



Social Justice Education as an Innovative Model of Learning to Embrace the Disruptive Challenges

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Abstract. Social interaction is determined by the rapid dynamics of the changing society in which patterns of interaction are altered. The world is controlled by media corporations and digital process. Cultural context is totally changed when it enters into a chaotic or paradoxical life what is visualized as deviation of visual or as a shifting of paradigm, from scriptural culture or text centrality to visual images where computer technology and electronics take control of. While text communicates with rational consciousness, visual image communicates with life and requires things that sometimes irrational. Therefore, public satisfaction becomes an important aspect. Legal education can no longer orient merely to a classical and positivistic model with a uniformed curriculum and view only the product resulted. Legal education, in particular social justice education should be more adaptive towards disruptive challenges and be more innovative. This writing uses philosophical and hermeneutical approaches to analyze the problems in educational process, in particular the learning process of social justice. These approaches are used to critically dissect how legal education or social justice education is able to respond the disruptive challenges and execute the more innovative process of learning. In order to answer the innovative challenge, social justice learning in legal education should develop a competitive skill, design an out-of-box-thinking skill through a training on creativity and innovation to construct a practical and strategic process of cognitive; optimize the digitalized learning process through internet-oriented learning; visual-multitasking combined learning; develop collaborative learning; and increase the sensitivity upon injustice with ability to comprehend the user context of surroundings to develop altruistic and pro-social behavior to be able to recognize and elaborate the problems in the society.

Keywords: Legal Education, Social Justice, Visual Multitasking

1 Introduction

Legal education should be more innovative when dealing with condition developed today in which people enters the era of disruption even of post truth. The simplest argument for this is based on two reasons as follows: First, we live in 21st century with digital culture as mentioned by Bambang Sugiharto (2019) that all process of interaction depends on digital technology with ability to create nano technology and genetic engineering through various progressive product such as surrogate womb,

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implant microchips, connectome, and so forth. Second, we are entering the phase of post truth, as argued by Haryatmoko (2020) that we arrive in the age where hoax is spread massively and might trigger the social emotion.

Referring to Oxford Dictionaries, Post truth is defined as relating to denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal beliefs, while Cambridge Dictionary limits post truth as relating to a situation in which people are more likely to accept an argument based on their emotions and beliefs, rather than one based on facts (Bradford Vivian, 2018).

Mc Intyre (2018:8), explained that this era is at least included several types of falsity: first, ignorance which unintentional; second lie with intention to deceive. This means that the interpretation of fact becomes the falsification of fact; third, the untruth involving self-deluding and delusion. According M. D'Ancona (2017), (1) emotion becomes the priority whereas fact is put aside, while R. Tedjabuwana and H. Septianita (2020) described it as when truth is defined as opinion rather than facts; (2) political culture is formed where public opinion and media narratives are totally separated from the political policy; (3) rational consideration is defeated by beliefs where truth becomes a matter of trust or perception. Therefore, Post Truth era is marked with rationality that is put aside for the sake of emotion; diversity is jeopardized by nativism; freedom is limited and shifted to autocracy. Truth is not the parameter of meaning, it rather waiving the truth.

If this condition is not anticipated, it may weaken the process of learning in education and can lead to the decrease of critical thinking. Therefore, it is necessary to develop more innovative learning. Learning process cannot only rely on merely memory training, comprehension, and knowledge application since it does not train students to evaluate critically and to be creative. In the end, it is difficult to expose the students to question the truth, let alone to do deep reflection and when measured with taxonomy Bloom, it only fits into the lower order thinking skill. This type of learning model does not at all useful to be survived in the era of post truth.

This, at least, has quite vital impact on education, firstly, it affects, in a worst form, significantly the character education; the trend for high image so that lies is deemed natural. Secondly, people are not used to verify facts, but instead, they tend to accept things that fits their beliefs and at the same time reject things from opposite ideology.

Legal education plays an important role to respond various problems in this post truth era by developing critical learning through innovative methods. Social justice education answers the challenge for followings significant considerations, (1) Social justice education does not only view learning process as a mere formal activity relying heavily on mono-intelligence (IQ), but rather as a process including multiple intelligence such as emotional intelligence (EQ) and spiritual intelligence (SQ). Therefore the model developed is closely similar to the transgresif religious cosmic learning (Anthon F Susanto, 2022). With this, the learning method developed is more comprehensive particularly when it comes to adapting the development of technology. (Anthon F. Susanto, Hesti Septianitas, Rosa Tedjabuwana, M. Alvi Pratama, 2022).

2 Methodology

Philosophical and hermeneutic approach are used in this study to dissect legal education and its process of learning when facing post truth. These approaches can be used in a critical way to dismantle the essence of legal education in responding the constant challenges. Post Truth Era is the era when digital technology and social media dominating. When the truth becomes a camouflage, can social justice education answer with the more innovative learning.

Problems

How social justice education develops the more innovative learning to anticipate changes and to respond the challenge of Post Truth?

3 Result and Discussion

Reflective ability and critical thinking are the keys to this problem supported with the ability to adapt with communication technology, therefore the ethic in communication is required. Legal education holds advantaged foundation with its ability to apply law taught in the learner surrounding early (Anthon F, Susanto, Rosa Tejabuwana, Hesti Septianita, 2020) by stressing on the attempt to find truth on factual basis rather than based on assumption or opinion. This will encourage learners to be oriented more to the concrete problems in the society to solve various cases of law the people deal with.

The solving is not merely by matching the fact with the law, but it is far more than that. Social justice education combines the aspect of reasoning ability with sympathy, empathy, sense of logic, courage, and honesty to built the plural conscious. Therefore, social justice education, naturally, cannot be separated from the development context of social, cultural, political and economic (Anthon F. Susanto, 2017), meaning that social legal education can be the medium for social critiques and at the same time offer possibilities of the development of democratic public spheres empowerment and self-reflection as the point of departure to transform social and law that take side on the marginalized group (McLaren, 1998).

There are some efforts to develop strategy of social justice education that can be alternatives to overcome the problems existed, especially in post truth era. Those efforts include important aspects such as (1) Media literacy needs to be integrated in legal education especially educational curriculum; (2) meticulous and critical towards types of criminal offenses; (3) comprehensive analysis on how the crime develops (4) training on analytical skill of texts and discourses; (5) comprehending critical information and developing mutual concerns that can be explained as follows.

Media literacy education is important in facing the post truth era, for social justice legal education, media literacy shall be the focus, which concerns the ability to access, analyze, evaluate, create and act using all forms of communication. The basic principles need to be part of building critical awareness of the increasing influence of the media and students can put themselves in an active position, both in consuming

and creating/producing information. The purpose of media literacy education for social justice legal education is to encourage students to understand techniques and mechanisms, as well as social media tricks so that they are not easily manipulated, ranging from simple to complex things, this also helps students to distinguish facts (law) and opinions (non-legal facts), as well as the acumen to recognize hoaxes. Truth, here is understood as a narrative (discourse) and the structural representation of power relations. Lawyers of truth refers to two kinds of truths: general truths and truths defined as legal purposes. As a legal purpose, claims truth in a narrative not only displays discursive sources, but also at the same time confirms the truth the interests that are carried (Herlambang, 2019).

The ability to verify information sources is vital, as well as constructing a pattern of knowledge that always accepts different points of view. Legal skills will greatly assist in this process because it will be related to how to investigate sources of information. The emergence of post-truth phenomena will provide a challenge to legal reasoning, which is also involved in connecting reality with the formulation of legal analysis (Pardede, Joshua dan Poluakan, Piere, 2021). This is especially difficult for legal scientists, whose job it is to build legal arguments using the many reasoning techniques already in use without including parts of post-truth and without contributing to the post-truth phenomena itself (Pardede, Joshua dan Poluakan, Piere, 2021). This critical approach model emphasizes concern for society while sharpening perceptual abilities and inclusive thinking through exposure to a diversity of various perspectives and the development of the art of suspicion (Anthon F. Susanto, 2010).

Integrating reasoning abilities, by honing critical thinking skills, namely by combining logic, emotion and objectivity to build self-criticism, students can begin to build an understanding of legal facts more objectively, without having to lose the ability to explore and introduce more understanding of the values of wisdom that developing, namely through understanding social media values about wisdom, empathy, sympathy, honesty and courage are also developed in the learning process. It is inevitable that socio-political phenomena like post-truth will have an impact on legal thinking processes. According to Talcott Parsons' reconstruction of cybernetic relations, Satjipto Rahardjo's description demonstrates the interdependence of systems in the physical organic world, including those related to culture, society (including the legal system), and political interdetermination (Pardede, Joshua dan Pol-uakan, Piere, 2021). (2020, Haryatmoko) In this instance, it is possible to view the post-truth phenomena as a component of the information flow that contributes to the growth and enrichment of the values of other series elements.

With the development of technology, crime tricks are also developing very rapidly, so critical skills can help reveal the essence of crime by using technological devices. Thus our attention is not only to the perpetrators, but also to be able to respond to the concerns of the victims and to restore the environment that has been damaged.

There are skills that need to be developed in Legal Education, in general it can be described as follows, (1) the importance of analytical reasoning and critical thinking (2) communication skills and access to information; (3) Technology skills (4) planning and organizational skills for innovation. It is also important to carry out cooperative exercises to create creativity, therefore the pressure of studying law is not in the

textbook. The focus on team work trains students to solve problems and create something new, problem solving, creative, innovative, communication and collaboration (Trilling & Fadel 2009), (Haryatmoko, 2020). Creating problems at least includes, (1) formulating problems that are still in an uncertain situation (2) formulating problems more specifically (3) proposing possible solutions to problems.

In the Post Truth Era it is also important for the development of abductive logic, namely having many possibilities and also design thinking which includes at least five steps as follows: (1) gathering information (2) analysis and definition of the problem (3) creating new ideas with the potential to give solution to problem; (4) make a synthesis with modeling and implementation; (5) Critical Evaluation and lessons learned.

4 Conclusion

Social justice legal education in responding to the challenges of dPost Truth, must develop competitiveness skills, design thinking out of the box, creativity and innovation training to build cognitive, strategic and practical processes. optimizing the learning process digitally, with internet-oriented learning skills, learning with the ability to combine visual-multitasking speed, developing collaborative learning and increasing awareness for victims, namely having the ability to understand the context of the user's environment so as to foster an altruistic attitude, and foster social awareness so that they can recognize and explain the problems faced by the community.

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