, will not directly 49 lead to the mission of legal professional education, which is to prepare students to practice law.

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51 **Curriculum Authority and Process Standardization**

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Each law faculty in Indonesia makes its own curriculum without referring to the legal curriculum standards issued by the curriculum authority in the field of law, because Indonesia does not have the authority to standardize the legal education curriculum. This has resulted in many curricula that have different approaches in terms of courses, the number of Semester Credit Units, and even the language of instruction. The number of Semester Credit Units that law students must take varies widely, some 128 credit hours, 143 credit hours, some even 160 credit hours.

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~~Curriculum Authority
There is no authoritative institution in Indonesia to establish minimum standard and requirements in the constitutional law of the higher education. Every faculty develop their own curriculum without established rules nor procedures manual to ensure quality learning, except those related to technical and limited matters. This leads to wide spectrum of credit hours in law programs in Indonesia and also different official learning languages. The credit hours range from 128 to 160 hours.~~

One of the main law education goals is to prepare students to compete in the law labor market. To achieve that, the program should serve the students with practical learning (Orozco, 2021). On the contrary, the learning process in Indonesia focus on the learning of theories and doctrines instead of practices. Theories and doctrines are treated separately from legal practice training while it is mandatory for the higher education institutions to train students not only in theories of law, but also to help them gain practical experiences (Wheeler, 2020). There are limited number of practical classes and courses. From more than 100 credit hours, in average there are no more than four hours for students to engage in practical learning. In the end, the students learn theories without knowing how to apply them in reality.

The courses do not offer legal practices but rely heavily on students' personal skills and resourcefulness in specific legal practices like legal writing, negotiation, court advocacy and litigation. The curriculum do not train students with required skills of constitutional law professional. They are not much trained to do basic legal activities such as writing legal memos and contract negotiations, not to mention more complex trainings such as contract drafting and performing at the constitutional court.

As students should practice what they know, law faculties should accordingly give courses on how to write legal documents and studying legal problems under close supervision of the professors and legal practitioners (Brownword; 1994). They should sufficiently be trained in legal memorandum writings, court performance and legal opinions (Jasperson, 2017; Mignanelli, 2021).

The lack of specific trainings in the curriculum is made worse by the lack of the general practices needed in the national and international labor markets. The students are not trained in foreign language classes and computer skills as much as they do not engage in critical discussion rounds. Consequently, they are not prepared to work as a lawyer in multinational corporations as they lack of foreign language mastery, specifically in English, while multilingual skill is now commonly required in such occupation. So is basic computer skill.

The majority of the lecturers are also untrained as practitioners because of some reasons. First, the minimum requirement as a lecturer is having a master's degree in law, but not having an experience in legal profession for a certain period. Second, the lecturers are required to pursue the doctoral degree, not to have experience in legal activities.

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44 Although graduates from a bachelor's program in constitutional law meet the academic requirements for most legal jobs in
45 the Indonesian legal market, they lack the additional practical skills to succeed in today's highly competitive legal market. The law
46 school does not

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put all its resources to good use to ensure that graduates are not only qualified, but also favored by employers in the law market. To achieve this goal, the legal education system must open the door to changes in the curriculum, lecturer criteria, and the legal learning climate.

Even though the undergraduate students possess minimum academic requirements in most of job markets, they do not sufficiently have practical skills to compete in better jobs. The law faculties are not only to provide resources to produce graduates who can enter the labor market but also to compete further in more highly qualified jobs (Brown et al., 2022). To achieve that, the faculties should be open to curriculum revisions, lecturer requirements and learning method adaptations.

Today's ever-changing legal labor market demand higher graduates of law (Stephen, 2002) but law faculties are trapped with old methods and learning materials (Laskarides et al., 2019). Consequently, the education outputs are those "legal technicians" who are impoverished in creativity, criticism and sensibility of social problems. In reality, it is proved widely that the learning method plays more important role in producing quality outcomes than the subject matters. There should be an equilibrium of the teaching of law doctrines and theories and required practical skills.

In Indonesia, there is no authority to set legal curriculum standards. Legal science associations in Indonesia do not initiate the preparation of legal learning standards, including standards on curriculum, and evaluate legal education. Evaluation of the implementation of legal education in Indonesia is carried out by the National Accreditation Board for Higher Education (BAN-PT), which accredits all types of study programs. There is no independent accreditation body that specializes in legal education assessment. Unlike in America, which has the American Bar Association (ABA), as an institution that provides academic standards for schools and the legal profession (Brockman, 1962). Thus, monitoring and evaluation of resources, financing, facilities, learning systems, collaboration, research, and the quality of legal education graduates does not use instruments specific to the field of law but uses a number of general criteria that are the same as applied to other study programs in Indonesia.

Learning Material

Constitutional laws are basically more intriguing than other technical courses. However, it is not easy to teach this specific type of law. The materials are notoriously abstract and almost indefinite as it incorporate non-law subjects such as history, politics, economy and other social disciplines (Sapir, 2001). Students are required to beyond the boundaries between law and non-law matters to enhance their knowledge of law (Whytock, 2008). This is to enable them to be able to process information from various problems related to constitutions and constitutional laws.

The courses modules are taught in two semesters consisting of the basic concepts of constitution, legal system, state and government model, power separation, constitution interpretation, basic human rights, the independence of judicature, constitution judiciary bodies, government administration law, and other topics such as state and religion. As a nation that ~~are is~~ mostly used to be ruled by Islamic kingdoms, legal courses in Indonesia incorporate the

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~~relation-relationship of between~~ religion and state. Usually, the focus is on the influences 49 of religion ~~to-on~~ the state system, religious legal system, and the influences of religious 50 communities in state policies.

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1 Meanwhile, following the traditional law education from the colonial Dutch,
2 administration law is also incorporated ~~in into the~~ constitutional law learning. The focus is
3 mostly on the rulings of government apparatuses in performing their duties.

4 As the result, the lecturers should teach a very wide range of topics in a very short
5 ~~period of time~~period. This forces them to compress the themes, hence ~~to skip~~skipping some
6 topics or briefly overview them. Contemporary issues are mostly ignored. Meanwhile, they
7 tend to pertain to the old unresolved issues such as constitutional state, state types, and
8 government ~~systems~~systems. Election laws are also presented in the constitutional law courses
9 while ideally ~~is~~ separated into ~~its~~ their own discipline. The inclusion is mostly due to high
10 interest among students ~~on~~ in this specific topic.

11 Learning Topic

12 Other challenge that lecturers continually face is the uncertain learning topics. A search for a
13 definite and absolute solution for a problem is like a mission impossible, even though it is
14 widely known that this characteristic ~~is~~ is inherent in the discipline of constitutional law
15 (Denning, 2019). There ~~is~~ are no many options available to the professors other than
16 encouraging the students to seek ~~for~~ feasible and definite solution if they ~~are able to~~ can do so.

17 The uncertainty is caused by the fact that most of the constitutions are ~~product~~ products
18 of the past that were made through political compromises. Henceforth, it is hard for the students
19 to understand fully the principles and ideas behind the constitutions. Political constitutions
20 sometimes are ambiguous. They don't provide sufficient clues on what exactly the makers want
21 to say and the common knowledge paradigm will also be insufficient to be used to make proper
22 and definite meanings out of the texts. Therefore, most of the constitutional problems are
23 heavily political and invite numerous interpretations.

24 Additionally, Indonesian state institutions and system as the subject of the courses has
25 been undergoing rapid changes. Other than that, political dynamics ~~is~~ are also highly influential
26 to ~~the~~ constitutional law studies as political actors also bring ~~influences~~ influence to the state
27 system. For instance, the election system in Indonesia has been altered for quite some time. ~~At~~
28 In the beginning, the legislative and executive ~~election~~ elections are conducted at different
29 times. However, the Constitutional Court ruled that they should be held simultaneously.
30 Consequently, the curriculum should be changed accordingly.

31 Based on this situation, I would like to argue that constitutional law professors in
32 Indonesia should bring broader topics to the courses. Today, the curriculum artificially ~~separate~~
33 separates the law and non-law matters such as the axiology, sociology, and psychology of the
34 law, as the learning materials still follow ~~the~~ orthodox legal positivism.

35 Constitutional law studies should offer students with different analytical methods,
36 institutional definitions, and institutional changes that train the students with institutional
37 approaches to the lively dynamics of Indonesian politics. Intellectual schools such as feminism
38 and critical law studies are valuable to be taught to the students so they may grasp the political
39 and social changes facilitated by the laws. They should understand how a constitutional law
40 changes and how it reflects the change in ~~the~~ society. The interconnection between the
41 intellectual critical schools and law changes ~~require~~ requires a broader constitutional law
42 interpretation (Mignanelli, 2021).
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44 The broadening of the constitutional law topics is highly required as the law scholars should bring impacts to the
45 interpretative groups. The groups in question are legal experts, legal journalists, legal practitioners, advocates, legal scientists, and
46 informed society (Storm et

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al., 2022). ~~The law~~Law scholars should be able to persuade those groups to accept new concepts of constitutional law principles and how to apply them. Critical legal experts argue that law is what the judges rule. As the judges come from a higher class and hold the value of the majority of ~~the~~society like capitalism and pluralism, their rulings cannot be autonomous from class,

social and political structure (Robert, 2020). Henceforth, for critical law scholars, class, social and political inequality only reflects ~~from~~in the legal products. Consequently, they undervalue the role of the law and legal institutions in social changes (Bandari, 2021).

To understand how judicature is influenced by external forces such as social and political, law scholars should be aware of the differences amongst the interpretative groups on how individual rights overlap with legal rulings (Weaver et al., 2021). Additionally, they are faced also with the role of the court in the broader spectrum of politics, and how political,

social and economic decisions may bring ~~impacts~~impact ~~to~~ legal rulings (Barnet & Blackman, 2021).

~~The scholars~~Scholars should be encouraged to pose such questions when they study the conventional theories added with new intellectual critical thoughts. These schools of ~~thoughts~~thought will enable them to ask new questions on social and political changes; questions whose

answers may bring positive impacts to ~~the~~society. For instance, how does constitutional law serve the ~~ever-changing~~ever-changing social needs? What is the center of the intellectual schools that highly impact the existing constitutional law and why? How legal rulings are affected, either positively or negatively, by certain interest groups ~~of~~in politics and ~~the~~ economy? What elements of the constitutional theory ~~that~~ genuinely help the continuous political and social progress of plural society?

The scholars should also be able to see how legal experts ~~of~~from different critical schools understand the roles of law and the court in the process of political and social changes (Garth, 2021). They should evaluate the different implications of focusing on constitutional theories based on conventional rights and bringing critical schools on constitutional law studies

(Chemerinsky, 2021). Therefore, in doing a case study, constitutional law teachers should identify cases where the judges accept or refuse key premises of critical schools. The study of critical schools is valuable for students to identify legal possibilities and limitations in bringing changes to ~~the~~society (Graven, 2020). By comparing the conventional and critical thoughts, the students ~~are able to~~can have a plan if they would engage in a certain interpretative groups: lawyers, judges, law scholars or law scientists.

There are numerous key problems in Indonesia constitutional law that should be approached with humanities and social disciplines. In studying the role of judiciary institutions in social changes and at the same time being introduced ~~with~~to critical thoughts, ~~he~~t students learn to respect and simultaneously question different perspectives on making constitutional interpretations.

The constitutional law learning should be more than broadening cases as the learning materials for the classes (Luengvilai et al., 2021). ~~We need valid arguments to make some~~

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learning innovations to enable students to have new perspectives in studying constitutional law (Khamzin et al., 2016). It should combine the government structure, constitutional theories, and doctrines with practical problems. The students cannot see the constitutional law merely as a history (Pihlajamäki, 2018), as factors outside the government also play a significant part in the development of the constitution (Guclu, 2020; Kenealy et al., 2017) Constitutional law ~~text books~~textbooks should incite students' consciousness to keep asking whether the state

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constitution reflects ideological and political struggles and whether it is built upon legal professionalism.

One thing that should be challenged in the constitutional law study is that there is no room for individual interpretation ~~on of~~ constitution and that ~~that~~ each of individual may decide what the constitution is for. In doing so, ~~we need~~ democratic learning ~~on of~~ constitution is a must. The teachers have responsibilities to make the students understand that laws are not solely made by the courts, but that the courts make laws to respond to social movements. Constitutional theory studies that are built upon constitutional scholars' views on social, economic, and political influences, may enhance the learning topics and enable students to get involved in productive changes. In this highlight, it is important to bring constitutional law studies to be interdisciplinary. It will consequently create opportunities for the production of new works on constitutional law and political sciences.

Upon ~~those the~~ analysis of four impediments of constitutional law studies, it can consequently ~~argues argue~~ that the success of legal practitioners such as lawyers and judges, ~~come comes~~ from the process of learning. ~~We believe t~~ That the quality is not principally caused by political allegiance, social class, sex, ethnicity ~~nor or~~ educational background, but by ~~the~~ quality learning. Deepinder Goraya, a disabled person, and ~~others other~~ prominent people in the US, can be good and respected legal practitioners, and they come from quality and excellent ~~proeess processes~~ of law education (Kukec, 2018; Hyseni et al., 2022).

The four things above are very dominant in influencing the quality of law learning in Indonesia, especially state administration, although there may be other influencing factors. Learning methods that are not updated and adapted to the development of conditions and situations greatly affect the quality of graduate outcomes, because it is an important element in developing the way students gain legal knowledge and skills. The absence of an accreditation authority that focuses on evaluating the legal education curriculum has an impact on the unclear direction of the legal learning system. Indonesia is known as a country that changes the curriculum too quickly, there is even a curriculum that has not yet produced graduates but has been changed again by a political dynamic. Every time there is a change in the Minister of Education in Indonesia, there is always a change in the curriculum, so curriculum changes occur not because of pressure from the needs of the educational process but because of pressure from political interests. Education curriculum changes should not follow political dynamics, because too fast curriculum changes will confuse education providers. After all, they will not have a firm grip on planning, implementing, and evaluating learning.

Indonesia does not have an accreditation authority that sets standards or requirements for legal curriculum, more specifically the constitutional law curriculum. There are no legal associations in Indonesia that standardize the curriculum and evaluate the legal education system. Evaluation of the implementation of legal education in Indonesia is carried out by the National Accreditation Board for Higher Education, which has the burden of evaluating various study programs. There is no independent accreditation agency established by the legal science association to accredit the implementation of legal education. Meanwhile, irregularities in teaching materials and learning topics are directly related to the unclear authority of the curriculum, evaluation institutions, and monotonous learning methods that have been late to be developed by legal education providers in Indonesia. These four things are process factors that influence graduates in competing in the legal job market.

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The inhibiting factor for the quality of teaching constitutional law in Indonesia is in the learning process, not the learning input. The learning system implemented by the lecturers does not develop more innovative learning methods and materials to produce reliable graduates. They were late in reforming legal teaching methods and materials. In Indonesia, there is no authority to standardize the legal education process, which evaluates curriculum criteria, facilities and infrastructure, outcomes, and other criteria, so that it has an impact on the quality of graduates who are less able to compete with graduates from other countries. Evaluation of the implementation of legal education is only carried out by the National Accreditation Board which has a very broad scope of work and evaluates all kinds of educational programs. The impact is that the implementation of legal higher education cannot be evaluated properly so its graduates cannot adapt to the legal job market properly because the legal education process is not well organized and not standardized by appropriate authorities. Indonesia should have an independent accreditation agency that specifically evaluates legal education. The obstacles of quality learning in Indonesian constitutional law programs lay on the process rather than the inputs. The learning system does not apply innovative methods and learning materials to create capable graduates. The programs are trapped in the classical European tradition that focuses on lecture on legal doctrines and theories. Other than that, in Indonesia, there is no curriculum authority that regulates the learning materials and topics, and it create uncertainty of learning topics in constitutional law classes. Hence, the scholars cannot compete in the law job market because they are heavily trained with doctrines and theories and lack of legal practical trainings.

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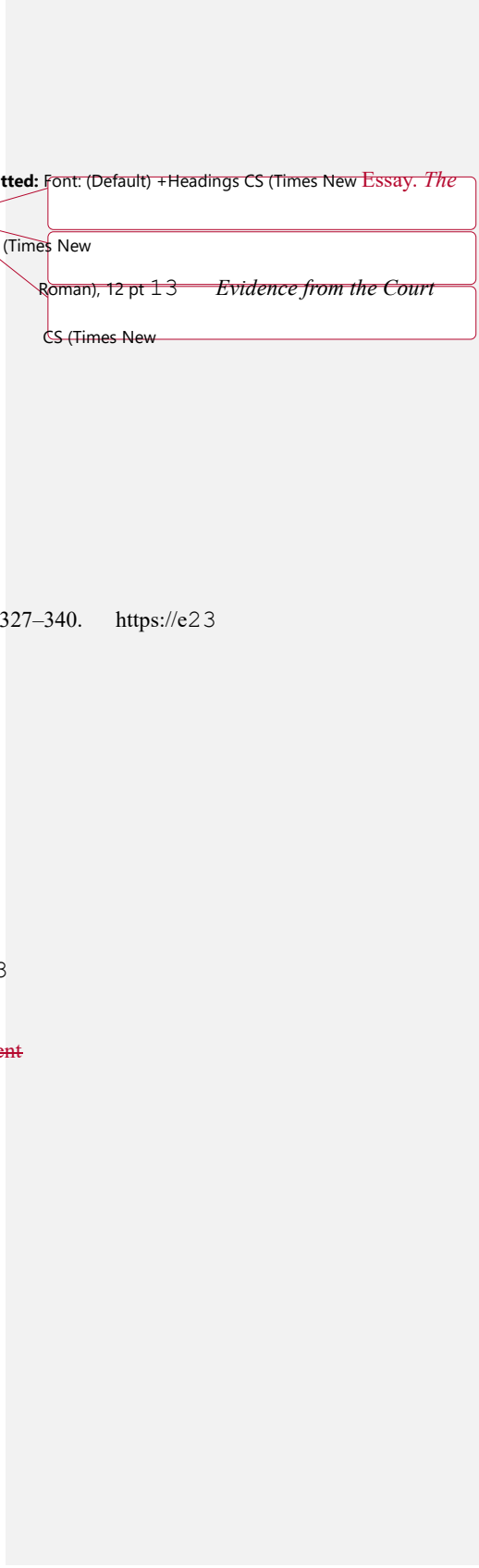
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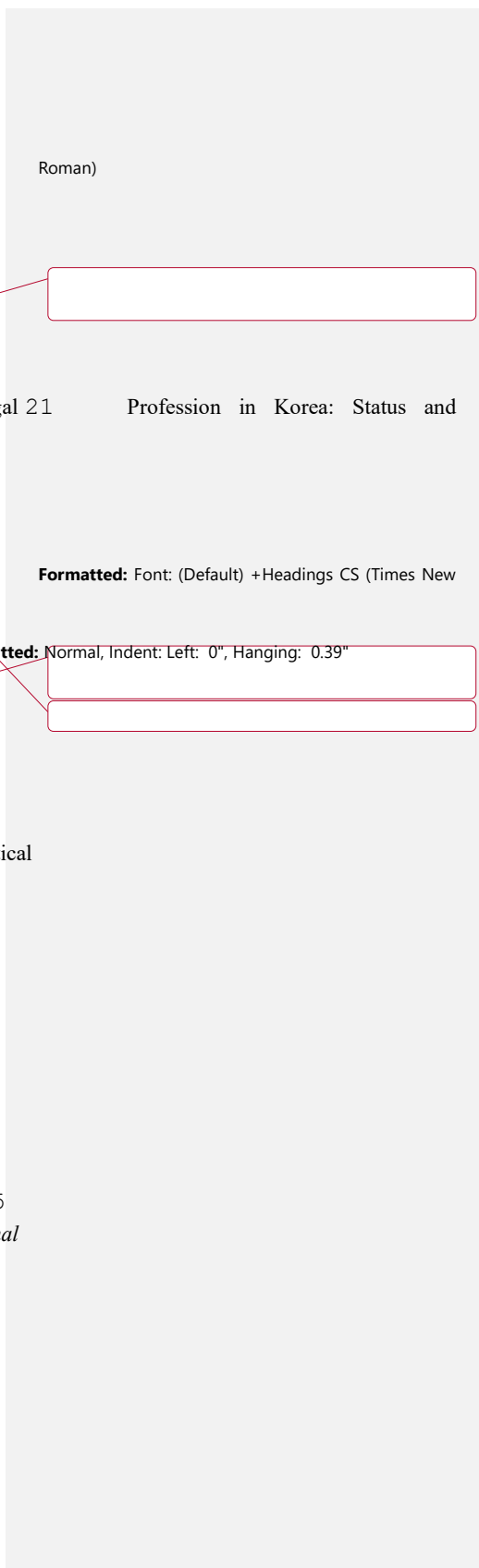
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