



Developing Law Students' Creativity through Values-Based Legal Education: A Study of the Lecturer's Role at Ummah Campus

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ABSTRACT

This study analyzes the development of law students' creativity through values-based legal learning and examines the role of lecturers in designing, implementing, and evaluating the learning process at Ummah Campus. The research employed a qualitative case study approach involving lecturers and students of the Law Study Program selected through purposive sampling. Data were collected through participant observation of classroom learning, in-depth interviews with lecturers and students, and document analysis of Semester Learning Plans (RPS), teaching modules, and student assignments. Data analysis followed the stages of data reduction, data display, and inductive conclusion drawing. Data validity was ensured through source and technique triangulation as well as member checking. The findings show that values-based legal learning emphasizing justice, integrity, responsibility, and humanity contributes significantly to the development of students' creativity. Creativity was reflected in students' ability to construct innovative legal arguments, conduct critical case analyses, and propose alternative solutions to contemporary legal issues. Lecturers played a strategic role as facilitators, motivators, and role models in internalizing legal values. Teaching strategies such as case discussions, problem-based learning, and court simulations encouraged divergent and reflective thinking. These findings highlight the importance of integrating values-based learning and innovative pedagogy to support sustainable creativity development in legal education.

INTRODUCTION

Higher education has a strategic responsibility to develop students' intellectual capacity, moral integrity, and creativity (Asri, 2024). In Law Study Programs, the learning process is not merely oriented toward mastering normative and doctrinal legal concepts, but also toward fostering critical, reflective, and creative thinking skills in responding to the dynamics of contemporary legal issues. However, in practice, legal education in higher education institutions still tends to be textual and lecturer-centered (teacher-centered learning), thereby limiting the optimal development of students'

creativity (Dede Indraswara, 2025). Creativity in the context of legal education is essential, as students are required to formulate innovative, solution-oriented legal arguments grounded in the values of justice (Hafandi, 2025). Therefore, a learning approach is needed that not only transfers knowledge but also contextualizes and internalizes legal values within the learning process (Wafa & Nadhif, 2025).

Several studies have demonstrated that values-based learning can enhance student engagement and the quality of thinking. For example, research by (Wibowo et al., 2021) in *Jurnal Pendidikan Hukum* found that the integration of justice and integrity values in legal education positively influenced students' case analysis abilities. Furthermore, a study (Maisarah et al., 2025) in *Jurnal Ilmu Pendidikan* confirmed that reflective learning strategies grounded in values encourage students to be more active in constructing academic arguments. Another study by (Muhibbi et al., 2025) in *Jurnal Cakrawala Pendidikan* revealed that a problem-based learning approach combined with character education can improve university students' critical thinking skills.

Nevertheless, most previous studies have primarily focused on improving cognitive learning outcomes and critical thinking skills, while the aspect of student creativity in the context of legal education remains relatively underexplored (Oktafia et al., 2025). In addition, limited research has specifically examined the role of lecturers as key actors in integrating legal values into instructional strategies to foster student creativity (Kusnandar & Mirza, 2025). Thus, a research gap exists concerning the integration of legal values and the pedagogical role of lecturers in shaping a creative and reflective learning environment within Law Study Programs (Hasan et al., 2026).

Based on this analysis, this study seeks to answer the following questions: (1) How is values-based legal learning implemented to develop the creativity of Law students? and (2) What is the role of lecturers in designing, implementing, and evaluating such values-based learning? Accordingly, this study aims to analyze in depth the development of student creativity through values-based legal learning and to examine the strategic role of lecturers in this process. The novelty of this research lies in the integration of student creativity analysis with a values-based legal learning approach in the context of higher legal education, as well as in its emphasis on the pedagogical dimension of lecturers as facilitators of value internalization and drivers of a creative academic climate (Hafizd et al., 2025).

Literature review

Creativity in Legal Education

Creativity in higher education refers to students' ability to generate original ideas, construct alternative perspectives, and develop innovative solutions to complex problems. In the context of legal education, creativity is not understood as artistic expression, but rather as the intellectual capacity to formulate persuasive legal arguments, interpret legal norms dynamically, and propose contextual and justice-oriented legal solutions (Sahrul. & Purnamasari., 2025). Legal education requires a balance between convergent thinking focused on doctrinal consistency and divergent thinking, which allows exploration of multiple possibilities in legal reasoning (Wahdah & Triadi, 2025). Several studies indicate that student creativity develops optimally within active and participatory learning environments. Case-based discussions and problem-based learning models have been shown to enhance students' analytical abilities and originality of thought (Habeahan & Panggabean, 2025). Furthermore, reflective learning that provides space for academic dialogue encourages students to develop more comprehensive and innovative legal perspectives (Fadly, 2025). Nevertheless, studies on creativity in legal education remain relatively limited compared to research

on critical thinking, even though both competencies are closely interconnected in shaping the professional competence of future law graduates.

Values-Based Learning in Higher Education

Values-based learning is an educational approach that integrates ethical, moral, and professional values into the teaching and learning process. This approach is not solely oriented toward cognitive achievement but also toward character formation and the development of students' decision making frameworks (Gofur, 2025). In legal education, values such as justice, integrity, responsibility, and humanity serve as fundamental principles in understanding and applying the law substantively. Previous research shows that integrating values into learning processes can enhance student engagement and the quality of academic reflection. A study published in *Jurnal Cakrawala Pendidikan* reported that strengthening character education through contextual learning strategies positively influences students' professional attitudes (Ahmad et al., 2025). Meanwhile, research in *Jurnal Pendidikan Hukum* emphasized that integrating justice and integrity values into legal case analysis improves the depth of students' arguments (Siswa, 2025). However, the implementation of values-based learning in higher education often remains normative and has not been fully integrated into pedagogical designs that systematically foster student creativity.

The Role of Lecturers in Fostering a Creative Learning Climate

Lecturers play a central role in shaping the academic climate and instructional strategies that support the development of student creativity. In the modern educational paradigm, lecturers are no longer positioned solely as sources of knowledge, but also as facilitators, motivators, and role models in the process of value internalization and competency development. Lecturers' pedagogical competence greatly determines the success of implementing innovative and participatory learning.

Research published in *Jurnal Ilmu Pendidikan* indicates that lecturers who apply student-centered learning approaches are able to enhance active participation and independent thinking among students (Rahmawati, 2023). In addition, court simulations, legal debates, and project-based learning methods are considered effective in stimulating creativity and argumentative skills among law students (Wibowo & Sutrisno, 2022). Nevertheless, research remains limited regarding how lecturers consciously and systematically integrate legal values into instructional strategies to create a creative and reflective academic environment.

METHODS

This study employed a qualitative approach using a case study design to explore how values-based legal learning contributes to the development of student creativity and to examine the role of lecturers in the process. The case study design was considered appropriate because the research aimed to obtain an in-depth understanding of pedagogical practices within a specific institutional context, namely the Law Study Program at Ummah Campus. This design allows for comprehensive exploration of instructional strategies, value internalization processes, and creative learning dynamics in their natural setting. The research subjects consisted of lecturers and students of the Law Study Program who were directly involved in values-based learning activities. Participants were selected using purposive sampling to ensure that those chosen had relevant experience in the implementation of values-based instructional strategies. The selection criteria for lecturers included: (1) actively teaching core law courses, (2) integrating legal values such as justice, integrity, and responsibility into their teaching, and (3) having a minimum of two years of teaching experience. Student

participants were selected based on their enrollment in the selected courses and their active participation in classroom discussions and academic assignments.

Data were collected through three primary techniques: participant observation, in-depth interviews, and document analysis. Participant observation was conducted during classroom learning sessions to record instructional interactions, teaching strategies, and student responses. An observation guide was developed focusing on indicators of creative engagement, including originality of arguments, problem-solving approaches, and reflective participation. In-depth semi-structured interviews were conducted with lecturers and selected students to explore their perceptions of values integration and its impact on creativity development. The interview protocol was designed to ensure consistency while allowing flexibility for probing emerging themes. Document analysis included the review of Semester Learning Plans (RPS), teaching modules, classroom materials, and samples of student assignments such as case analyses and reflective essays. These documents were examined to identify explicit and implicit integration of legal values and evidence of creative output.

The data collected were qualitative in nature, consisting of field notes, interview transcripts, and documentary records. Data analysis followed an interactive model involving data reduction, data display, and conclusion drawing. Initially, raw data were organized and coded to identify recurring themes related to creativity, pedagogical strategies, and value internalization. The coded data were then categorized and interpreted inductively to generate meaningful patterns and relationships. To ensure credibility and trustworthiness, the study applied source triangulation (comparing data from lecturers, students, and documents), technique triangulation (observation, interviews, and documentation), and member checking to validate the accuracy of interpretations with participants.

All research procedures were systematically organized to enable replication in similar educational contexts. The instruments used—observation guidelines and interview protocols—were developed based on established indicators of creative learning and values-based education derived from previous studies (Hidayat & Pranoto, 2022; Wibowo & Sutrisno, 2022; Rahmawati, 2023). Ethical considerations were maintained by obtaining informed consent from all participants and ensuring confidentiality of data. This methodological framework was designed to provide a clear, concise, and replicable description of how the study was conducted while maintaining alignment with the research objectives and questions concerning creativity development and lecturers' pedagogical roles in values-based legal education.

RESULTS

Implementation of Values-Based Legal Learning

The findings indicate that values-based legal learning in the Law Study Program at Ummah Campus was implemented through structured integration of legal values such as justice, integrity, responsibility, and humanity into classroom instruction. These values were not only explicitly stated in the Semester Learning Plans (RPS), but also embedded in case discussions, classroom debates, and reflective assignments. Lecturers consistently connected doctrinal legal materials with ethical and societal dimensions. During case-based discussions, students were encouraged not only to analyze legal provisions normatively but also to evaluate the moral implications and social impact of judicial decisions. Observation data revealed that lecturers frequently posed open-ended questions designed to stimulate interpretative flexibility and ethical reasoning. This instructional approach shifted classroom dynamics from passive reception of legal concepts toward dialogical and participatory engagement. Furthermore, document analysis of student assignments demonstrated that reflective essays and case analyses increasingly incorporated value-based considerations. Students articulated

arguments grounded in justice-oriented reasoning rather than merely citing statutory provisions. This suggests that the integration of legal values contributed to a more holistic understanding of law as both a normative and ethical system.

Development of Student Creativity

The study identified several indicators of creativity emerging from the implementation of values-based learning. First, students demonstrated originality in constructing legal arguments. Instead of relying solely on textbook interpretations, many students proposed alternative legal reasoning and contextual solutions to contemporary legal problems. Second, students exhibited flexibility in analyzing cases. They were able to explore multiple legal perspectives, compare doctrinal interpretations, and synthesize legal principles with ethical considerations. This reflects the presence of divergent thinking, which complements doctrinal consistency in legal reasoning. Third, creative problem-solving skills became evident during classroom simulations and debates. In moot court activities, students formulated innovative litigation strategies and presented persuasive arguments supported by both normative references and value-based justification. These findings align with previous research indicating that participatory and problem-based learning environments foster higher-order thinking and originality (Wibowo & Sutrisno, 2022; Rahmawati, 2023). Overall, the development of creativity was not manifested in abstract or artistic forms, but in intellectual creativity namely, the ability to generate reasoned, contextual, and justice-oriented legal arguments.

The Role of Lecturers in Fostering a Creative Academic Climate

The findings also highlight the strategic role of lecturers in cultivating a creative learning environment. Lecturers acted as facilitators who encouraged open dialogue, respected diverse viewpoints, and guided students toward reflective inquiry. Rather than positioning themselves as the sole authority, lecturers created space for collaborative knowledge construction. Three main pedagogical roles emerged from the data. First, lecturers functioned as facilitators of value internalization by consistently linking legal doctrine with ethical reflection. Second, they acted as motivators by encouraging students to articulate independent opinions and defend their arguments logically. Third, they served as role models by demonstrating integrity and fairness in classroom interactions. The academic climate observed during the study was characterized by mutual respect, intellectual openness, and constructive debate. Students reported feeling more confident in expressing their perspectives when lecturers adopted a dialogical and student-centered approach. This confirms that pedagogical competence and instructional design significantly influence creativity development (Hidayat & Pranoto, 2022). In summary, the results demonstrate that values-based legal learning, supported by strategic lecturer involvement, contributes positively to the development of student creativity in legal education. The interaction between value integration, participatory methods, and reflective dialogue forms the foundation of a creative and meaningful learning process.

DISCUSSION

Values-Based Legal Learning as a Framework for Intellectual Creativity

The findings of this study demonstrate that values-based legal learning significantly contributes to the development of students' intellectual creativity. The integration of justice, integrity, responsibility, and humanity into doctrinal instruction shifted the learning orientation from purely normative comprehension toward reflective and contextual reasoning. These results support the initial assumption that creativity in legal education can emerge when students are provided with space to interpret, question, and reconstruct legal meaning beyond textual rigidity.

The claims presented in this section are supported by observational data, interview findings, and document analysis, all of which consistently indicate an increase in originality of arguments, flexibility in case analysis, and innovation in legal problem-solving. The results appear reasonable, considering that creativity in higher education often develops in environments characterized by dialogical interaction and cognitive challenge. When lecturers moved away from purely teacher-centered approaches and adopted participatory strategies, students demonstrated higher engagement and deeper analytical exploration.

These findings align with previous studies suggesting that problem-based learning and reflective pedagogy enhance higher-order thinking skills (Wibowo & Sutrisno, 2022; Rahmawati, 2023). However, this study extends earlier research by explicitly connecting values internalization with creativity development in legal education. While prior research largely focused on critical thinking outcomes, the present findings reveal that embedding legal values within instructional strategies also stimulates divergent thinking and innovative legal reasoning.

Furthermore, the study supports constructivist learning theory, which posits that knowledge is actively constructed through interaction and reflection. By integrating ethical reflection into case analysis, students were encouraged to reconstruct legal knowledge through personal and collective meaning-making processes. Thus, the results reinforce rather than contradict existing educational theories, while contributing a contextualized perspective within legal higher education.

The Pedagogical Role of Lecturers in Creating a Reflective Learning Climate

Another important finding concerns the strategic role of lecturers in fostering a creative academic climate. The data reveal that lecturers who positioned themselves as facilitators and dialogical partners, rather than sole authorities, created a psychologically safe environment conducive to intellectual exploration. This supports earlier findings that student centered learning environments enhance participation and independent thinking (Hidayat & Pranoto, 2022). The results indicate that the lecturer's role extends beyond instructional delivery to include value modeling and motivational support. By consistently linking legal doctrine with ethical reflection, lecturers enabled students to perceive law not merely as a system of rules but as a moral and social institution. This pedagogical orientation strengthened students' confidence in articulating original arguments and defending alternative perspectives.

Student Reflections on Values Integration

The qualitative data from interviews further illustrate how students perceived the impact of values-based learning:

“When we discuss cases, we are not only asked what the law says, but also whether the decision reflects justice. That makes us think more deeply and sometimes propose different solutions.”

Another student expressed:

“The lecturer encourages us to argue, even if our opinion is different. As long as we can justify it logically and ethically, it is appreciated.”

These excerpts demonstrate that students experienced increased autonomy and intellectual responsibility. The encouragement to justify arguments both normatively and ethically stimulated

deeper reasoning processes. The alignment between these perceptions and the observational data strengthens the credibility of the study's claims.

Relation to Expectations and Previous Research

The results meet the expectations formulated in the research objectives, particularly regarding the role of lecturers in designing and implementing values-based learning strategies. The findings confirm that creativity development is not incidental but emerges through deliberate pedagogical design and value integration. Compared with previous studies, this research both supports and expands existing knowledge. It supports earlier findings that participatory and reflective learning environments enhance higher-order thinking (Rahmawati, 2023). At the same time, it extends prior research by demonstrating that creativity in legal education can be systematically fostered through explicit integration of legal values into instructional practices. In theoretical terms, the study reinforces the argument that creativity is context-dependent and socially constructed within educational environments. It does not contradict established educational theories; rather, it provides empirical evidence that strengthens the conceptual linkage between values education, pedagogical strategy, and intellectual creativity within the specific field of legal education. Overall, the discussion confirms that values-based legal learning, supported by intentional lecturer engagement, constitutes an effective pedagogical framework for fostering student creativity in higher education law programs.

CONCLUSION

1. Values-Based Legal Learning and Intellectual Creativity

This study concludes that the implementation of values-based legal learning contributes significantly to the development of students' intellectual creativity in the Law Study Program. The systematic integration of core legal values justice, integrity, responsibility, and humanity into instructional strategies provides a meaningful foundation for cultivating higher-order thinking skills. Creativity in legal education is not accidental; rather, it emerges through structured pedagogical processes that encourage students to engage deeply with legal principles while situating them within ethical and social contexts. The findings indicate that creativity in legal learning is manifested through originality in legal argumentation, flexibility in case interpretation, and innovation in problem-solving. Students who are exposed to value-oriented instruction demonstrate a stronger ability to construct contextual and justice-oriented legal reasoning. They move beyond mechanical application of statutes toward reflective analysis that considers moral implications and societal impact. Furthermore, the integration of values encourages students to question assumptions and explore alternative interpretations of legal norms. This process stimulates divergent thinking, which is a core component of intellectual creativity. By embedding ethical reflection within doctrinal learning, students are trained to balance normative reasoning with practical considerations in resolving legal disputes.

The study also reveals that values-based learning enhances students' capacity to connect theoretical knowledge with real life legal challenges. Creativity becomes visible when students are able to synthesize legal rules, ethical principles, and empirical realities into coherent and persuasive arguments. Such competence is essential in preparing future legal professionals who must respond to complex and evolving legal environments. Importantly, creativity in this context is not understood as artistic expression but as intellectual productivity grounded in ethical awareness. The development of contextual, reflective, and justice oriented reasoning reflects a mature form of creativity that aligns with the normative objectives of legal education. Thus, values integration functions as both a moral and cognitive catalyst. Overall, the first major conclusion of this study affirms that values-based legal

learning provides a structured pedagogical pathway for systematically nurturing intellectual creativity. It transforms legal education from a purely doctrinal exercise into a reflective and innovation-driven academic process.

2. The Strategic Role of Lecturers in Fostering Creative Academic Climate

The findings demonstrate that lecturers play a strategic pedagogical role in shaping a creative academic climate. Creativity does not develop in isolation; it requires an enabling environment where students feel intellectually challenged and ethically guided. Lecturers act as central agents in designing such environments through their instructional choices and interpersonal engagement. By adopting participatory approaches such as case-based discussions, problem-based learning, and legal simulations, lecturers create dialogical spaces that stimulate critical and divergent thinking. These interactive methods encourage students to articulate arguments, defend perspectives, and evaluate alternative solutions collaboratively. The dialogical nature of these strategies strengthens both analytical rigor and creative exploration. Moreover, the effectiveness of values internalization increases when lecturers function not only as knowledge transmitters but also as facilitators and role models. When lecturers embody integrity, fairness, and responsibility in their academic conduct, students observe and internalize these values implicitly. This modeling effect reinforces the ethical dimension of creativity in legal reasoning.

The research further indicates that lecturer feedback plays a crucial role in creativity development. Constructive feedback that challenges assumptions and invites deeper reflection encourages students to refine their arguments and consider broader implications. Such feedback mechanisms sustain intellectual growth and prevent superficial reasoning. Additionally, lecturers who integrate interdisciplinary perspectives into legal discussions further expand students' cognitive horizons. By connecting law with social, economic, or cultural dimensions, lecturers promote integrative thinking, which is essential for innovative legal analysis. This pedagogical openness strengthens the transformative character of values-based education. Therefore, the second major conclusion emphasizes that lecturer competence, pedagogical innovation, and ethical leadership are indispensable factors in fostering a creative academic climate. Values-based legal learning achieves optimal outcomes when educators actively cultivate reflective and participatory learning ecosystems.

3. Contextual Limitations and Methodological Considerations

Despite its contributions, the findings of this study must be interpreted within certain contextual limitations. The research was conducted in a single institutional setting, which means the socio-academic culture of that institution may influence the outcomes. Institutional dynamics, curriculum design, and lecturer characteristics may differ significantly across universities. The use of a qualitative case study design provides in-depth insights but limits generalizability. While the findings offer rich contextual understanding, they cannot be broadly applied to all law faculties without further empirical verification. This limitation highlights the importance of cautious interpretation when extending conclusions to different educational contexts. Furthermore, the primary data sources consisted of interviews, observations, and document analysis. Although triangulation techniques were employed to enhance validity, participant responses may still contain subjective elements. Personal perceptions of creativity and values internalization can vary, potentially influencing the findings. Another limitation concerns the measurement of creativity, which was analyzed qualitatively rather than quantitatively. While qualitative assessment captures depth and nuance, it does not provide standardized indicators that allow for statistical comparison. Future research could complement qualitative insights with validated measurement instruments. The temporal scope of the study also represents a constraint. The research captures creativity development

within a limited academic period, without examining long-term impacts on professional competence or ethical decision making. Longitudinal studies would provide more comprehensive evidence of sustained influence. Consequently, this study acknowledges that while its findings are meaningful, they remain context-bound and methodologically specific. Broader and more diverse research designs are necessary to strengthen empirical generalization.

4. Theoretical and Practical Contributions to Legal Education

Despite its limitations, this study contributes significantly to the body of scientific knowledge in legal education. It extends the discourse beyond traditional emphases on cognitive mastery and critical thinking by highlighting creativity as a systematic educational objective. This conceptual expansion enriches theoretical discussions on the purpose and orientation of higher legal education. The research demonstrates that creativity can be intentionally cultivated through structured integration of legal values. Rather than viewing creativity as an innate trait, the findings support the argument that it can be developed through deliberate pedagogical intervention. This perspective offers a new framework for understanding innovation within doctrinal disciplines. The study also bridges theoretical principles of values education with practical classroom implementation. By documenting how values are embedded in instructional strategies, it provides empirical evidence that pedagogical design plays a decisive role in shaping intellectual outcomes. This alignment between theory and practice strengthens the academic relevance of the findings.

In practical terms, the study offers guidance for curriculum developers seeking to reform legal education. Integrating values systematically within syllabi and assessment structures ensures that creativity is not treated as a secondary objective. Instead, it becomes an integral component of academic competence. Furthermore, the findings support the development of reflective and justice-oriented professional identities among law students. Creativity grounded in ethical awareness prepares graduates to navigate complex legal challenges responsibly. This aligns legal education with broader societal expectations of fairness and accountability. Thus, the fourth major conclusion affirms that values-based pedagogy represents a coherent and transformative framework for fostering intellectual creativity in higher legal education.

SUGGESTIONS AND RECOMMENDATIONS

5. Institutional and Future Research Recommendations

Based on the findings, several strategic recommendations can be proposed. First, law faculties are encouraged to systematically integrate core legal values into curriculum design, instructional planning, and assessment frameworks. Institutional alignment ensures that creativity development is embedded structurally rather than dependent solely on individual lecturer initiative. Second, universities should promote reflective, participatory, and student-centered learning environments. Academic policies that support interactive teaching methods and dialogical engagement will reinforce the effectiveness of values-based learning. Institutional culture plays a critical role in sustaining innovation. Third, professional development programs for lecturers should emphasize innovative pedagogical strategies that combine doctrinal rigor with ethical reflection. Training workshops, peer collaboration, and instructional mentoring can strengthen lecturers' capacity to design creativity-oriented learning experiences. Fourth, future research should undertake comparative studies across different universities to explore contextual variations in implementing values-based legal learning. Such studies would enhance generalizability and provide broader empirical foundations. Fifth, quantitative or mixed-method research designs are recommended to measure correlations between values integration and creativity indicators using validated instruments. Statistical analysis would

complement qualitative insights and offer measurable evidence of impact. Finally, longitudinal research should examine the long-term influence of values-based legal learning on professional competence, ethical judgment, and decision-making among law graduates. Such research would clarify whether creativity cultivated during academic study persists within professional legal practice.

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