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INTEGRATION OF PROFESSIONAL ETHICS AND ARTIFICIAL INTELLIGENCE IN LEGAL CLINICAL EDUCATION: CHALLENGES AND SOLUTIONS 2025

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Abstract

This study aims to examine in depth the integration of legal professional ethics and the application of Artificial Intelligence (AI) in clinical legal education, with an emphasis on its impact on moral standards and legal professionalism, while also identifying various ethical challenges and solutions arising from the application of this technology. This study uses a normative juridical method with a statutory approach, through a review of legal norms and professional codes of ethics relevant to the use of artificial intelligence technology. The results of the study indicate that the integration of AI in clinical legal education can increase the effectiveness and accuracy of legal analysis, but has the potential to pose moral challenges. Therefore, it is necessary to establish digital ethical guidelines, continuous normative oversight, and strengthen a professional culture based on legal moral values so that technological progress remains in line with the ethical responsibilities of the profession.

Keywords: Artificial Intelligence, Legal Clinical Education,Challenges and Solutions

INTRODUCTION

The development of artificial intelligence (AI) technology has brought about significant changes in the legal field, particularly in activities related to data analysis, document drafting, and legal reasoning assistance. In Indonesia, the use of AI is beginning to be seen in contract drafting, jurisprudence searches, case administration systems, and digital-based legal consultation services. Despite providing convenience and efficiency, the use of AI raises serious ethical issues, particularly regarding the accuracy of information, the fairness of legal processes, and accountability for system-generated decisions. When AI is used in the context of legal practice, there are risks that directly impact justice and public rights if the technology operates without adequate ethical controls.

This phenomenon is increasingly relevant with the increasing use of artificial intelligence-based legal platforms in Indonesia. A 2023 report from the Ministry of Communication and Informatics (Kominfo) noted significant growth in the use of digital legal services and AI-based analytical tools in both the public and private sectors, in line with the acceleration of national digital transformation (Kominfo, 2023). However, this development has not been fully matched by regulations governing the principles of algorithmic transparency, personal data protection, or accountability mechanisms when AI produces recommendations or decisions that affect a party's rights. Law Number 27 of 2022 concerning Personal Data Protection has indeed become an important legal basis, but it does not specifically address the ethical and legal responsibilities of AI in the legal sector.

Several previous studies have discussed the use of AI in law enforcement and digital public services. For example, research by Haris & Tantimin (2022) highlights the importance of establishing a legal framework responsive to digital technology within the national legal system. However, these studies have not specifically addressed how the application of legal professional ethics principles is integrated when AI is used in hands-on learning-based legal practice. Thus, there is a research area that needs to be clarified, namely regarding the relationship between the use of artificial intelligence and the moral and professional standards that must be maintained in legal practice.

Based on this explanation, the research questions are as follows: first, how does the use of artificial intelligence influence the application of professional ethics in clinical legal education practices? Second, how does the use of artificial intelligence influence the application of professional ethics in clinical legal education practices?formulation of policies and ethical guidelines for the integration of AI in legal clinical education.And third, what are the ethical challenges and solutions in implementing AI in legal clinical education environments?**.**

This study aims to explain the relationship between the use of AI and the application of legal professional ethics, identify moral and legal obstacles that arise in the process of its application, and formulate recommendations so that the use of AI remains within the corridor of justice, accountability, and integrity of legal professionals in Indonesia.

METHOD

This study employs a normative juridical approach, focusing on the study of written legal norms and the principles of professional ethics applicable to the Indonesian legal clinical education system. This approach was chosen because the issues studied are closely related to normative aspects, particularly regarding how legal provisions and codes of ethics for the legal profession can be integrated with the use of Artificial Intelligence (AI) in the legal clinical learning process.

The approach used is a statutory approach, a method that examines various laws and regulations relevant to the research object. Through this approach, the research analyzes several provisions, such as laws and regulations concerning digital transformation and legal professional ethics, that are relevant to the use of AI in legal education.

The analysis results are organized argumentatively and systematically to outline the relationship between advances in artificial intelligence technology and the application of legal professional ethics. Through this analysis, this study aims to formulate normative recommendations and ethical policies that can be implemented to maintain legal professionalism amidst the evolving digital era.

DISCUSSION

1. The Influence of the Use of Artificial Intelligence on the Implementation of Professional Ethics in Legal Clinical Education

The development of artificial intelligence (AI) has made tremendous progress in the past two decades and is now an integral part of nearly every aspect of human life, including education, healthcare, business, and government. Conceptually, AI is a computer system designed to mimic human thinking abilities such as learning, reasoning, decision-making, and problem-solving independently. This technology works by processing large amounts of data through pattern-recognizing algorithms, resulting in decisions or recommendations that mimic human thought processes.(Gandasari et al., 2024)

Artificial Intelligence (AI) is a field of computer science that focuses on designing systems or machines capable of performing tasks that typically require human intellectual abilities. These capabilities include processing and understanding speech, interpreting language, making informed decisions, and learning patterns from the data they receive.(Nabila, 2025)

In their work, Artificial Intelligence: A Modern Approach, Russell and Norvig explain that AI is both a scientific discipline and a method for developing machines that can act intelligently like humans. This intelligence extends beyond simply carrying out commands, including the ability to analyze information, learn from experience, plan actions, and solve problems independently.

The integration of Artificial Intelligence (AI) in legal clinical education has become an increasingly prominent phenomenon alongside the digitalization of legal learning and practice. Essentially, legal clinical education is designed to hone analytical skills, practical skills, and develop the ethical character of prospective legal professionals through direct involvement in solving legal problems. However, the emergence of AI, capable of generating legal analysis, formulating arguments, and even predicting decisions through processing large amounts of data, presents a new influence on the process of developing these competencies. AI can accelerate the understanding of argumentative structures and expand access to legal references, but on the other hand, it also has the potential to shift the learning orientation from analytical processes to a reliance on instant results.

The role of AI in the healthcare and business sectors is also demonstrating revolutionary impact. In the medical field, for example, AI systems can read radiological images such as MRIs and CT scans with high accuracy, helping doctors diagnose diseases more quickly and accurately. Similarly, in business, AI algorithms are used to analyze consumer behavior, identify market trends, and optimize supply chains. Leveraging big data processed by AI enables companies to make strategic decisions based on stronger and more efficient analysis.(Nurhasanah & Safwandy Nugraha, 2024)

However, the advancement of AI is not without its challenges and ethical dilemmas. The most frequently raised issues concern data privacy and security. Every AI system requires vast amounts of data to learn and improve its accuracy. This raises the risk of misuse of personal data, breaches of confidentiality, and potential leaks of sensitive information. Furthermore, the issue of algorithmic bias arises, namely the tendency of AI systems to make discriminatory decisions due to training data that is unbalanced or does not represent the diversity of the population. In a legal context, this can have serious implications if AI is used in law enforcement, job recruitment, or social assessment systems.

Beyond technical issues, the development of AI also raises more complex moral and legal questions. One frequently discussed issue is legal responsibility for the actions or errors committed by AI systems. For example, if an AI-controlled autonomous vehicle causes an accident, who should be held responsible: the manufacturer, the programmer, or the user? This dilemma underscores the need for a clear legal framework to ensure that AI applications remain within ethical and fair boundaries.

From a historical perspective, AI did not emerge suddenly. Since the 1950s, scientists such as Alan Turing, John McCarthy, and Marvin Minsky have laid the foundation for research on intelligent machines. Turing, with his "Turing Test," introduced the concept of machines capable of mimicking human intelligence, while McCarthy created the LISP programming language, which became a cornerstone of AI research in the following decades. The 1960s and 1970s are known as the "AI Summer," a period of intense enthusiasm for the potential of AI. However, limitations in technology and computing resources led to a decline in research interest, known as the "AI Winter."

The rise of AI resurfaced in the 1990s and 2000s, fueled by increasing computing power and the emergence of the machine learning paradigm. This approach enabled computer systems to learn from data and improve their performance without the need for explicit programming. The most revolutionary development was the emergence of deep learning in the 2010s, where artificial neural networks (neural networks) were able to recognize images, sounds, and text with high accuracy. Ultimately, the AlphaGo program's success in defeating the world champion Go in 2016 symbolized the fact that AI had surpassed human capabilities in certain domains.

Today, a new generation of AI, such as large language models (LMLs) and generative AI, including GPT, Claude, and Gemini, has transformed the way humans interact with information. AI is able to understand the context of natural language and generate text, images, or decisions that mimic human thought patterns. This phenomenon opens up significant opportunities in education, including legal education and legal clinics, where AI can help analyze documents, develop legal arguments, and simulate ethical cases.

However, this rapid development also demands serious attention to human values and ethical responsibility. The concept of explainable AI (XAI) emerged as an effort to create systems that are transparent and easily understood by humans. This approach is crucial to ensure that every decision made by AI is traceable, accountable, and does not cause social harm. Therefore, a balance between technological innovation and adherence to professional ethics is key to the successful use of AI, particularly in the legal world.(Nasman, 2024)

In terms of its impact, the use of AI offers significant benefits for legal clinic participants in understanding legal reasoning patterns. Through AI-based legal search engines, legal issues, relevant jurisprudence, and legal doctrine can be identified without the need for time-consuming manual searches. This helps accelerate the process of generating initial insights in developing case arguments. However, this acceleration also brings challenges in the form of reduced in-depth intellectual engagement. Reflective skills, the ability to weigh the values of justice, and ethical sensitivity cannot always be developed when legal analysis is largely left to automated systems. AI only processes data and patterns, not the moral values or humanitarian interests that should be at the core of the legal profession.(Yudiono et al., 2025)

Furthermore, the influence of AI is beginning to be seen in aspects of academic integrity, particularly in the process of writing legal opinions, briefing cases, or drafting advocacy documents. Some legal clinic participants tend to use AI as a tool to produce comprehensive analyses without critically examining or understanding the legal basis.(Isdayani et al., 2024)This situation has the potential to give rise to hidden digital plagiarism, where analytical drawings appear to be original but are actually the result of a computational system. This is where professional ethics issues arise, as the legal profession's code of ethics explicitly prioritizes intellectual honesty, personal responsibility, and originality of thought in every professional action. If dependence on AI becomes a habit from the educational process, the profession's integrity risks being degraded in future legal practice.

In legal clinical education, professional ethics is understood not only as written rules, but as practical moral values formed through learning experiences. Therefore, the use of AI should be positioned as a supporting instrument, not a substitute for legal thinking. Reinforcement of discussion-based learning, reflective clinics, and argumentative evaluations needs to be developed so that clinical participants continue to process their own ethical considerations. Clinical supervisors have a strategic role in guiding participants to use AI not as an "answer-giver" but as a comparative tool, perspective-builder, and trigger for critical thinking. By maintaining this balance, AI will support learning without diminishing the substance of professional ethics.(Rosyanto et al., 2025)

Furthermore, legal education institutions need to begin developing guidelines for the ethical use of AI in clinical education. These guidelines could include standards for originality checking, limits on the use of AI in document preparation, mandatory verification of legal sources, and AI literacy training based on professional ethics. With these guidelines, the use of AI will no longer be arbitrary, but rather directed and oriented toward developing legal professionals with character, responsibility, and moral integrity.

Thus, it can be emphasized that AI has a dual impact on the application of professional ethics in clinical legal education. On the one hand, AI enriches learning instruments and increases the efficiency of legal analysis. However, on the other hand, without ethical oversight and reflective awareness, AI has the potential to undermine independent analytical skills, originality of thought, and professional integrity.

Therefore, strengthening internal regulations, providing ethical guidance in learning, and cultivating a critical attitude are crucial steps to ensure that AI integration remains in line with the ethical principles of the legal profession.

2. Formulation of Policy and Ethical Guidelines for AI Integration in Legal Clinical Education

The accelerated digitalization of legal services has brought significant changes to the way the justice system operates. Artificial intelligence is now being used to assist in managing legal administration, tracing precedents in decisions, and supporting the analysis of case documents. However, this development has not been fully matched by the presence of clear and comprehensive legal regulations. To date, there are no regulations that clearly define the legality, limits of authority, and accountability for the use of AI in legal practice. This situation creates legal uncertainty, particularly when the results of an AI system result in decisions or recommendations that are detrimental to certain parties. When such a system makes an error, there is no legal basis that can directly determine who is responsible for the legal consequences.

The existing regulatory framework only addresses technical aspects, such as personal data protection and electronic service procedures. These regulations fail to address the fundamental issue of AI's legal standing within the judicial system. In traditional legal practice, legal subjects are clearly distinguished between humans and legal entities. AI falls outside these two categories, so when bias, prediction errors, or deviations occur in the legal analysis process, there is no normative reference to determine accountability. Furthermore, AI's ability to learn and adapt its work patterns independently complicates accountability issues, as its behavior cannot always be guaranteed to follow the initial instructions given by the developer or operator.(Putra et al., 2025)

The absence of substantive regulations clarifying the status and responsibilities of AI raises conceptual challenges for the legal system. Without clear standards regarding the legitimacy of using AI in making recommendations or drafting decisions, the principles of legality and the protection of the rights of stakeholders are potentially neglected. The legal system can lose certainty and fairness if technology is used without a strong normative foundation. This regulatory vacuum can ultimately weaken legal protection for the public, as there is no mechanism to assess whether technology-based processes are legitimate, fair, and accountable. Therefore, it is

necessary to formulate regulations that can address technological challenges, ensuring that the use of AI remains within legal control and does not undermine fundamental principles of justice.

The integration of Artificial Intelligence (AI) into clinical legal education requires a clear policy framework and ethical guidelines to ensure that the use of this technology does not displace the core values of the legal profession. Legal professional ethics places moral responsibility, integrity, prudence, and a commitment to justice as fundamental foundations in every legal reasoning process. Therefore, the use of AI cannot be separated from the principle that technology serves only as a supporting tool, not as an overriding factor in the core intellectual processes that are human and value-based.

Policy formulation needs to begin with internal regulations within legal education, which define the limits of AI use in clinical assignments, legal document preparation, litigation simulations, and case observation. These regulations should not only establish prohibitions and limitations but also provide guidance on appropriate use, such as requiring a declaration of AI use in all academic work. This approach reinforces the principles of transparency and intellectual honesty as part of professional character building.(Indra Purba et al., 2025)

Furthermore, developing ethical guidelines for AI integration is crucial to ensure that technology does not diminish empathy and consideration of human values in legal practice. Clinical education not only teaches the application of legal norms but also fosters moral sensitivity in addressing societal issues. If AI is used without limits, the internalization of moral values can be diminished. Therefore, developing guidelines for AI use must incorporate the principles of fairness, prudence, non-discriminatory data processing, and privacy protection.

These ethical policies and guidelines must also be adaptive, given the rapid development of AI. Legal education institutions should establish regular review teams to review the effectiveness of these guidelines, update them in line with technological advances, and adapt to developments in the Advocate Code of Ethics, higher education regulations, and national digital policies. With this approach, integrating AI into clinical legal education not only increases learning efficiency but also maintains adherence to the principles of professionalism and morality in legal science.

3. Challenges and Solutions for Ethical AI Integration in Legal Clinical Education

The use of artificial intelligence (AI) has made a significant contribution to increasing the effectiveness and efficiency of various aspects of modern life. However, it is important to understand that this development also carries complex ethical consequences. The issues raised relate not only to how the technology works but also to fairness, data protection, accountability, and its social impact. In the context of digital technology development, these ethical issues are becoming increasingly important to ensure that AI use remains in line with moral principles and human values.

One of the most widely discussed issues is algorithm transparency. Many artificial intelligence systems operate using complex computational models that are difficult for humans to understand, making their reasoning and decision-making processes unclear. When a system makes a decision, for example in a job selection process or a credit recommendation, users often receive no explanation of the rationale behind the decision. This situation has the potential to erode public trust in technology.

Furthermore, the use of data in training AI models can also introduce bias. Data originating from specific social environments often carries patterns of inequality that are then replicated by the system. This can lead to discriminatory decisions against certain groups. International research has found that facial recognition systems have varying levels of accuracy based on skin color, raising concerns about the fairness and objectivity of the technology. This phenomenon demonstrates that technology is not entirely neutral, but rather influenced by the data sources used to build it.

Privacy is another important issue. Artificial intelligence systems typically collect and analyze large amounts of personal data. If the management of this data is not strictly monitored, there is a risk of misuse, information leakage, or unauthorized use. Although Indonesia has regulations regarding personal data protection, their implementation still faces various technical and institutional challenges.

On the other hand, the use of AI in work systems and industry also has the potential to cause socioeconomic impacts. Automation in various sectors can reduce labor demand, particularly in routine or mechanical jobs. If not balanced with skills adjustments and adequate social policies, this situation can widen social disparities and lead to unemployment.

The next issue concerns accountability. When an AI system makes an incorrect decision or causes harm, it's not always clear who is responsible—the system developer, the user, or the AI itself. This lack of clarity raises concerns about ensuring fairness in legal proceedings.

Another challenge is the validity and accuracy of legal data processed by AI. AI systems can produce analyses that appear structurally sound but are actually normatively irrelevant if the legal sources do not align with the jurisdictional context, the regulatory timeframe, or the hierarchy of norms. This is particularly true for AI models that process global data without the filter of national legal systems.

To ensure the ethical use of artificial intelligence, several steps need to be taken. Technology development must adhere to fundamental principles such as fairness, security, and transparency. Education on technological ethics is also crucial for developers and those involved in AI use. Furthermore, a clear regulatory framework and a supervisory body tasked with ensuring that technology implementation does not harm society are needed. Collaboration between the government, academics, and industry players is also needed to develop ethical guidelines tailored to Indonesia's needs and context. Furthermore, the development of explainable AI technology is crucial to ensure users maintain control and understanding of the technology they use.(Shelley, 2024)

CONCLUSION

This study found that the presence of artificial intelligence in clinical legal education significantly impacts the ethical competency development of legal learners. While AI facilitates the exploration of legal sources, the formulation of arguments, and the preparation of documents, it can also weaken ethical sensitivity if its use is not properly guided. This situation demonstrates that technological development is not merely a matter of efficiency and speed, but also concerns how the moral values of the legal profession are maintained in the learning and practice of law.

The significance of these findings is that technological progress cannot stand alone without a strong ethical foundation. Values such as integrity, responsibility, objectivity, and confidentiality must remain the foundation of every legal learning process. AI can be a beneficial tool if used consciously, critically, and proportionally, but it can pose a threat to legal professionalism if used without proper ethical control.

Based on this, this study recommends strengthening professional ethics curricula that explicitly address the use of AI in legal practice. Institutions providing clinical legal education should establish ethical guidelines for the use of AI, including limitations on document creation and case analysis. Furthermore, learning mechanisms should be developed that position AI as a tool, not a substitute for legal thinking, so that technological development can align with the development of the legal profession's ethical character.

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