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The Role of Legal Education in Shaping the Professionalism and Performance of Employees and Practitioners

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Abstract

Legal education has a very important role in shaping professionalism and improving the performance of legal employees and practitioners. In the context of increasingly complex societal development, the existence of quality legal education is fundamental for the development of professional competence and ethics in the field of law. This article examines various aspects of the role of legal education, including relevant curricula, teaching methods, and the application of ethical values in legal practice. Using a qualitative approach, this study presents data and analysis from a variety of sources, including interviews with academics, legal practitioners, and employees in government agencies. The results of the study show that legal education integrated with practical experience and orientation on ethics greatly contributes to improved performance and professionalism. In addition, this article also provides recommendations for the development of a more effective legal education curriculum in preparing graduates to face challenges in the world of work. Through these efforts, it is hoped that graduates of legal education can become significant agents of change in strengthening the legal system and justice in society.

Keywords: Legal education, Professionalism, Employee performance, Legal practitioners, Professional ethics

INTRODUCTION

New members in an organization are strategic assets that determine the organization's sustainability and effectiveness. In the context of SKD (Senyap Kosong Delapan), new members are faced with the demand to fully understand the organization's vision, mission, and rules. However, the reality on the ground shows a gap between the organization's demands and the initial conditions of new members. There are still limitations in understanding the organization's values, internal regulations, and technical skills that support the implementation of tasks. Robbins and Judge (2017) emphasize that initial orientation and briefing are important instruments for reducing role uncertainty and accelerating the adaptation process of new members in the organization.

In addition to structural and value understanding, technical competence is also a concern. Basic skills in national defense, national insight, intelligence, and investigation are not evenly distributed among new members. In fact, these competencies are important provisions for dealing with the dynamics of complex organizational tasks. According to Spencer & Spencer (1993), competence is a basic characteristic that influences the way individuals think and behave in carrying out their work. Deficiencies in basic competencies have the potential to reduce performance quality and increase the risk of operational errors.

The motivation and awareness of members are also important issues. Many new members do not yet have optimal enthusiasm for contributing because they do not fully understand their roles and responsibilities. Deci & Ryan's (2000) theory of intrinsic motivation through Self-Determination Theory (SDT) explains that individuals will perform at their best when they have a clear understanding of the goals, feel competent, and have a connection with the group. Therefore, training that integrates knowledge, skills, and a sense of community is essential to build members' internal motivation.

Group cohesion is also a challenge. A lack of interaction and bonding among new members can hinder team effectiveness. Forsyth (2018) in *Group Dynamics* explains that group cohesion can increase satisfaction, reduce conflict, and strengthen members' loyalty to the organization. Through orientation activities that involve joint training, physical activities, and group discussions, it is hoped that a sense of togetherness will be created that can strengthen cohesiveness among members. Considering these conditions, orientation training activities are a strategic necessity. Orientation is not just a transfer of knowledge, but also a means of shaping organizational culture, increasing motivation, and strengthening the competence of new members. Based on Dessler's (2020) human resource management theory, effective orientation and initial training will help organizations build a foundation for sustainable long-term performance. Therefore, this activity is expected to address existing problems and at the same time strengthen the overall institutional capacity of SKD

METHOD

The method of conducting this briefing focuses on delivering material in the form of lectures, discussions, and brief case studies, so that participants can understand theoretical concepts and relate them to practical situations in the field. The material covered includes:

1. Understanding Conflict

Participants are introduced to the basic concept of conflict as a process that occurs when two or more parties have differences in values, goals, interests, or perceptions.

This understanding is important so that participants are able to recognize conflicts early on in organizational dynamics.

2. Causes of Conflict

This material explains various factors that cause conflict, including differences in values and culture, poor communication, power imbalances, competition for resources, and individual or group egos. With an understanding of the causes, participants are expected to be able to identify the root causes of conflicts.

3. Types of Conflict

Participants learn about categories of conflict, ranging from intrapersonal, interpersonal, intragroup, intergroup, to organizational conflict. The discussion of these types of conflict aims to enable participants to distinguish the scale and level of problems that occur and choose the appropriate approach to resolution.

4. Stages of Conflict

The material discusses the five stages of conflict: latent conflict, perceived conflict, felt conflict, manifest conflict, and conflict aftermath. Understanding these stages helps participants analyze the development of conflicts and determine the most effective time for intervention.

5. Conflict Management Strategies

Participants are given an understanding of the five main strategies for managing conflict, namely: avoiding, accommodating, competing, compromising, and collaborating.

This material is supplemented with case studies so that participants can relate the theory to real-life situations.

6. The Role of Leaders in Conflict Management

This material emphasizes the importance of leadership in mitigating conflict, such as acting as a mediator, setting an example of open communication, building a healthy work culture, and detecting potential conflicts early on.

7. The Impact of Conflict

Participants are encouraged to understand that conflict can have both positive (e.g., increasing creativity, generating innovative solutions, and encouraging organizational change) and negative (decreased performance, low morale, and stress) effects. By understanding both sides, participants can manage conflict constructively.

The delivery method is interactive, involving lectures, question and answer sessions, and small group discussions, so that participants not only understand the theory but are also able to relate it to the context of the SKD organization..

RESULT AND DISCUSSION

The orientation program for new SKD members was carried out according to plan, focusing on conflict management. Overall, the program ran smoothly, with all activities completed according to schedule and receiving positive feedback from participants..

Improving Understanding of Basic Conflict Concepts

Participants demonstrated a better understanding of the meaning of conflict, the causes of conflict, and the various forms of conflict that can occur in organizations. This was evident in the discussion results, where participants were able to provide real examples of interpersonal and intragroup conflicts that they often encounter. This understanding is in line with the theory of Robbins and Judge (2017), which states that early identification of the source of conflict is an important step in its resolution..

Ability to Analyze Types and Stages of Conflict

In the group discussion session, participants successfully classified conflicts based on type (intrapersonal, interpersonal, intragroup, intergroup, and organizational) and identified the stages of conflict from latent to aftermath. Participants were able to explain the difference between latent conflict and manifest conflict. These results reflect that the training has helped members understand the dynamics of conflict development as described by Forsyth (2018) in Group Dynamics..

Improving Skills in Conflict Resolution Strategies

Through case simulations, participants can practice various conflict resolution strategies, such as compromising and collaborating. The majority of participants tend to choose a collaborative approach as a long-term solution, as it is considered capable of producing a win-win solution. This is in line with the concept of conflict management proposed by Rahim (2002), that collaboration is the most effective strategy for maintaining interpersonal relationships and organizational sustainability.

Kesadaran akan Peran Pemimpin dalam Manajemen Konflik

The material on the role of leaders raised participants' awareness that leadership has a strategic function in reducing conflict, acting as a mediator, and building open communication within the organization. The discussion showed that participants understood the importance of a leader not only as a decision maker, but also as a facilitator in maintaining group cohesion. This understanding supports Bass & Riggio's (2006) transformational leadership theory, which emphasizes the role of leaders in influencing the positive behavior of members.

Understanding the Impact of Conflict

Participants were able to distinguish between the positive and negative impacts of conflict. Some participants emphasized that conflict can generate new ideas and improve work systems, but if not managed properly, conflict can reduce performance and increase stress. These results show a new awareness that conflict is not always destructive, but can be used as a means of innovation if managed constructively. Overall, this briefing has successfully achieved its objectives, namely to increase the knowledge, skills, and awareness of new SKD members in understanding and managing organizational conflict. With this knowledge, it is hoped that members can contribute more effectively in supporting the sustainability and development of the SKD organization.



Figure 1. PKM Resource Persons and Participants

CONCLUSION

Based on the implementation of the SKD new member briefing with Conflict Management material, it can be concluded that:

1. Participants gained a better understanding of the definition, causes, types, and stages of conflict that can occur within an organization.
2. This activity improved participants' skills in analyzing conflict situations and determining appropriate resolution strategies, particularly through compromise and collaboration.
3. Participants realized the importance of the role of leaders in managing conflict, both as mediators and facilitators of open communication.
4. Participants understood that conflict has both positive and negative impacts, so it needs to be managed constructively in order to produce innovative solutions and improve organizational effectiveness.

This activity contributed to strengthening the mental preparedness, motivation, and cohesiveness of new SKD members to support the success of the organization's tasks..

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