

Socialization of the Role of Paralegals in Meeting Legal Aid and Sustainable Development Goals (SDGs) in the field of Education

I Wayan Parsa¹

Ayu Putu Laksmi Danyathi²

I Gusti Ngurah Nangga Jaya Dininggrat³

I Gede Janitra Rad Winatha⁴

Thomas John Kenevan⁵

The socialization related to the role of paralegals in fulfilling legal assistance is very important to be applied, especially in rural areas, so that the community in the village can know and understand the role of paralegals in fulfilling legal assistance, and subsequently, the community in the village can access legal assistance from paralegals. In addition, the importance of socialization regarding the Sustainable Development Goals (SDGs) in the field of Education is that it will provide knowledge to the community in the village about the access to education that can be obtained. The research method used in this study is a research method that utilizes references from books and journals related to the socialization regarding the role of paralegals in fulfilling legal assistance and the socialization about the Sustainable Development Goals (SDGs) in the field of Education. The research findings indicate that the issues faced by the community in the village regarding access to Paralegals in fulfilling Legal Aid include the need for socialization of regulations related to the Role of Paralegals in fulfilling Legal Aid as stipulated in Law No. 16 of 2011 on Legal Aid & Regulation of the Minister of Law and Human Rights No. 3 of 2021 on Paralegals in Providing Legal Aid. Furthermore, the Sustainable Development Goals (SDGs) in the field of Education is quality education, aimed at ensuring equitable distribution of quality education and increasing learning opportunities for all. Thus, with knowledge and higher education, individuals will directly understand the regulations related to access to legal aid.

Keywords: Paralegals, Legal Aid, SDGs, Education.

Copyright (c) 2025 Author (s).



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

^{1 2 3 4} Udayana University, Indonesia, wayan_parsa@unud.ac.id

⁵ Researcher of Education, Sanderson School, Australia, Jkthomas56nt@gmail.com

1. Introduction

The problem of access to legal aid, the role of paralegals and effective implementation related to the provision of legal aid, these are specific, concrete and truly a priority problem for the community, this is because in practice the application and implementation of the regulations that regulate it has not been maximized, so that one way out in solving it is the existence of a priority program in the form of socialization of regulations related to the role of paralegals in fulfilling legal aid in the community.

The role of legal aid in this case has been implemented in society since the Roman era in Europe. At that time, legal aid was in the moral field and was considered a noble job, in this case especially to help people without expecting and receiving material rewards. After the French Revolution, legal aid began to become part of legal activities with more emphasis on equal rights for citizens to defend their interests in court, then until the early 20th century, this legal aid was more considered as a job providing services in the legal field without any reward (Munir Fuady & Sylvia Laura, 2015).

In the following period, namely around 1950-1959, there was a change in the judicial system in the Republic of Indonesia with the gradual elimination of pluralism in the judicial field (related to customary justice), so that there was only one judicial system that applied to all Indonesian citizens, namely the District Court, High Court, and Supreme Court, as well as one procedural law, namely the *Herziene Indonesisch Reglement* (HIR). However, such implementation still had implications for the continued application of the judicial system and procedural law regulations inherited from the colonial era which turned out to still provide little guarantee of provisions on legal aid. However, in this period, which was in a parliamentary democratic political system, the position of the judiciary still had relatively high integrity, in addition, the prevailing political system still allowed the judicial organs to be relatively freer and impartial, plus parliamentary control was so strong, and therefore executive or other interference in the judicial institution could be prevented and run well (Munir Fuady & Sylvia Laura, 2015).

Sustainable Development Goals (SDGs) are an agenda to achieve global sustainable development that is manifested in the form of an action plan for humans, earth, prosperity, and world peace. The concept of SDGs itself was born from the conference on Sustainable Development held by the UN in Rio de Janeiro in 2012. The goal to be achieved in the meeting was to obtain a universal common goal and be able to maintain the balance of the three dimensions of sustainable development: environment, social and economy (Zaki, 2016). In

maintaining the balance of the three dimensions of existing development, SDGs have 5 main foundations, namely humans, planet, prosperity, peace, and partnerships that want to achieve three noble goals in 2030, namely ending poverty, achieving equality and overcoming climate change. SDGs consist of 17 goals and 169 measurable targets that are expected to be achieved by 2030.

SDGs have universal, integrated, and inclusive principles and ensure that no one is left behind. SDGs have 17 goals and 169 targets that are expected to be achieved by 2030. One of the goals is quality education. Each goal has a meaning and target that is expected to be achieved according to the agreed time. That in this case the fourth goal of SDGs is quality education, which will then be analyzed and discussed in the discussion section of this research article.

SDGs are a sustainable development program prepared by the United Nations (UN) and agreed upon by member countries in 2015. SDGs aim to encourage various changes based on human rights and equality of social, economic, and environmental development. In the SDGs there are 17 goals with 169 targets that are expected to be achieved by 2030.

SDGs are a global scale sustainable development agenda for a prosperous and peaceful society while maintaining the sustainability of planet Earth. SDGs in this case are global and national commitments in an effort to improve people's welfare. SDGs as a joint blueprint adopted by all UN member countries for peace and prosperity for humans and planet Earth.

The history of SDGs has actually begun several years ago with cooperation from various countries in the world and the UN. The initial foundation of SDGs can be traced back to 1992 at the Earth Summit in Rio de Janeiro, Brazil, as reported on the website of the Department of Economic and Social Affairs. At this summit, 178 countries adopted Agenda 21, a comprehensive action plan to build a global partnership for sustainable development to improve human life and protect the environment.

Discussions on sustainable development continued and were discussed at several summits in the years to come. In 2013, the UN General Assembly established a 30-member Open Working Group to develop proposals on sustainable development goals. In January 2015, the UN General Assembly began the negotiation process for the post-2015 development agenda. On September 25, 2015, at UN Headquarters, approximately 193 heads of state officially endorsed the SDGs, which contain 17 goals.

2. Problem Formulation & Methode Research

The formulation of the problem in this study is The socialization related to the role of

paralegals in fulfilling legal assistance is very important to be applied, especially in rural areas, so that the community in the village can know and understand the role of paralegals in fulfilling legal assistance, and subsequently, the community in the village can access legal assistance from paralegals. In addition, the importance of socialization regarding the Sustainable Development Goals (SDGs) in the field of Education is that it will provide knowledge to the community in the village about the access to education that can be obtained. The research method used in this study is a research method that utilizes references from books and journals related to the socialization regarding the role of paralegals in fulfilling legal assistance and the socialization about the Sustainable Development Goals (SDGs) in the field of Education.

3. Analysis and Discussion

Socialization of the Role of Paralegals in Meeting Legal Aid.

Legal Aid Institutions that carry out their activities with a wider scope began since the establishment of legal aid institutions in Jakarta on October 28, 1970 under the leadership of Adnan Buyung Nasution. During the New Order era, the problem of legal aid grew and developed rapidly. One example can be put forward, in 1979 alone no less than 57 legal aid institutions were involved in legal service programs for the poor and legally illiterate. legal aid is widely carried out by legal aid organizations that grow from various community organizations. Thus, those who enjoy legal aid can be more flexible in their efforts to seek justice by utilizing the legal aid organizations above (Didi Kusnadi, 2000). Law No. 16 of 2011 concerning Legal Aid and Regulation of the Minister of Law and Human Rights No. 3 of 2021 concerning Paralegals in Providing Legal Aid, are the legal basis for the role of paralegals in providing legal aid to the community. Article 1 number 5 of the Regulation of the Minister of Law and Human Rights No. 3 of 2021 concerning Paralegals in the Provision of Legal Aid defines Paralegals as any person from a community, society, or Legal Aid Provider who has attended Paralegal training, does not work as an advocate, and does not independently accompany Legal Aid Recipients in court.

Implementation still had implications for the continued application of the judicial system and procedural law regulations inherited from the colonial era which turned out to still provide little guarantee of provisions on legal aid. However, in this period, which was in a parliamentary democratic political system, the position of the judiciary still had relatively high integrity, in addition, the prevailing political system still allowed the judicial organs to be relatively freer and impartial, plus parliamentary control was so strong, and therefore executive or other interference in the judicial institution could be prevented and run well (Munir Fuady

& Sylvia Laura, 2015).

The constitution is basically a guarantee of the rights of a person and its citizens, the constitutional structure of a country is determined to be fundamental, the division and limitations of constitutional duties are also fundamental (I Nyoman Prabu Buana Rumiarta , 2023). That Indonesia as a country of law in the Indonesian Constitution, where the laws in force in Indonesia itself are in the form of laws and regulations which are the main reference in the administration of the state and government (Manan, Bagir, 1994). So that what is stated in the constitution and laws and regulations must be obeyed and implemented in accordance with the provisions mandated, including in the implementation of implementation related to the role of paralegals in providing legal aid in the community.

Article 3 paragraph (1) of the Regulation of the Minister of Law and Human Rights No. 3 of 2021 concerning Paralegals in the Provision of Legal Aid outlines that Paralegals have the right to receive increased capacity related to the provision of Legal Aid and receive guarantees of legal protection, security and safety in carrying out the provision of Legal Aid. Article 3 paragraph (2) of the Regulation of the Minister of Law and Human Rights No. 3 of 2021 concerning Paralegals in the Provision of Legal Aid states the obligation of Paralegals to carry out Legal Aid and legal services based on assignments from Legal Aid Providers in accordance with the provisions of laws and regulations and legal aid service standards.

That a number of requirements that must be met in order to be recruited as Paralegals according to Article 4 of the Regulation of the Minister of Law and Human Rights No. 3 of 2021 concerning Paralegals in the Provision of Legal Aid, include being Indonesian citizens; being at least 18 years old; having the ability to read and write; not being a member of the Indonesian National Army, the Republic of Indonesia Police, or the State Civil Apparatus; and meeting other requirements determined by the Legal Aid Provider and not in conflict with laws and regulations.

The community in the village regarding access to Paralegals in fulfilling Legal Aid include the need for socialization of regulations related to the Role of Paralegals in fulfilling Legal Aid as stipulated in Law No. 16 of 2011 on Legal Aid & Regulation of the Minister of Law and Human Rights No. 3 of 2021 on Paralegals in Providing Legal Aid. Furthermore, the Sustainable Development Goals (SDGs) in the field of Education is quality education, aimed at ensuring equitable distribution of quality education and increasing learning opportunities for all. Thus, with knowledge and higher education, individuals will directly understand the regulations related to access to legal aid.

History and Purpose Sustainable Development Goals (SDGs)

SDGs are a sustainable development program prepared by the United Nations (UN) and agreed upon by member countries in 2015. SDGs aim to encourage various changes based on human rights and equality of social, economic, and environmental development. In the SDGs there are 17 goals with 169 targets that are expected to be achieved by 2030. SDGs are a global scale sustainable development agenda for a prosperous and peaceful society while maintaining the sustainability of planet Earth. SDGs in this case are global and national commitments in an effort to improve people's welfare (<https://sdgs.un.org/goals>, 2024).

SDGs as a joint blueprint adopted by all UN member countries for peace and prosperity for humans and planet Earth. The history of SDGs has actually begun several years ago with cooperation from various countries in the world and the UN. The initial foundation of SDGs can be traced back to 1992 at the Earth Summit in Rio de Janeiro, Brazil, as reported on the website of the Department of Economic and Social Affairs. At this summit, 178 countries adopted Agenda 21, a comprehensive action plan to build a global partnership for sustainable development to improve human life and protect the environment. Discussions on sustainable development continued and were discussed at several summits in the years to come. In 2013, the UN General Assembly established a 30-member Open Working Group to develop proposals on sustainable development goals. In January 2015, the UN General Assembly began the negotiation process for the post-2015 development agenda. On September 25, 2015, at UN Headquarters, approximately 193 heads of state officially endorsed the SDGs, which contain 17 goals.

SDGs contain 17 goals for 2030 declared by heads of state, both developed and developing countries, in September 2015. Here are the 17 SDG goals, namely :

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure

10. Reduced inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate change action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the goals

SDGs is an agenda to achieve sustainable development globally which is manifested in the form of an action plan for humans, earth, prosperity, and world peace. The concept of SDGs itself was born from the conference on Sustainable Development held by the UN in Rio de Janeiro in 2012. The goal to be achieved in the meeting was to obtain universal common goals and be able to maintain the balance of sustainable development in the environment, social and economic including the field of education

Analysis Sustainable Development Goals (SDGs) Field of Education

That the fourth goal of the 17 SDGs goals is quality education, namely ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. In this case, it has a principle, namely quality education, namely ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Improving education will spur achievement of other goals and targets in the 17 SDGs, especially to improve the human development index. Targets in quality education Goal number four of the 17 SDGs, namely quality education , has 10 targets, namely:

1. By 2030, ensure that all girls and boys complete free, equal, and quality primary and secondary education, leading to relevant and effective learning outcomes.
2. By 2030, ensure that all girls and boys have access to quality early childhood development and care, care, pre-primary education, so that they are ready to pursue basic education.
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and higher education, including universities.
4. By 2030, significantly increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work, and entrepreneurship.

5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable populations, including persons with disabilities, indigenous peoples and children in vulnerable situations.
6. By 2030, ensure that all adolescents and a proportion of adults, both men and women, have literacy and numeracy skills.
7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, inter alia, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and respect for cultural diversity, and culture's contribution to sustainable development.
8. By 2030, establish and upgrade child-friendly, disability- and gender-sensitive educational facilities and provide safe, non-violent, inclusive and effective learning environments for all.
9. By 2020, significantly expand globally the number of scholarships for developing countries, in particular least developed countries, small island developing States and African countries, to enroll in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
10. By 2030, significantly increase the supply of qualified teachers, including through international cooperation in teacher training in developing countries, in particular least developed countries and small island developing States.

Quality education has now become a government program in every country that adopts SDGs in the field of Education, in this case the government is required to make maximum efforts. It can be analyzed that the efforts made by a country to achieve quality education are not only carried out by the government, other parties also participate in efforts to improve the quality of education, including the private sector, educational institutions and even the general public participate in their efforts. In principle, there must be something that provides an overview of how important efforts are to improve the quality of education in the country which is still said to have low quality, the most effective way is to achieve quality education not only by the government, other parties also participate in efforts to improve the quality of education, including the private sector, educational institutions and even the general public participate in their efforts, in this case by implementing 10 Education targets in the SDGs.

The Sustainable Development Goals (SDGs) in the field of Education is quality

education, aimed at ensuring equitable distribution of quality education and increasing learning opportunities for all. Thus, with knowledge and higher education, individuals will directly understand the regulations related to access to legal aid.

4. Conclusion

The socialization related to the role of paralegals in fulfilling legal assistance is very important to be applied, especially in rural areas, so that the community in the village can know and understand the role of paralegals in fulfilling legal assistance, and subsequently, the community in the village can access legal assistance from paralegals. In addition, the importance of socialization regarding the Sustainable Development Goals (SDGs) in the field of Education is that it will provide knowledge to the community in the village about the access to education that can be obtained. The community in the village regarding access to Paralegals in fulfilling Legal Aid include the need for socialization of regulations related to the Role of Paralegals in fulfilling Legal Aid as stipulated in Law No. 16 of 2011 on Legal Aid & Regulation of the Minister of Law and Human Rights No. 3 of 2021 on Paralegals in Providing Legal Aid. Furthermore, the Sustainable Development Goals (SDGs) in the field of Education is quality education, aimed at ensuring equitable distribution of quality education and increasing learning opportunities for all. Thus, with knowledge and higher education, individuals will directly understand the regulations related to access to legal aid.

Reference

- Astariyani, N. L. G., Rumiarta, I. N. P. B., Ardani, N. K., & Kenevan, T. J. (2023). Policy on the Right to Education of Refugees in Indonesia and Australia. *Lex Scientia Law Review*, 7(1), 249-276. <https://doi.org/10.15294/lesrev.v7i1.62964>
- Biesta, G., Ourania, F., Wainwright, E., & Aldridge, D. (2019). Why educational research should not just solve problems, but should cause them as well. *British Educational Research Journal*, 45(1), 1–4.
- Century, J., & Cassata, A. (2016). Implementation research: Finding common ground on what, how, why, where, and who. *Review of Research in Education*, 40(1), 169–215.
- Didi Kusnadi, 2000, *Bantuan Hukum*, Bina Aksara, Jakarta.
- I Nyoman Prabu Buana Rumiarta. (2022). The Role of The United Nations Committee on the Peaceful Uses of Outer Space. *Focus Journal Law Review*, 2(2). <https://doi.org/10.62795/fjl.v2i2.33>
- I Nyoman Prabu Buana Rumiarta. (2022). Correlation Theory of A.V. Dicey Perspective of the Rule of Law in Indonesia: . *Focus Journal Law Review*, 2(1). <https://doi.org/10.62795/fjl.v2i1.19>

I Nyoman Prabu Buana Rumiarta , 2023. Hukum Tata Negara & Hak Asasi Manusia, Dewangga Publishing, Depok.

Mikko Puustinen, Janne S`antti, Hannu Simola, 2022, Five decades of persistent decontextualisation of academic teacher education in Finland, International Journal of Educational Research, Vo. 116 No. 1. <https://www.sciencedirect.com/journal/international-journal-of-educational-research/vol/116/suppl/C>

Munir Fuady & Sylvia Laura L. Fuady, 2015, Hak Asasi Tersangka Pidana, Kencana, Jakarta.

Manan, Bagir, 1994. Dasar-Dasar dan Sistem Ketatanegaraan Republik Indonesia Menurut UUD 1945, Universitas Padjajaran, Bandung.

Thomas John Kenevan. (2022). The United Nations in the Field of Education (Constitution United Nations Educational, Scientific and Cultural Organization). *Focus Journal Law Review*, 2(2). <https://doi.org/10.62795/fjl.v2i2.29>

The United Nations, 2022, Unesco History, <https://www.unesco.org/en/brief>

Wikipedia, 2022, Encyclopedia United Nations Educational, Scientific and Cultural Organization.