



Legal Education on Introduction to the Workplace in Relation to Labor Law at the Bill Qistee Indonesia Community Learning Center (PKBM) at Jalan Palem No. C2/1, Pamulang Barat, South Tangerang City

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ABSTRACT

This legal awareness program on the workplace, in conjunction with labor law, is a public education initiative aimed specifically at high school and vocational school students to help them better understand Law No. 6 of 2023 on Labor, in conjunction with Law No. 11 of 2020, in conjunction with Law No. 13 of 2003, which regulates labor issues from start to finish. This activity aims to provide insight into what the world of work is like, including company regulations, codes of conduct, and types of employment agreements all of which are new concepts for these high school and vocational school students. Through an interactive approach involving presentations, discussions, case simulations, and the distribution of materials, participants are equipped with digital literacy so that students: understand the ins and outs of labor relations, ensuring that when they eventually enter the industrial world, they already have a broad understanding of what the workplace is like whether on a small, medium, or large scale. The primary objective of this outreach program is to provide legal awareness so that students will not be at a loss when entering the new world of work. Introducing the world of work to high school students aims to bridge the gap between academic theory and industrial practice. This equips students with practical skills, aligns their competencies with labor market needs, and fosters a professional mindset so they are ready to compete after graduation. Competency Alignment (Link and Match) ensures that the skills taught in school align with industry standards and needs. Strengthening practical skills provides a realistic understanding of on-the-job operations, so that students master not only theory but also relevant work practices. Career planning helps students identify their interests, talents, and promising career options early on. Professional character development fosters discipline, work ethic, responsibility, and communication skills that are essential in the workplace.

Key Words: Introduction Workplace, Alignment Competencies, Strengthening Technical Skills, Career Planning

INTRODUCTION

Indonesia is a state governed by the rule of law, as stipulated in Article 1, Paragraph 3 of the 1945 Constitution. The concept of the rule of law is widely embraced by nations around the world. Referring to Azhary's view on the concept of the rule of law, the exercise of state and



governmental power must be based on and grounded in the sovereignty of law to uphold legal order. This concept of a state governed by the rule of law holds that all actions taken by every individual in the country must be grounded in the law as a boundary within the framework of state life. Based on the concept of a state governed by the rule of law, this concept can be categorized into the two most well-known types of such states worldwide: the “rule of law” and the “rechtsstaat.” The fundamental difference between these two concepts lies in the legal systems employed within each respective concept of a state governed by the rule of law. A state governed by the concept of the “*rechtsstaat*” is a product of the civil law or continental European legal system, while the concept of a state governed by the “rule of law” is a product of the common law or Anglo-Saxon legal system. Indonesia, as a state governed by the concept of the “rechtsstaat,” follows the continental European or civil law system. The concept of the rule of law and the legal system used in Indonesia are characterized by positive law or legislation serving as the source of law in the administration of the state. This influences the administration of the state in Indonesia, where all state administration must be based on law or legislation; however, the proliferation of legislation in Indonesia has led to numerous overlapping or conflicting regulations. This disharmony can also take the form of regulations contradicting one another. This has become a serious problem because it creates legal uncertainty.

This issue of regulatory disharmony prompted President Joko Widodo to enact Law No. 11 of 2020 on Job Creation, based on the omnibus law concept. The government believes that using this omnibus law concept is a solution to address the overlap or disharmony in existing laws and regulations in Indonesia. The initial idea for the creation of this Job Creation Law was proposed by President Jokowi on October 20, 2019, during a Plenary Session of the People’s Consultative Assembly of the Republic of Indonesia. As the process of drafting and enacting Law No. 11 of 2020 on Job Creation progressed, it sparked significant public debate. The issue centers on the government’s lack of transparency in the legislative process, as the public was not involved in the drafting of this Job Creation Law. Public opposition to the Job Creation Law was expressed through street demonstrations in several cities across Indonesia. The issues arose not only from the drafting process but also from the substance of the provisions within the law, which the public perceived as failing to ensure fairness. In addition to these two points, the application of the omnibus law concept in the drafting of the Job Creation Law is inconsistent



with the principles of legislative drafting in Indonesia as set forth in Law No. 12 of 2011 and Law No. 15 of 2019.

The use of this omnibus concept also makes the Job Creation Law an umbrella law that is not recognized under Indonesia's legislative framework. The issues that arose formed the basis for the filing of a formal review of Law No. 11 of 2020 on Job Creation with the Constitutional Court. The Constitutional Court ruled that the formal review of the enactment of this law was conditionally unconstitutional, whereby the Constitutional Court gave the lawmaker, namely the House of Representatives and the government, the opportunity to amend Law No. 11 of 2020 on Job Creation within a period of 2 years after this decision was read by the court. However, if no amendments are made to the law within that timeframe, it will be declared permanently unconstitutional. This was outlined by the Constitutional Court in Decision No. 91/PUU-XVIII/2020. On December 30, 2022, President Joko Widodo issued Government Regulation in Lieu of Law No. 2 of 2022 on Job Creation, which aims to replace Law No. 11 of 2020—the law previously mandated by the Constitutional Court to be amended in accordance with the ruling that had been read and finalized. However, the actions taken by President Joko Widodo and the government did not garner public support and resulted in widespread criticism. This is because the Government Regulation in Lieu of Law that has been enacted does not contain any specific differences from the previous Job Creation Law, leading the public to perceive that the substance and the manner in which the previous Job Creation Law and the Government Regulation in Lieu of Law were enacted are identical. The controversy surrounding the enactment of Government Regulation in Lieu of Law No. 2 of 2022 on Job Creation has also arisen among legal experts in Indonesia.

Bvutri Susanti stated that the issuance of this Government Regulation in Lieu of Law on Job Creation is actually a ploy by the government because there is no compelling urgency. However, Luthfi Marfungah expressed a different view, stating that this Government Regulation in Lieu of Law on Job Creation is a rational and constitutional action. This controversy and uproar did not end with the enactment of this Government Regulation in Lieu of Law but continued until the House of Representatives enacted it as Law No. 6 of 2023. Those who oppose the regulation argue that it does not meet the requirements for enactment as stipulated in Article 22, Paragraph (1) of the 1945 Constitution, and therefore should not be accepted or enacted as law.



Disagreement with this view served as the basis for filing a constitutional review with the Constitutional Court under registration numbers 5/PUU-XIX/2023 and 6/PUU-XIX/2023 regarding formal and substantive reviews of this Government Regulation in Lieu of Law. Therefore, a comprehensive discussion is needed to determine whether Government Regulation in Lieu of Law No. 2 of 2022 on Job Creation, enacted through Law No. 6 of 2023, constitutes a constitutional act or not. Based on this background, we from the Community Service Program (PKM) Team at Pamulang University (UNPAM)—comprising 2 faculty members and 2 students—felt compelled to participate in helping to provide legal education and raise awareness among the public, as well as to disseminate information to the community through the PKM titled: *“Legal education on the introduction to the workplace in relation to labor law at the Bill Qistee Indonesia Community Learning Center (PKBM).”*

METHOD

The Community Service Program (PKM) titled “Legal Education on Introduction to the Workplace in Relation to Labor Law at the Bill Qistee Indonesia Community Learning Center” was held over three days, specifically on Thursday – Saturday, May 7–9, 2026, at the Bill Qistee Indonesia School Community Learning Center (PKBM), Jalan Palem No. C2/1, Pamulang Barat, South Tangerang City. The implementation method was designed to be participatory, educational, and practical, emphasizing the active involvement of school administrators, teachers, and students from the preparation stage through to the post-activity phase. This outreach program should be viewed as a long-term strategy requiring continuous support from various stakeholders, including the local government, educational institutions, and civil society organizations in South Tangerang City.

RESULT AND DISCUSSION

The solution to social media issues at the Bill Qistee Indonesia Community Learning Center (PKBM) takes the form of legal counseling on the introduction to the world of work in relation to labor law. This is a public education program, specifically for high school and vocational school students, designed to help them better understand Law No. 6 of 2023 on Labor in conjunction with Law No. 11 of 2020, and Law No. 13 of 2003, which govern labor issues from start to finish. This activity aims to provide insight into what the working world is



like, including company regulations, codes of conduct, and types of employment agreements—topics that are new to these high school and vocational school students. Through an interactive approach involving presentations, discussions, case simulations, and the distribution of materials, participants are equipped with digital literacy so that students: understand the ins and outs of labor relations, ensuring that when they eventually enter the industrial world, they at least have a broad understanding of what the working world is like, whether on a small, medium, or large scale.

The primary objective of this workshop is to provide legal awareness so that students will not feel overwhelmed when entering the new world of work. Introducing high school and vocational school students to the working world aims to bridge the gap between academic theory and industry practice. This equips students with practical skills, aligns their competencies with the needs of the job market, and fosters a professional mindset so they are ready to compete after graduation. Competency Alignment (Link and Match) ensures that the skills taught in school meet the standards and needs of the business world or industry. Strengthening practical skills provides a realistic picture of on-the-job operations so that students not only master theory but also relevant work practices. Career planning helps students identify their interests, talents, and promising career options early on. Professional character development fosters discipline, work ethic, responsibility, and communication skills that are essential in the workplace.

The general objective of this community service activity is to help students gain knowledge and understanding of the working world in relation to labor laws, particularly for students who have not yet graduated from high school. The aim is to provide information about the working world in relation to Law No. 6 of 2023 on Labor and its implementing regulations. Specifically, the objective of this community service activity is to help provide students with knowledge grounded in sufficient information regarding what the working world is like and its dynamics, as well as to share information related to labor issues that will serve as a foundation when students graduate and enter the workforce. Introducing labor laws at the high school (SMA) level is crucial as a foundation for this transition.

This protects students from exploitation when they start working, fosters awareness of their rights and obligations, and cultivates a workforce that is more confident, independent, and competitive in the future. This educational initiative offers various concrete benefits for



students, including preventing early exploitation, providing an understanding of wage standards, working hours, and leave entitlements, so they can avoid harmful or illegal labor practices. Understanding Workers' Rights and Obligations: Students learn to identify different types of employment contracts (such as fixed-term and permanent contracts), social security benefits, and legally valid procedures for termination of employment. This also fosters an entrepreneurial spirit: rather than merely preparing students to become employees, this understanding helps those who wish to start their own businesses to grasp the regulations governing the fair employment of others. Boosting Career Confidence: Graduates who understand the rules can be more critical and savvy when negotiating benefits and a safe and healthy work environment.

This is important to prepare them to face various challenges in the workplace, including protection against labor exploitation. The need for an understanding of labor law is also in line with Article 27, Paragraph 2 of the 1945 Constitution, which protects the right of every citizen to obtain decent work and wages. Law No. 13 of 2003 on Manpower, which serves as the legal foundation for worker protection, supports this.

Through the labor law education program, students at the Bill Qistee Indonesia Community Learning Center (PKBM), as future professional workers, can learn about relevant basic legal provisions, such as working hours, minimum wages, and industrial relations dispute resolution systems. The creation of highly competitive human resources is one of the benefits of labor law education. By employing a competency-based approach, enhancing individual capacity including legal understanding is key to improving well-being and expanding opportunities. By understanding labor regulations, students can manage their future careers with greater confidence, whether as employees or employers. In the face of the digital era, students also need to understand the new challenges in digital platform-based employment. Christensen's theory of disruptive innovation highlights the significant impact of technology on work patterns. Education in labor law must address issues such as the rights of freelance workers and labor protection mechanisms in the gig economy. With this understanding, students will be prepared to navigate the Fourth Industrial Revolution from both a legal and professional perspective.

Labor law education at the high school and vocational school levels is not only relevant to students as prospective workers but is also important in fostering legal awareness among the

younger generation. Students face significant challenges in the workplace as prospective employees about to enter the workforce. To ensure they understand their rights and responsibilities at work, it is essential for them to comprehend Law No. 13 of 2003 on Labor. Article 77, which regulates working hours, is one of the law's key provisions. This article ensures that students are aware that the maximum working hours are seven hours a day for six working days or eight hours a day for five working days. With the protection of the minimum wage, Article 88 guarantees workers' right to earn an income sufficient for a decent standard of living. Students have a legal basis to demand a safe and healthy work environment in accordance with Article 86, which upholds workers' rights to occupational safety and health. This legal education can be implemented through case simulations or group discussions, referencing the provisions governing the resolution of labor relations issues in Articles 151 through 169. Through these simulations, students will better understand how mediation mechanisms or the resolution of labor disputes are carried out in the real world.



Figure 1: PKM Activities

CONCLUSION

In addition, labor issues in the digital age are also relevant to students; for example, digital platform-based work, which is not yet fully regulated under the Labor Law. Students who understand Article 90, Paragraph 1 which prohibits the payment of wages below the minimum wage will be better prepared to face contemporary workplace challenges, including those in the gig economy. With a comprehensive education in labor law, students will not only understand their rights and obligations but will also be equipped to become professional, law-abiding workers capable of contributing to the creation of fair and harmonious employment



relationships. In conclusion, teaching labor law to students is a deliberate step toward cultivating a new generation that is legally aware, ethical, and ready for the workforce. Through a theory-based approach, this education fosters a culture of fair and peaceful work while enhancing individual competencies.

This community service activity aims to help students gain knowledge and understanding of the working world in relation to labor laws, particularly for students who have not yet graduated from high school. The goal is to provide information about the working world in connection with Law No. 6 of 2023 on Labor and its implementing regulations. Specifically, the objective of this community service activity is to help provide students with knowledge grounded in sufficient information regarding what the working world is like and its dynamics, as well as to share information related to labor issues that will serve as a foundation when students graduate and enter the workforce. Introducing labor laws at the high school (SMA) level is crucial as a foundation for this transition. This protects students from exploitation when they start working, fosters awareness of their rights and responsibilities, and cultivates a workforce that is more confident, independent, and competitive in the future. This educational initiative offers various concrete benefits for students, including preventing early exploitation, providing an understanding of wage standards, working hours, and leave entitlements, so they can avoid harmful or illegal labor practices.

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