



Research Article

© 2022 Hamsir et al.

This is an open access article licensed under the Creative Commons Attribution-NonCommercial 4.0 International License (<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 30 August 2022 / Accepted: 21 October 2022 / Published: 5 November 2022

Perceptions of Prospective Advocates Attaining Legal Education During the Covid-19 Pandemic

Hamsir^{1*}

Nurlaelah²

Ahkam Jayadi³

Muhammad Ikram Nur Fuady⁴

^{1,3,4}Universitas Islam Negeri Alauddin Makassar,
Jl. H.M. Yasin Limpo No. 36,
Gowa, Indonesia

²Universitas Muslim Indonesia,
Jl. Urip Sumoharjo Km. 10,
Makassar, Indonesia

*Corresponding Author

DOI: <https://doi.org/10.36941/ajis-2022-0153>

Abstract

Advocates are one of the elements of law enforcement that are crucially needed by justice seekers; hence, a good legal education is needed. Then, how is the advocate education process during the COVID-19 pandemic? This study will reveal the perspectives of prospective advocates in participating in the Special Advocate Profession Education (PKPA) during a pandemic about how their motivations, reasons, and experiences continue to follow the education process under the shadow of the coronavirus that still exists. This qualitative research was conducted on 40 prospective advocates who participated in the 12th PKPA Batch in 2021. The data were obtained by conducting in-depth interviews with each PKPA participant and recording them. Furthermore, audio analysis was conducted to maintain the validity of the data. The findings showed that a strong passion for becoming an advocate is their ambition, and the legality of PKPA organizers and the application of health protocols are the reasons for prospective advocates to continue their education during a pandemic. Another finding was the experience of PKPA participants who considered that new adaptations were needed, and feelings of limited and technical obstacles were barriers that had to be further corrected in the implementation of advocate education. The implications of this research are to provide constructive advice for advocate education providers in implementing PKPA well during the pandemic and provide more attractiveness to prospective participants to participate in PKPA comfortably and safely.

Keywords: Advocate, Advocate professional education, COVID-19, PKPA, Prospective advocates

1. Introduction

Advocates are professionals that are important in law enforcement (Nuna et al., 2020). An advocate has to provide a defense to his client accused of having committed a criminal act (Journal, 2020). The

defense must be conducted professionally and not discriminatory because everyone has the same rights in the eyes of the law; this ensure the fairness of the system and mandated by the due process of law (Goodnight, 2009). Of course, great advocates are born from a good recruitment system, starting from the existing curriculum and educational process (van Rossum, 2018).

Many great advocates have succeeded in making a significant impact on society and their country, such as Barack Obama, the 44th president of the United States, who was a lawyer (School, 2017) and Hillary Clinton, who ran for the 2008 American presidential election who has a track record as an advocate (Caroli, 2021). It can be seen from the long and rigorous education process for American advocates to become official advocates for court proceedings (Chicosky, 2015).

Globally, the role of advocates has its focus, such as private law, criminal law, and corporate law, which are under the auspices and supervision of advocate organizations in their country (Hakim, 2017). Meanwhile, in the Indonesian context, the output of a legal education is still general wherein there is no limit for an advocate to handle cases as they want. As a result, an advocate can take criminal, civil, and state administration issues that are packaged in the context of legal science (Pangaribuan, 2018).

Advocate organizations in Indonesia are also still divided into 11 organizations, such as the Indonesian Advocates Association (PERADI), the Indonesian Advocates Club, and the Indonesian Lawyer Community, with a standard code of ethics that has been included in the Public Law Number 18 of 2003 concerning advocates (Bizlawnews.id, 2017). Due to many advocacy organizations, advocates have no standard output because all advocate organizations can conduct the recruitment (Mustakim, 2020).

Advocate education in Indonesia is still relatively short. A law graduate with a capital of 4 years studying at a university can take an advocate education called the Advocate Profession Special Education (PKPA) for 3 months held by each advocate organization (Achmad, 2016). One of the organizations that have the majority influence is the PERADI that has pooled connections in all universities in Indonesia, including the Alauddin Makassar State Islamic University in central Indonesia (JN, 2014).

The number of existing advocates is still deemed not enough to address the need for legal access for Indonesia's 270 million citizens (Emont, 2020). It is evidenced by the fact that many justice seekers are still unable to access the law, especially those in remote areas (Raharjo et al., 2016). The need for advocates, that is still unequal, can be described with a ratio of 1:6,877 for South Sulawesi Province and 1:49,892 for West Java Province based on data in 2016 (Yasin, 2016). It illustrates that every lawyer must deal with thousands of justice seekers to achieve equitable access to the law.

The implementation of professional legal education is also often used as a business area by the organizers (Amr, 2005). It is due to some funds when registering at the beginning. This payment is mandatory to fulfill the education implementation process. Therefore, indirectly, every existing advocate organization competes with each other to attract law graduates to participate in the PKPA it organizes (Utomo, 2018).

Furthermore, how are the conditions for recruiting lawyers during the COVID-19 pandemic? This question was answered by implementing a hybrid PKPA, a combination of offline and online learning, from mid-2020 until now, even though the number of COVID-19 cases was still very high (Online, 2020). However, various public responses in responding to the coronavirus also need to be anticipated that some people still think that the coronavirus is a conspiracy and fake news (Grimes, 2021).

The latest research shows that all daily activities, such as offices, companies, and all types of businesses, are hampered in performing daily activities during the COVID-19 pandemic (Park et al., 2021). Meanwhile, crime still overshadows society, as what happened in China, where cybercrime has increased, whereas conventional crime has decreased, but this still shows that the crime rate is still there, even during the COVID-19 pandemic (Chen et al., 2021). Therefore, the pandemic is not an excuse not to advocate education to produce reliable law enforcers.

Another exciting thing is how the perspective of prospective advocates who follow PKPA during

the pandemic. The purpose of this perspective is the reasons that encourage law scholars to continue to register and attend advocate education even though the pandemic still exists. We can imagine that when the number of positive people for COVID-19 continues to soar in 2020 and 2021, people should stay at home all the time unless there is something important to do outside the home. However, the implementation of PKPA with hybrid implementation innovations between online and offline and fully online is a breakthrough in the history of implementing advocate education.

The implementation of online advocate education has received various responses from the public. In the legal field, educators can provide learning through innovative methods, such as using an online platform called Padlet conducted by a professor in the United States, which has been proven to effectively provide good learning in a pandemic situation (Prabhat, 2022). Another good response also came from Spain, where the training process for lawyers and employees at lawyers' offices was also successfully conducted online, despite many challenges at first, such as concerns about the ability to capture the material by participants and the quality of the internet network (Kuchma, 2021). The results of other studies also show that online learning provides difficulties for teachers and students at the beginning, but they can adapt quickly and well so that in the end, the learning process can run effectively (Almendingen et al., 2021).

Several studies show that most residents are afraid to do activities outside the home, especially with the lockdown policy (Fristedt et al., 2021). It also applies to the implementation of Restrictions on Community Activities in Indonesia (Muhyiddin, M., & Nugroho, 2021). This research is critical because this study will explore and deepen the perspective of law graduates in attending advocate education even in the conditions of the COVID-19 pandemic. When compared to normal conditions, what effect will the coronavirus pandemic have on advocate education participants from their perspective? The new thing from this research is how COVID-19 provides broad social changes, especially from the perspective of prospective advocates in attending advocate education. This is deemed necessary to be studied as consideration for advocate education providers so that the educational process runs smoothly and effectively. Therefore, this research will focus on the perspective of prospective advocates in participating in the PKPA during the COVID-19 pandemic and how their experiences with the education process are provided.

The questions that will be the primary key in this research are as why do prospective advocates want to join PKPA during the COVID-19 pandemic and what is the experience of PKPA participants as potential advocates following the educational process during the COVID-19 pandemic?

2. Literature Review

Online learning is something new in the implementation of advocate education in Indonesia. The traditional learning system that has been conducted for a long time has taken root for students and teachers when in the learning process. Therefore, the COVID-19 pandemic has forced the curriculum, education system, students, and teachers to change giving and receiving lessons drastically. Quick adaptation is demanded by all schools, students, and teachers, including advocate education providers. Recent research shows indications of positive changes for students in classroom mathematics lessons conducted in China in 2018. This research shows that when the adaptation of changes in offline to online learning can be conducted well by schools, in this case, the curriculum and teachers, students will be able to adapt well (Zhang et al., 2018). This describes the relationship between the adaptability of schools and teachers to students, so it is also essential to know the positive changes in the advocate education process (Zhang et al., 2018).

In addition, COVID-19 has brought about significant changes to the physical and mental conditions of the community. A study in South Korea showed that a significant decline in physical and mental conditions occurred in adults during the pandemic (Park et al., 2021). Lifestyle, mental health, quality of life, and education are the most affected aspects. It is possible that this finding can also occur in the PKPA advocate education process undertaken by prospective advocates in Indonesia. Therefore, it is essential to do a further study through this research.

The pandemic era has resulted in making online education an integral part of legal education. When conducting group discussions or dialogs, it would be better if all students were in the same room, but due to the pandemic this was not possible. Research conducted by Devhiany Prabhat shows that using online learning platforms, such as Zoom, Google Meet, Padlet, and the like, can maintain the atmosphere of online discussion rooms well maintained in legal sector classes. This is also a reference for researchers to find out how the learning process for prospective advocates takes part in advocate education during a pandemic (Prabhat, 2022).

The influence of PKPA advocate education providers is also a determining aspect, such as the experience that illustrates credibility and professionalism (Harisman et al., 2019). This is following the results of the study that the experience and professionalism of teachers affect the motivation and responses of students. Online learning is not a reason to delay learning; therefore, teachers' professionalism and experience during a pandemic are also required for a good understanding of students.

Understanding the perspective of students was a fundamental thing during the COVID-19 pandemic. The learning system will run well with a harmonious understanding between students and teachers. Research on this matter has shown several challenges, such as lack of social interaction, being alone in their studies, unfit housing situations for home office purposes, insufficient data bandwidth, and reduced motivation and effort. Therefore, research on the perspectives of prospective advocates in following the advocate education process is also urgent (Almendingen et al., 2021).

3. Research Methods

This is a qualitative research (Aspers & Corte, 2019). This method can provide a comprehensive understanding of the participant's perspective on the object of research (Elo et al., 2014). Then, the data were obtained using in-depth interviews with each participant for 60–90 min (Minikel-Lacocque, 2018). The in-depth interviews given are open to trigger participants' motivation in answering questions with the question words "How" and "Why," which are questions of Higher-Order Thinking Skills to obtain valid data (Sagala & Andriani, 2019). As for the interviews, we also recorded and then performed audio analysis by listening to the results of the interviews (Pawar et al., 2020).

3.1 Participants

Participants in this study were law graduates who attended the PKPA, with as many as 40 people. The sample was obtained using purposive sampling to make it easier for participants to provide information by knowing the aims and objectives of this study first (Palinkas et al., 2015). This study divided participants into several categories, such as age, gender, and campus origin (Taherdoost, 2016). The age category is conducted to determine the age group that is enthusiastic about participating in PKPA during the pandemic (Pickering, 2017). Likewise, with the origin of the participating universities to provide participants with diversity to increase the validity of the data obtained (Patricia Aguilera-Hermida, 2020). Next, is the gender category, where the researcher divides the participants equally into 50:50 between men and women (Belingheri et al., 2021).

Furthermore, researchers have conducted in-depth interviews with participants, which can be seen in Table 1.

Table 1: Profile of the participants

Participant code	Age (years)	Gender	University
ACo1	25	Male	A
ACo2	24	Male	A
ACo3	25	Male	A
ACo4	27	Male	B

Participant code	Age (years)	Gender	University
AC05	24	Male	C
AC06	25	Male	D
AC07	28	Male	A
AC08	31	Male	A
AC09	30	Male	B
AC10	28	Male	C
AC11	32	Male	D
AC12	27	Male	A
AC13	28	Male	B
AC14	28	Male	B
AC15	27	Male	B
AC16	27	Male	C
AC17	26	Male	B
AC18	25	Male	D
AC19	24	Male	A
AC20	29	Male	A
AC21	34	Female	A
AC22	27	Female	A
AC23	25	Female	B
AC24	25	Female	B
AC25	25	Female	B
AC26	27	Female	C
AC27	27	Female	D
AC28	28	Female	C
AC29	26	Female	C
AC30	26	Female	C
AC31	31	Female	D
AC32	29	Female	A
AC33	27	Female	B
AC34	32	Female	D
AC35	28	Female	B
AC36	27	Female	A
AC37	26	Female	A
AC38	26	Female	A
AC39	26	Female	A
AC40	25	Female	C

Data collection on this sample was performed when the 12th PKPA was implemented at the Alauddin Makassar State Islamic University, located in central Indonesia (Alauddin, 2019). The process used the Indonesian language as the mother language of the participants. The PKPA committee is also an official partner of the PERADI, officially credited to advocate education and recruitment (Peradi, 2021). The participant data used are the young age of a law graduate, which is from 24 to 32 years. At the same time, the origin of the participants' universities is from four domestic universities in Indonesia.

4. Results and Discussions

4.1 Reasons for Prospective Advocates to Join PKPA During the COVID-19 Pandemic

The learner's perspective is vital in the learning process (Almendingen et al., 2021). Therefore, the research conducted by researchers on prospective advocates who are participants in advocate education or PKPA shows the reasons for prospective advocates to join PKPA during the COVID-19

pandemic. These reasons can be categorized into three categories: a strong desire to become an advocate, requirements to become an advocate, and PKPA that implements a health protocol. The following is an explanation of each category of reasons.

4.1.1 Strong Desire to Become an Advocate

This finding is inversely proportional to students' low motivation to participate in online learning (Almendinger et al., 2021). On the other hand, prospective advocates who participate in PKPA education feel very motivated to participate in education. From the results of in-depth interviews with the participants, researchers found that 35 prospective advocates gave responses, such as the following:

"Following the Advocate Profession Special Training or PKPA was my dream before becoming a real advocate. Even during the COVID-19 pandemic, I will continue to follow PKPA to deepen my basic knowledge before becoming an advocate and because it is one of the requirements that must be passed if I want to become a lawyer."

Meanwhile, five prospective advocates also expressed their reasons for joining PKPA during the COVID-19 pandemic with the sentence:

"I want to be a good advocate who is not easily influenced by bribery and corruption. Therefore, participating in PKPA is an obligation to avoid future crimes."

In addition, the researcher asked how the participants responded to PKPA. Then, what does PKPA mean to them by comparing PKPA, conducted before and during the COVID-19 pandemic? Here are the participants' answers.

"The COVID-19 pandemic situation is not an excuse for prospective advocates not to join PKPA. What if someone is deprived of their rights during a pandemic? Therefore, justice must be served, and there is no need to wait for the COVID-19 pandemic to end."

On the other hand, some participants initially did not want to join PKPA during the COVID-19 pandemic, but prospective advocates can safely attend education after learning that PKPA activities will be implemented using strict health protocols. Here is the response.

"The COVID-19 pandemic is a real thing. There have been many victims in various areas. At first, I wanted to postpone joining PKPA until the COVID-19 pandemic was over. However, after hearing that the PKPA committee carried it out with a strict health protocol and the committee had been given a vaccine, I changed my mind."

Based on most answers from these participants, we can see how important PKPA is for prospective advocates. Participants who are also potential advocates appear to consider the importance of PKPA as a step that should be passed to become an advocate. It described in the response that an advocate is the dream of the participants. Furthermore, this dream can be achieved only by studying law well and following PKPA. Although prospective advocates are law graduates, they also consider that the knowledge gained in college is still lacking, so they must be equipped with special education for advocates.

Meanwhile, special education for advocates can only be followed if they have completed law school and are only conducted by specific organizers. Participants also said that they found it challenging to participate in PKPA in other areas far from where they live, so participants waited to participate in PKPA in their area, as was done at Alauddin State Islamic University Makassar for the South Sulawesi Province.

Furthermore, prospective advocates view PKPA as a tool to protect themselves from deviant

behavior, such as corruption and accepting bribes. Participants also learned that many advocates commit crimes by accepting bribes from clients and doing whatever it takes to win. Participants saw that several senior advocates were willing to turn black into white or also known as defending those who paid, so that participants saw PKPA as an absolute thing to follow to find a way to protect themselves from the temptation of money. However, no research shows that following PKPA will guarantee to avoid deviant acts when performing their duties.

In addition, another finding is that the participants' strong desire or enthusiasm illustrates that participants have high integrity. This integrity can be seen from the response that PKPA is a long-coveted dream. Furthermore, using PKPA as a personal protective tool from deviant acts to become an honest advocate is a clear indicator to see the integrity of the participants, who are also potential advocates.

So, what about the COVID-19 pandemic? The results showed that most or 60% of the participants did not care about COVID-19 as an infectious outbreak. However, participants still wore masks and used hand sanitizers to maintain cleanliness and avoid various diseases to remain enthusiastic about participating in PKPA, either in person or online.

In contrast, the other 40% of the participants responded that they would not participate in PKPA during the pandemic; however, participants changed their minds after knowing that the committee would run PKPA directly but using strict health protocols, such as limiting the number of participants, spacing each participant, providing masks and washing hands, and reducing the education time. The participants were very grateful that they could still participate in PKPA because it would take an uncertain time about when the next PKPA would be implemented.

The exciting thing is that participants do not care about the results obtained if they participate in PKPA during the COVID-19 pandemic. It is known that PKPA will be implemented by providing a strict learning curriculum with a particular time until the final assessment. Consequently, prospective advocates will get a certificate as proof of having passed the PKPA.

4.1.2 Legality of Organizer

These results refer to the effect of professionalism and credibility of PKPA advocate education providers as well as the influence of teacher experience and professionalism on a good learning process (Harisman et al., 2019). The following finding is that there is a reason for prospective advocates to join PKPA during the COVID-19 pandemic, which is why PKPA organizers. In the Indonesian context, the association of advocates is still fragmented into several groups. This situation came from the lack of certainty in the union recognized by the State. As a result, many independent groups of advocates then implement their version of PKPA, whose quality is not guaranteed. The impact is that the output of advocates is of low quality, which is feared to be detrimental to the community.

Data obtained from respondents found that 80% of the respondents were very serious about participating in PKPA and 75% acknowledged that the organizers were the main aspect of respondents continuing to follow PKPA during the COVID-19 pandemic. The following is a direct statement from one of the respondents who stated:

"I aspire to be a great advocate; therefore, I have to attend training in an official place that is recognized nationally. One of the great organizers is PKPA, conducted by the Alauddin Makassar State Islamic University in collaboration with the Indonesian Advocates Association (PERADI), which is also the largest group of advocates in Indonesia."

Based on the previous statement, we can see that the legality of the organizers is an essential thing that prospective advocates consider. In addition, the organizer factor is caused by the quality provided by the organizers, starting from the presenters, the curriculum provided, and the presence of additional facilities, such as case studies and the provision of practice questions to take the

advocate exam. This is in line with the statement given by the respondent as follows:

“Following PKPA, even during a pandemic, should not reduce the quality of the presenters, curriculum, and other facilities provided by the organizers. A large number of organizers makes prospective advocates make a rigorous effort to choose a place to receive an education.”

The statement above is obtained in the results of interviews with 90% of the respondents. It illustrates how the organizer factor becomes very important, which is also related to legality and quality.

4.1.3 Implementation of Health Protocol

In line with the theory and research results, a good adaptation from the school will positively influence the adaptation of students (Zhang et al., 2018). Therefore, the fast and precise movement of advocate education providers by implementing health protocols is one of the determinants of the willingness of prospective advocates to participate in the education process. Even though at first, the COVID-19 pandemic has made prospective advocates think again about joining PKPA. It is reasonable considering that the coronavirus is a source of disease whose cure has not yet been found.

Based on the data obtained from the interview, we found that 100% of the respondents were afraid of the coronavirus and did not want to join PKPA. However, this perspective changed after the organizers said that PKPA would run in a hybrid manner, online and offline simultaneously. Meanwhile, online PKPA is conducted with strict supervision of implementing health protocols, namely, 5M (washing hands, wearing masks, maintaining distance, avoiding crowds, and reducing mobility) as directed by the local government.

The perspective of prospective advocates on using health protocols in performing PKPA can be seen in Table 2.

Table 2: Changes in the perspective of prospective advocates on the use of health protocols

	Before implementation of health protocols	After implementation of health protocols
Respondent's perspective to join PKPA	Not willing	Ready
Percentage	100%	100%

Changes that exist in respondents show the magnitude of the effect of using health protocols. It also shows that prospective advocates participating in PKPA are more likely to maintain health by using health protocols during the COVID-19 pandemic.

4.2 Experience of Prospective Advocates Participating in PKPA During the COVID-19 Pandemic

The research results on the experience of prospective advocates in participating in the PKPA educational process are in line with previous findings on the adaptation period and some of the obstacles faced in online learning during the pandemic (Zhang et al., 2018; Almendingen et al., 2021). The difference is that there are no obstacles, such as feeling unfit due to studying from home, and the motivation that falls on prospective advocates during the PKPA education period.

4.2.1 New Adaption

The condition of PKPA online and offline makes participants who are also prospective advocates try harder in the process. The latest findings show the perspective of prospective advocates who remain optimistic by diligently studying new rules in joining PKPA. As many as 80% of the respondents said

that they must adapt to the atmosphere and rules during the pandemic. In contrast, the remaining 20% stated that it was mediocre. The following is the respondent's statement:

"PKPA during the COVID-19 pandemic presented its challenges for us, so we were obliged to adapt. We understand and try to follow the existing rules of the game, all for our common good while waiting for this coronavirus outbreak to subside."

Meanwhile, the statements of respondents regarding PKPA during this pandemic are mediocre, saying:

"There is no significant effect for me, the PKPA participants during this pandemic. The implementation of health protocols is crucial, but for me, I have predicted all of this, so it is normal."

The respondents claimed to have tried to adapt as best they could, from washing hands with soap and checking body temperature before entering the room. Furthermore, wearing masks during education, including during listening to the material and discussion. In addition, the distance between participants has been set at least 1.5 m, whereas the number of participants is limited to only 50% of the total room capacity. Therefore, participants who select PKPA online can participate in activities through the Zoom meeting platform provided by the organizer. Lastly and most importantly, there is no physical contact between the organizing committee and the participants.

4.2.2 Feel not Free

Changes in PKPA during the pandemic also harm the participants, prospective advocates, one of which is the feeling of not being free. The interview results showed several causal factors that were the reasons why the participants felt not free, which can be seen in Table 3.

Table 3: The reason PKPA participants during the COVID-19 pandemic feel not free

No.	Indicator	Reasons	Percentage (%)
1	Limited movement space	Respondents considered that online and offline PKPA limited the interaction of participants with other participants to be more active in discussing and solving case examples, so it took a long time to find solutions.	40
2	Feeling watched	Participants who are also prospective advocates tend to feel that they are always monitored for every move. For example, permission to go to the toilet and masks are always monitored.	70

The data in Table 3 show that 40% of the respondents feel that health protocol rules limit their space for movement during a pandemic. It can be seen from the difficulty of active interaction between participants in solving an example case and the discussion process. Meanwhile, 70% of the respondents also felt that they were not accessible due to being watched. The feelings came from the organizers and the existing rules. For example, when going to the toilet, participants must notify the organizing committee to be given permission and when permission to leave the room. The researcher saw that this happened more to the psychological conditions of the participants affected by the new adaptation to the new rules during the COVID-19 pandemic.

4.2.3 Technical Problems

Technical constraints are also one of the many experiences experienced by prospective advocates when participating in PKPA during the COVID-19 pandemic. This technical obstacle consists of several types that researchers divide into several parts: unstable internet speed and low internet

quality. The interviews with respondents showed that most of the respondents experienced technical problems, which can be seen in Figure 1.

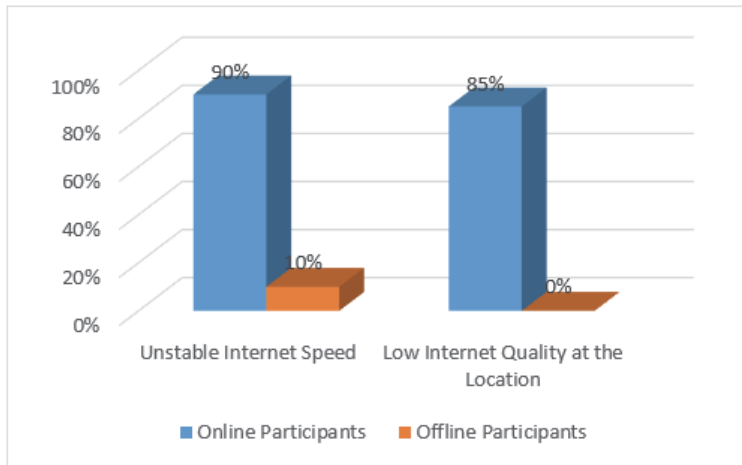


Figure 1: Technical constraints during PKPA in the pandemic situation

Based on the data obtained, as many as 18 respondents or 90% of the total participants who participated in PKPA online had problems with varying internet speeds. In offline PKPA participants, only two respondents experienced the same problem. This obstacle emphasizes the speed of opening the browser and the Zoom meeting that is used to be slow and disjointed. Participants will leave and enter the PKPA learning process, which can disturb other participants as well. Seeing this fact, the researcher can say that internet speed dramatically affects the smooth operation of PKPA activities. This internet speed is very dependent on the type of internet provider used, considering the many types of internet providers available, ranging from the cheapest to the highest prices. Of course, this also affects the facilities provided. Furthermore, the different backgrounds of prospective advocates significantly affect the ability of internet shopping, so that the internet speed of each PKPA participant is different. In the end, this internet speed constraint will harm PKPA participants who are also prospective advocates in the learning process.

On the other hand, the constraint of the low quality of the internet at the location emphasizes the participants' location when participating in the PKPA process. Researchers found that as many as 17 participants or 85% of the online PKPA participants experienced this problem. Meanwhile, offline PKPA participants who directly participated in PKPA activities did not experience internet quality problems. Researchers found that online PKPA participants who participated in PKPA from their homes were in different places. Furthermore, the 17 online participants conducted PKPA in their village, an area outside the city that is more than 30 km from Makassar City as the center of the provincial capital, where internet coverage is still lacking. In comparison, the other three online participants did not experience this problem because they were in a city with good internet quality. Meanwhile, PKPA participants who took part offline did not experience any problems related to network quality because the organizing committee had prepared good internet quality and was located in the city. This allows researchers to see that the speed, quality of the internet users, and internet coverage at the location of participants participating in PKPA play a vital role in the PKPA education process during the COVID-19 pandemic with online and offline implementation.

5. Conclusion

The COVID-19 pandemic has affected the perspective of prospective advocates who follow the advocate education process. The change in the implementation scheme for the PKPA from offline to online has made legal scholars be extra cautious due to the implementation of strict health protocols and the terror of the pandemic. The results showed that PKPA participants who were law graduates and prospective advocates continued to participate in the PKPA event during the pandemic due to the strong encouragement of their idealism to become great lawyers. Solid hopes and desires and the profession of a lawyer, a promising profession, are the main reasons for their motivation. Next is the legality and credibility of PKPA organizers, namely, the large and small influence of the advocate union organization that organizes PKPA. Most prospective advocates admit that the advocate organization is a bridge to move forward smoothly in the future. Therefore, having an advocate education must also look at the legitimacy and capabilities of the organizers. Another influential factor is the implementation of health protocols by PKPA organizers. The pandemic period causes the potential for infection to continue to exist; therefore, prospective advocates tend to select organizers who implement health protocols.

The perspective of prospective advocates regarding the experience of participating in professional advocate education during a pandemic is that they admit that they have to make different new adaptations, such as using the Zoom meeting online platform, using masks, and having a certain distance between each participant and the organizing committee. Furthermore, the participants felt that they were not accessible, namely, the stiff atmosphere due to the distance between the seats and the use of masks made it difficult for participants to communicate more actively, both in the learning process and in the discussion process outside of class hours. Lastly, technical constraints, such as a weak internet network, from both the organizing committee and the participants, are a problem, especially for participants who participate in the online PKPA process, and the impact of the learning process is less effective.

References

- Achmad, D. (2016). Peranan Mahasiswa Fakultas Hukum Sebagai Pelaksana Bantuan Hukum (Legal Aid) Kepada Masyarakat. *FIAT JUSTITIA: Jurnal Ilmu Hukum*, 9(1), 17–32. <https://doi.org/10.25041/fiatjustisia.v9n01.585>
- Alauddin, U. (2019). *Sejarah Perkembangan UIN Alauddin Makassar (History of the Development of UIN Alauddin Makassar)*. UIN Alauddin Makassar. <https://uin-alauddin.ac.id/profil/sejarah-perkembangan>
- Almendingen, K., Morseth, M. S., Gjølstad, E., Brevik, A., & Torris, C. (2021). Student's experiences with online teaching following COVID-19 lockdown: A mixed methods explorative study. *PLOS ONE*, 16(8), e0250378. <https://doi.org/10.1371/journal.pone.0250378>
- Amr. (2005). *Siapa Mendulang Untung dari Bisnis PKPA? (Who Gains Profit from PKPA Business?)*. Hukumonline.Com. <https://www.hukumonline.com/berita/baca/hol13104/siapa-mendulang-untung-dari-bisnis-pkpa>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Belingeri, P., Chiarello, F., Fronzetti Colladon, A., & Rovelli, P. (2021). Twenty years of gender equality research: A scoping review based on a new semantic indicator. *PLOS ONE*, 16(9), e0256474. <https://doi.org/10.1371/journal.pone.0256474>
- Bizlawnews.id. (2017). *11 Organisasi Advokat Sepakat Bentuk Kode Etik dan Dewan Kehormatan Advokat Bersama (11 Advocate Organizations Agree to Form a Code of Ethics and a Joint Advocates Honorary Council)*. Kongres Advokat Indonesia. <https://www.kai.or.id/dpp-kai/10349/11-organisasi-advokat-sepakat-bentuk-kode-etik-dan-dewan-kehormatan-advokat-bersama.html>
- Caroli, B. B. (2021). *Hillary Clinton, United States senator, first lady, and secretary of state*. Britannica. <https://www.britannica.com/biography/Hillary-Clinton>
- Chen, P., Kurland, J., Piquero, A., & Borrión, H. (2021). Measuring the impact of the COVID-19 lockdown on crime in a medium-sized city in China. *Journal of Experimental Criminology*. <https://doi.org/10.1007/s11292-021-09486-7>

- Chicosky, C. L. (2015). Restructuring the Modern Education System in the United States: a Look At the Value of Compulsory Education Laws. *Brigham Young University Education & Law Journal*, 2015(1), 1-75. <http://search.ebscohost.com/login.aspx?direct=true&db=agh&AN=101914474&site=ehost-live>
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative Content Analysis: A Focus on Trustworthiness. *SAGE Open*, 4(1), 2158244014522633. <https://doi.org/10.1177/2158244014522633>
- Emont, J. (2020). *Indonesia Has 270 Million People—and One of the World's Lowest Covid-19 Testing Rates*. The Wall Street Journal. <https://www.wsj.com/articles/indonesia-has-270-million-peopleand-one-of-the-worlds-lowest-covid-19-testing-rates-11602154803>
- Fristedt, S., Carlsson, G., Kylén, M., Jonsson, O., & Granbom, M. (2021). Changes in daily life and wellbeing in adults, 70 years and older, in the beginning of the COVID-19 pandemic. *Scandinavian Journal of Occupational Therapy*, 1-11. <https://doi.org/10.1080/11038128.2021.1933171>
- Goodnight, G. T. (2009). The Duties of Advocacy: Argumentation Under Conditions of Disparity, Asymmetry, and Difference. In G. B. (Ed.), *Pondering on Problems of Argumentation*, vol 14. Springer, Dordrecht (Pondering). https://doi.org/https://doi.org/10.1007/978-1-4020-9165-0_19
- Grimes, D. R. (2021). Medical disinformation and the unviable nature of COVID-19 conspiracy theories. *PLOS ONE*, 16(3), e0245900. <https://doi.org/10.1371/journal.pone.0245900>
- Hakim, L. (2017). *Specialty Focus Gives Niche Law Firms a Winning Edge*. Insight Thomsonreuters Australia. <https://insight.thomsonreuters.com.au/legal/posts/rise-of-specialty-law-firms>
- Harisman, Y., Kusumah, Y. S., Kusnandi, K., & Noto, M. S. (2019). the Teachers' Experience Background and Their Professionalism. *Infinity Journal*, 8(2), 129. <https://doi.org/10.22460/infinity.v8i2.p129-142>
- JN, A. (2014). *Bersatulah Advokat Indonesia Menuju Profesi Kian Berkualitas (Unite Indonesian Advocates Towards More Quality Professions)*. Nusantara Explorer (Nusae). <https://kliknusae.com/2021/04/bersatulah-advokat-indonesia-menuju-profesi-kian-berkualitas/>
- Journal, T. @Law T. (2020). *Duties of Advocates Towards Client*. Lawtimesjournal.in. <https://lawtimesjournal.in/duties-of-advocates-towards-client/>
- Kuchma, O. L. (2021). Effect of the pandemic in the training of the lawyer and lawyer employment. *Eduweb*, 15(2), 141-151. <https://doi.org/10.46502/issn.1856-7576/2021.15.02.12>
- Minikel-Lacocque, J. (2018). The Affect-Responsive Interview and In-Depth Interviewing: What We Can Learn From Therapy Research. *Qualitative Inquiry*, 25(9-10), 1039-1046. <https://doi.org/10.1177/1077800418792941>
- Muhyiddin, M., & Nugroho, H. (2021). A Year of Covid-19: A Long Road to Recovery and Acceleration of Indonesia's Developmen. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 5(1)(1), 1-19. <https://doi.org/10.36574/jpp.v5i1>
- Mustakim. (2020). Pengaturan Pendididkan Profesi Advokat di Indonesia (Advocate Professional Education Arrangements in Indonesia). *ADHAPER: Jurnal Hukum Acara Perdata*, 6(2). <https://doi.org/10.36913/jhaper.v6i2.136>
- Nuna, M., Kodai, D. A., & Moonti, R. M. (2020). Code of Ethics and the Role of Advocates in Providing Legal Aid to the Poor. *Indonesian Journal of Advocacy and Legal Services*, 1(2), 259-274. <https://doi.org/10.15294/ija.lsvi.35986>
- Online, T. H. (2020). *Gelar PKPA Online dan Offline Batch Terakhir 2020, Ini Keuntungannya (Last Batch of 2020 Online and Offline PKPA Degrees, Here are the Benefits)*. Hukumonline.Com. <https://www.hukumonline.com/berita/baca/lt5f9a98d7aaa5f/hukumonline-gelar-pkpa-online-batch-terakhir-2020--ini-keuntungann ya/>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. <https://doi.org/10.1007/s10488-013-0528-y>
- Pangaribuan, L. M. P. (2018). *Penegakan Etika bagi Advokat (Enforcement of Ethics for Advocates)*. <https://www.peradi.co/media/file/artikel/penegakan-etika-bagi-advokat.pdf>
- Park, K.-H., Kim, A.-R., Yang, M.-A., Lim, S.-J., & Park, J.-H. (2021). Impact of the COVID-19 pandemic on the lifestyle, mental health, and quality of life of adults in South Korea. *PLOS ONE*, 16(2), e0247970. <https://doi.org/10.1371/journal.pone.0247970>
- Patricia Aguilera-Hermida, A. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *International Journal of Educational Research Open*, 1, 100011. <https://doi.org/https://doi.org/10.1016/j.ijedro.2020.100011>
- Pawar, S. K., Vispute, S., & Wasswa, H. (2020). Perceptions of International Students in Indian Higher Education Campuses. *Qualitative Report*, 25(9), 3240-3254. <https://doi.org/10.46743/2160-3715/2020.4453>

- Peradi. (2021). *Kerjasama Penyelenggaraan Pkpa Antara Peradi Dengan Universitas (Cooperation in the Implementation of Pkpa Between Peradi and the University)*. Peradi.Com. <https://www.peradi.org/post/kerjasama-penyelenggaraan-pkpa-antara-peradi-sai-dengan-universitas8300>
- Pickering, R. M. (2017). Describing the participants in a study. *Age and Ageing*, 46(4), 576–581. <https://doi.org/10.1093/ageing/afx054>
- Prabhat, D. (2022). Online learning and work during the pandemic: update on the legal sector. *The Law Teacher*, 1–4. <https://doi.org/10.1080/03069400.2022.2040935>
- Raharjo, A., Angkasa, A., & Bintoro, R. W. (2016). Akses Keadilan Bagi Rakyat Miskin (Dilema Dalam Pemberian Bantuan Hukum Oleh Advokat). *Mimbar Hukum - Fakultas Hukum Universitas Gadjah Mada*, 27(3), 432. <https://doi.org/10.22146/jmh.15881>
- Sagala, P. N., & Andriani, A. (2019). Development of Higher-Order Thinking Skills (HOTS) Questions of Probability Theory Subject Based on Bloom's Taxonomy. *Journal of Physics: Conference Series*, 1188(1). <https://doi.org/10.1088/1742-6596/1188/1/012025>
- School, H. L. (2017). *The Legal Profession in the Age of Obama (Black lawyers on racial progress in the profession)*. Center on the Legal Profession. <https://thepractice.law.harvard.edu/article/legal-profession-age-obama/>
- Taherdoost, H. (2016). Sampling Methods in Research Methodology ; How to Choose a Sampling Technique for Research Hamed Taherdoost To cite this version : HAL Id : hal-02546796 Sampling Methods in Research Methodology ; How to Choose a Sampling Technique for. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18–27.
- Utomo, S. L. (2018). Curriculum Standardization for Advocate Education in Indonesia. *Journal of Social Studies Education Research*, 9(1), 228–241.
- van Rossum, H. (2018). Lawyers, law schools and social change – defining the challenges of academic legal education in the late modernity. *International Journal of the Legal Profession*, 25(3), 245–260. <https://doi.org/10.1080/09695958.2018.1481851>
- Yasin, M. (2016). *Rasio Jumlah Pengacara dan Penduduk di Empat Provinsi (Ratio of Number of Lawyers and Residents in Four Provinces)*. Hukumonline.Com. <https://www.hukumonline.com/berita/baca/lt56a74ee917a37/rasio-jumlah-pengacara-dan-penduduk-di-empat-provinsi/>
- Zhang, D., Cui, Y., Zhou, Y., Cai, M., & Liu, H. (2018). The role of school adaptation and self-concept in influencing Chinese high school students' growth in math achievement. *Frontiers in Psychology*, 9(NOV), 1–11. <https://doi.org/10.3389/fpsyg.2018.02356>