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Teaching International Law in Indonesia

*Hikmahanto Juwana**

I. INTRODUCTION

THE term 'international law' in the curriculum of law faculties throughout Indonesia has three different uses. First, international law refers to a general course on public international law. Second, it refers to the various studies within the ambit of international law, which will be referred here as 'specialized courses', such as the law of treaties, the law of international organization, the law of the sea, air law, space law, humanitarian law, international environmental law, diplomatic law, *etc.* Lastly, it can refer to the major that the student can take during his or her study at the faculty.¹ This paper will discuss the three uses of the term international law.

This article draws from the curricula and other materials from the law faculties of University of Indonesia,² University of Gadjah Mada,³ University of Padjajaran,⁴ University of Parahyangan,⁵ Trisakti University,⁶ University of Lampung⁷ and University of North Sumatera.⁸ Nevertheless, this article does not base itself on a comprehensive survey of the teaching of international law in Indonesia. Rather, the views offered here stem more from my experiences teaching international law at

* Professor of International Law at the University of Indonesia. He received his LLB from the University of Indonesia, LLM from Keio University, Japan and PhD from the University of Nottingham.

- 1 Other majors are civil law, criminal law, constitutional law, administrative law, law and development.
- 2 University of Indonesia is a state owned University located in Jakarta and one of the oldest universities in Indonesia.
- 3 University of Gadjah Mada is a state owned University located in Yogyakarta and one of the oldest universities in Indonesia.
- 4 University of Padjajaran is a state owned University located in Bandung, West Java and is leading in its international law programme among law faculties throughout Indonesia. It has a masters and doctorate programme in international law.
- 5 University of Parahyangan is a private owned University located in Bandung, West Java and is a leading private university running a law programme.
- 6 Trisakti University is a private owned University located in Jakarta and one of the leading private universities running a law programme.
- 7 University of Lampung is a state owned University located in Lampung, Sumatera.
- 8 University of North Sumatera is a state owned University and is a leading university in Sumatera.

the University of Indonesia, and personal experience over the last 12 years. The various issues discussed are based on discussions with colleagues rather than by means of a formal questionnaire.

II. LEGAL EDUCATION IN INDONESIA & THE PUBLIC INTERNATIONAL LAW COURSE

Legal education in Indonesia has its origins in the colonisation of Indonesia by the Dutch. In 1909, the Dutch colonial government established a secondary school for law (*rechtsschool*).⁹ At that time, it was not established as an institute of higher education. Its function was to train Indonesians to work as clerks servicing district courts. In 1924, *rechtsschool* was upgraded to become a school for higher education in law (*rechtshogeschool*). The school was established in Batavia, as Jakarta was known during the colonial era. After Indonesia became independent, *Rechtshogeschool* became the Faculty of Law at the University of Indonesia.¹⁰

Currently, there are over two hundred law faculties in the country. The law faculties are divided into state and privately owned. There are twenty-seven state-owned law faculties. The law faculties run programmes relating to a first degree in law, with some also running postgraduate programmes mostly at the level of masters, with very few doctoral programmes. The legal education provided by Indonesian law faculties differs from that encountered in law schools in the United States. Legal education in Indonesian is not conducted as a professional school, but is oriented towards academic study where graduates do not necessarily enter the legal profession. That is, a degree in law is treated as a general one.

To a certain extent, the curricular of law faculties are standardised by the government. This responsibility is borne by the Consortium for Legal Science, a body within the Ministry of Education. To date, there have been several changes to the curriculum. The last amendments were in 1994.

Based on the curriculum designed by the consortium for legal science, the curricula of law faculties are divided into two main categories. The first category deals with compulsory subjects and law faculties must offer which is referred to as national curriculum. The second category is referred to as the local curricula, which composes the teaching of subjects that each law faculty decides. The national curriculum mostly consists of basic law such as an introduction to

9 Faculty of Law, University of Indonesia Guidebook 1999/2000.

10 It was officially established on 2 Feb 1950.

the study of law, the Indonesian legal system, and various branches of law which include criminal law, civil law, the law of procedures, constitutional law, administrative law and public international law. Hence, a general course on public international law is a compulsory subject for students studying law in Indonesia.

A distinct feature of Indonesian legal education, ever since *rechtshogeschool*, is that a general course on public international law is a mandatory course. This may be due to the fact that public international law is a stipulated branch of law to be taught. For this reason, law faculties are obliged to make this course available to their students and students have to take and pass the subject to as a pre-requisite for the successful completion of their legal education. Other than this reason there are no other reason. Nevertheless, an international law background has helped prominent figures towards their appointments as foreign ministers, inferred from the fact that many Indonesian foreign ministers have a law degree and have specialised in international law.

The general course on public international law is named differently, depending on particular law faculties. The course has been variously named 'International Law', 'Public International Law', 'Basic International Law' or 'International Law I'. Most law faculties state that the purpose of this course is to enable the student to acquire the knowledge and critical skills that will facilitate their legal analysis of international events. The course is offered to second year students, since it is believed that these students should be sufficiently grounded in domestic law and the study of law in general. Usually, the second year student has acquired a sufficient knowledge of national law, which includes the theory of the state, constitutional law, administrative law, civil law and criminal law.

The course lasts for one semester and is a four-credit course. The four credits theoretically means that students have to attend fifty minutes lectures four times per week. The lecturer has assign a term paper or other forms of homework for the student which amounts to 240 minutes of student time, and students have to read assigned books or materials for a duration of 240 minutes each week. In practice except for the lectures, however, this is not adhered strictly to.

The content of the course includes, among other topics, the definition of international law, the relationship between international law and international society, history of international law, subject of international law, sources of international law, the relationship between national and international law, state responsibility, jurisdiction, territory, recognition, and extradition. These topics are taught in a manner that touch only at the surface, rather than in a detailed manner. The fact that it is only a one semester course, which amounts of about to 15

lectures, affects the ability to convey comprehensive information through lectures. The theoretical background does not receive detailed treatment. For example, when discussing subjects of international law, the discussion will centre on what are the subjects of international law without going into detail each of these subjects. Lecturers will say that a state is a subject of international law and indicate the criteria of statehood, but they do not discuss the difference between federal states, colonized states and sovereign states. In essence the 'why' factor is not dealt with, which makes the teaching of international largely a matter of describing doctrine which students have to memorise.

Furthermore the content of general courses in international law in many law tend not to be updated. The same course contents pass from the senior lecturer to the junior lecturer without any substantial changes or revisions. In this regard, the teaching of international law can be considered to be at a standstill. If a lecturer is willing to go beyond the material covered in textbooks or examples previously cited, the students appreciate this additional effort. When discussing about the issues surrounding the recognition of a new state, I took as an example Indonesia when her independence was proclaimed and when it was recognized by other states.¹¹ Prior to recognition, Indonesia was still considered by the Dutch government as its colony upon which basis it asserted the authority to clamp down on separatist movements.¹² But when other states began to recognise Indonesia as an independent state, the Dutch government dealt with temporary Indonesian government as the representative of a subject of international law. On other occasions, I have raised issues pertaining to the trial of Xanana Gusmao before a Jakarta district court in the mid 1990s, leader in the East Timor independence movement.¹³ At that time, there was a refusal to try Gusmao under Indonesian law since Gusmao was considered a member of a belligerent movement.

Most of the readings for general courses on public international law are based on foreign textbooks, such as JG Starke's *International Law*, Ian Brownlie's *Principles of Public International Law*, Rebecca MM

11 Soekarno and M Hatta who became the first President and Vice-President proclaimed Indonesia's independence on 17 Aug 1945. However, Indonesia was first recognized as a state by Egypt in 1947.

12 This occurred in 1947 and 1949 and is referred to as police actions (not war against Indonesia).

13 Xanana Gusmao was sentenced to jail, but later released when the Habibie administration adopted the policy of letting East Timorese people decide whether they wanted independence from Indonesia or more autonomy within Indonesia.

Wallace's *International Law*, and DJ Harris' *International Law Cases and Materials*. However, this does not necessarily mean students have those textbooks. Usually it is the lecturer, although not all, who owns the original textbooks due to the high price of foreign books. If lecturer holds the textbook, he or she sometimes only has old editions of the textbooks. For them it is difficult to possess the newer edition of textbooks. Most lecturers of law faculties and students use translated foreign textbooks. Notably, both Starke's and Wallace's textbooks have been translated into the local language. As such, most lecturers and students have either one of the translated textbooks. However, as these textbooks are not translated well, students encounter difficulties in comprehending the context of these translated versions.

Apart from foreign textbooks, there are several international law textbooks written by Indonesian scholars. A notable and widely used one is Mochtar Kusuma-Atmadja's¹⁴ *Introduction to International Law (Pengantar Hukum Internasional)*. The local textbooks are mostly written based on a Western country's international law textbook, cases and materials. The textbooks are concise, similar to the format of (but most of the time much thinner than) revision books on international law easily found in the United Kingdom or the nutshell series in the United States. In addition, the books only deal with concepts and understandings, which are not supported by cases and materials.

As for textbooks which deal with Indonesian practice in international law, there are few books which deal on certain sections. Moreover, the discussions are not very extensive. Mochtar Kusuma-Atmadja's book, for example, discusses the Bremen's case on the topic of state responsibility because the government of Indonesia was a party to the dispute.¹⁵

14 Mochtar Kusuma-Atmadja is a professor in international law at University of Padjajaran, Bandung. He was a former Indonesian foreign minister and a member of the UN International Law Commission.

15 The case was heard by a district court in Bremen, Germany regarding a dispute between the government of Indonesia and Dutch plantation owners. The government nationalized all Dutch privately owned plantation after independence. When tobacco from the plantation was shipped to Germany, the Dutch owners claimed at Bremen court that the tobaccos was theirs. They argued that the Indonesian government had not compensated them based on prevailing international law. The Indonesian government stated that compensation would be provided, but not on the basis of the prompt, adequate and effective principle which it felt did not apply to newly independent states.

One difficulty encountered when teaching international law to students is the fact that students cannot relate what they read with reality. First, many students think that international law is not something that they have to face in their daily life. International law only concerns people working at the Ministry of Foreign Affairs. Students do not think that international law can be applied when they enter into the legal profession. In my experience as a lecturer, I have to deal with this problem. I have to let the students know why international law matters even if they enter into the legal profession. Issues such as the separatist movements in the troubled area of Aceh or Papua may affect how government decide foreign policy.¹⁶ Former President Abdurrahman Wahid toured many countries to convinced governments, including United Nations, not to recognize the troubled area as belligerent or state. Furthermore, international law is relevant when litigation lawyers defend clients, who might assert a claim for belligerent status upon being apprehended by the police. These kinds of examples help students realise the practical significance of international law.

Secondly, it has to be acknowledged that international law teaching is still Euro-centric. During classes students sometimes get bored because they think international law is not 'real' or something that they can relate to. This condition is exacerbated by the fact that the cases and materials discussed are foreign to them. The students feel that the only reason they take the subject not of interest but because it is an unavoidable compulsory one. To this end, sometimes lecturers have to refer to movies depicting ancient Europe to help students to comprehend the concepts of international law, such as the acquisition of territory or the historical origins of international law. In my experience, I have had to refer to the Hollywood television series *Xena: Warrior Princess* or the academy award winning movie, *Gladiator*, to make student understand the time and setting when international law was at its infancy.

In addition, the more critically minded students sometimes wonder why international law cannot be enforced in the same manner as national law, in comparing international and municipal law. Lecturers have to deal with this kind of question time and again. This kind of question is valid only if they look the world events. Law students tend to see an event from its legal perspective only. In this respect, lecturers

16 Recently some quarters in Aceh and Papua, formerly known as Irian Jaya, advocated independence from Indonesia. In Aceh, armed conflict has been occurring between the Aceh's insurgents, and Indonesian police backed by the military.

have to let help the student understand that international law does not stand alone, but international politics plays an important role. I sometimes have to let the student know that international law when dealing with international society is a primitive law where compared to national law. A rule-based understanding of international law may not be sufficient in teaching international law.

Comparisons or analogies drawn between international and domestic law have fed a difficulty frequently encountered by the international law lecturer. Students sometimes misunderstand the nature of the International Court of Justice to share the same traits as a national court, or to consider United Nations resolutions as having the same status and effects as laws passed by Parliament. This is because students are exposed to national law first in the curriculum. Lecturers have to struggle in preventing students from making false analogies with national law when discussing international law.

Another problem encountered is the lack of availability of both primary and secondary sources of international legal literature. Current materials, such as treaties, international organizations resolutions and international court judgment, are hard to find in most law faculties. Primary reference materials such as the International Legal Materials (ILM) or the United Nations Treaty Series (UNTS) are not readily available in law libraries. The same applies to international law journals which most faculties do not subscribe to, owing to their high prices and limited funding.¹⁷ This lack of materials has an effect on students and the extent to which they can engage in in-depth analysis of international law studies, especially when they have to write term papers and thesis. That is why papers and thesis are frequently mediocre. Only students who have the opportunity to go abroad and gather materials are able to present a thesis of good quality.

Law libraries cannot be relied on for international law materials so a small number of lecturers maintain their own private library and have reasonably good collections. However, not all lecturers permit their students to have access to their materials. Materials from the Internet are also difficult to access since not all Indonesians have computers at home. Many law faculties do not have computer facilities, making it hard for the students to gain access to the Internet. Even where students have access to the internet, the level of computer literacy is low, as is the ability to conduct internet based research on international law topics.

17 Recently the University of Indonesia has begun to subscribe to Internet based journals. However, only lecturers have access to them.

The teaching methodology is usually centred around classroom lectures, owing to the large size of classes.¹⁸ The lecturers prescribe certain topics and later on, usually at the end of the class, the students may raise questions. However, most of the time students do not raise questions in the classroom, with one-way communication being the norm. Furthermore, interruptions during lectures are not permitted. In this system, the emphasis is more on theory than on the practical use of the knowledge. Many students are thus not skilled in international law, in terms of drafting international agreements or debating before international fora.

It was not until recently, after younger lecturers returned from their studies overseas, that the teaching method in some law faculties has changed from classroom lectures to the Socratic method of teaching. However, the Socratic method of teaching cannot be fully implemented, as there are not insufficient materials available for the students to read in advance.

Evaluation is conducted by taking examinations and writing term papers. There are two important examinations, namely, the mid-term and end of semester examinations. Grades range from A to E, with the minimal passing grade being that of a C.

To be qualified to lecture in international law, teachers must have a first degree in law specializing in international law. In a small number of universities, including University of Indonesia, University of Padjajaran and University of Gadjah Mada, the lecturers are professors and have Masters degrees and doctorates. Most lecturers from these universities obtain their masters degree from abroad, mainly from the United States, United Kingdom, Canada and Japan. The PhD degrees are obtained from universities in Indonesia, and only a few lecturers obtained their doctorates from abroad.

III. SPECIALIZED COURSES ON INTERNATIONAL LAW

Specialized courses on international law are offered in law faculties where students can choose to major in international law. Students who take this major have to complete a number of specialised courses, which are taught in their third or fourth year. The students usually write theses on certain topics within the scope of these specialised courses. For example, they may write about the International Monetary

18 At University of Indonesia, there are about 100-120 students each semester taking an international law course. Some universities, however, have parallel classes accommodating 30-50 students.

Fund or the World Bank which are topics discussed in courses on the law of international organisations or on delimitation issues in air and space law, something discussed in the space law courses.

Specialised international law courses differ among law faculties, depending on how a faculty interprets the scope of 'international law' and also, on the availability of lecturers with specialist knowledge in various international law fields.

At the University of Indonesia the term used is 'transnational law' as advocated by Philip C Jessup. By using this term, the consequences are that specialized courses on international law are not limited to public international law, but also includes private international law. Students majoring in international law have to take both public and private international law. Hence, apart from having specialized courses in the law of treaties, the law of the sea, air law, space law, diplomatic law and the law of international organisation, there are also courses on private international law,¹⁹ conventions under private international law²⁰ and advanced courses on private international law.²¹ In this respect, the University of Indonesia's international law course stands as an exception in relation to specialised international law courses taught at other faculties.

Other law faculties, restrict themselves to specialized courses on public international law. At the Universities of Gadjah Mada, Padjajaran, Parahyangan, Trisakti, North Sumatera and Lampung, the specialized courses offered include space law, law of war, air law, international trade law, international economic law, international humanitarian law, international environmental law, diplomatic law, law of treaties, international dispute resolution and the law of the sea. Some of these courses are compulsory courses for students taking an international law major, which will be discussed later, and some are optional. Each specialized courses last for one semester and is a two or three credit course.

19 The topics cover conflict of laws issues.

20 The topics include discussions about the conventions abolishing the requirement of legislation for foreign public documents, on the service abroad of judicial and extrajudicial document in civil and commercial matters, on the recognition and enforcement of foreign arbitral awards and on the settlement of investment disputes between states and national of other states.

21 The topics covered, among others, are international marriage and divorce, international child adoption, international arbitration, choice of law and choice of forum.

The textbooks used for almost specialized courses are foreign. There are however Indonesian textbooks. The most notable Indonesian textbooks are in the area of law of the sea, air law, space law, international trade law, humanitarian law and diplomatic law. Nevertheless these textbooks are based on foreign literature.

IV. INTERNATIONAL LAW AS A MAJOR

Students studying law may choose their majors. Majors are an emphasis on topics that a student may choose to complete his or her bachelor degree. A major does not mean there is a distinction once a student graduates from a law faculty. It is more for the purpose of allowing students some choice in studying preferred subjects. Currently there are more than 100 subjects offered at the University of Indonesia and students have to choose about 40 to 50 subjects to graduate.

If a certain major is chosen, a student has to take compulsory specialized courses associated with that major. There are seven majors that a student can choose from, namely, civil law, criminal law, a combination of civil and criminal law, economic law, constitutional law, international law, and law and development. However, not all law faculties offer all seven majors to their students. The University of Indonesia is one of the few universities that offer all seven majors.

At the University of Indonesia, the international law major is referred to as transnational law. Students who choose this major have to complete both public and private international law courses. In a single in-take, usually amounting to 250 students each year, 30 to 40 students will end up choosing international law as their majors. Compared with economic or civil law majors, ranging from 75 to 100 students, the number is rather small. This is because students taking an international law major have to have a sufficient understanding of English. About 10 or 15 students usually have outstanding proficiency in the English language. These students write their thesis on either public or private international law topics, mostly choosing the latter since materials are easier to gather.²²

Students majoring in international law mostly have had experience living abroad with their parents who are either diplomats or who work in the representative offices of Indonesian companies. Therefore, the use of English, although not frequently used in Indonesia, is common

22 Mostly the topics are on Indonesian issues with a 'foreign element', such as foreign investment in Indonesia, annotating cases that have private international law aspects, etc.

for them. Student taking international law majors usually pursue careers as diplomats, working in international organization based in Indonesia, or become non-litigation lawyers. The Ministry of Foreign Affairs only accepts a small number of graduates majoring in international law, as it also recruits graduates from other area of studies. Students most frequently apply for jobs in international organisations such as the ASEAN Secretariat and United Nations subsidiary organs such as UNICEF and UNIC *etc...*

V. THE FUTURE OF INTERNATIONAL LAW TEACHING IN INDONESIA

As the international law course is a mandatory subject for students studying law, this is hopeful for the future development of the subject. The problem is how to make the course more interesting and to impart to students the need to acquire such knowledge, to be utilised as a practical tool in practice.

Furthermore, the number of students taking international law as their major in law faculties that have such a programme is increasing. Employers in Indonesia tend to favor graduates with majors in international law since they have a good command of English and have been exposed to 'international issues', in comparison with other law students. This is a factor which encourages students to pursue international law majors.

Studies on international law have been increasing. To accommodate student interest, the University of Padjajaran has long established a postgraduate program in international law. It is the only university which currently has such a programme. Most lecturers specialising in international law took their Masters and doctoral degrees here. Although most doctoral students defend their theses at the University of Padjajaran, they undertake most of their research in foreign universities and research institutes. Scholarships play an important role for lecturers who pursue postgraduate degree. Studying or doing research abroad will depend greatly on scholarships provided by countries, such as the Fulbright, Chevening award and many others. Law faculties rarely provide support to enable their members to study or do research abroad.

One obstacle facing the future development of teaching international law is that lecturers tend to be overspecialised in their fields. Most lecturers mainly have a single area of specialisation, which they deal with for many years. In addition, many lecturers think that teaching is their only responsibility and consequently, research is rarely done after a lecturer gains tenure. Specialisation tends to follow trends. When the law of the sea was much discussed, many lecturers tended to do research and write their theses on the law of the sea or related

issues pertaining to the environment. The current focus has shifted towards international human rights and international economic and trade law.

The challenge ahead for international law teaching in my view is to develop Indonesian cases and materials on international law. Actually there have been substantial research on Indonesian cases and materials on international law in the form of undergraduate and postgraduate theses and independent research. However, these have not been compiled or published as books. This may be due to Indonesian scholars not having the habit of publishing their research or undertaking such research chiefly to satisfy other course pre-requisites. Consequently, the research was not done at a sufficient thorough level. This effort to develop Indonesian cases and materials is important since lecturers when they lecture international law tend to take case examples from foreign books which may be distant or irrelevant to the Indonesian context. Indonesian examples will engage more Indonesian students in the study of international law, as the relevance of the subject will be more apparent.

An important area which lecturers in Indonesia could undertake research in is how international law is practiced among ASEAN countries. This will contribute to the regional practice of international law. Attention could also be directed towards how ASEAN countries interact with other regional groupings. In this sense, the research will not become out of context. It has the Indonesian and ASEAN flavour although in principle international law is more universal in scope, compared to other branches of law.

A problem faced in Indonesia with respect to research is lecturers rarely publish their research. This applies to almost all law lecturers in Indonesia. The cause of it may lie in the fact that writing is not part of the prevailing academic culture, nor are researchers accorded prestige in society. Most lecturers will have side jobs, such as practicing law, teaching at other universities or working as government officials, but not as researchers.

Most lecturers when they publish usually do so in law journals and newspapers (shorter articles without thorough research). However, to date there are no specialist Indonesian international law journals. In addition, these journals are difficult to obtain, as there is no single law library which regularly subscribes to and maintains a collection of these journals in the same place. Furthermore, books on international law are scarce.

Compilations of Indonesian cases and material have never been done. Cases on Indonesian involvement in international law are not available. This may be due to the fact that Indonesia does not follow

the common law system. Compiling court decisions or annotation are not common practices. In addition there is no consolidated reference to the various agreements that Indonesia is party to. Furthermore, the challenge for law faculties is the need to gather current materials in international law, in order to stimulate more research on international law by Indonesian scholars. To date there is no systematic compilation of cases and materials from the perspective of Indonesia.

The lack of funds poses a major obstacle. Most law libraries cannot afford to purchase the necessary and current materials in international law. These libraries are dependent on books and material provided to them by various foreign institutions. The lack of international law materials prevents in-depth research. Researchers in international law do not have the luxury of having material ready at hand as their colleague from the United States or United Kingdom enjoy. Based on my own experience after returning from overseas, it is difficult to do thorough research on international law issues. In addition, Indonesia, in general, does no emphasis on international law issues. Currently the emphasis is on domestic, in particular economic law.

The teaching and development of international law can be strengthened if Indonesia had a forum for academia and practitioners to exchange information. Unfortunately, to date there has not been any such forum similar to the Singapore Society of International Law. Even forums for lecturers belonging to various universities which can serve as a peer group are not available. In the absence of such a forum, it is a wishful thinking that the teaching of international law in Indonesia can taught in a manner comparable to that in other countries which have better networks and facilities. Seminars and workshops on international law are very rare. The dispute between Indonesia and Malaysia over Sipadan and Ligitan Island at the International Court of Justice, for example, has gone unnoticed by many international law scholars. Event organizers or law faculties are reluctant to hold seminars and workshops in international law since they cannot attract a sufficient audience able to generate a certain level of funds. This is in contrast to seminars conducted in the field of capital markets, company law or other economic law related topics which attract large, paying audiences.

At the University of Indonesia, a joint lecture on public international law with the University of South Carolina law school has been institutionalized. This programme seeks to promote the teaching of international law in Indonesia to be on par with international legal education in the US. Such programmes also stimulate students and help them to be familiar with ways of international law teaching outside Indonesia. They can interact with colleagues abroad and exchange legal perspectives. The recent 11 September tragedy and actions taken by

the United States serve as good examples of how students from different background discuss and interact in relation to international legal issues, which bring the benefits of different perspectives to the discussants. The only problem is with respect to time difference. In order to schedule the class, American students have to start early in the morning while Indonesian students have to be at the class very late. The two groups of students sometimes yawn in the throes of struggling to wake up or not to go to sleep!

Consonant with this effort to expose students to how international law is taught in other countries, the University of Indonesia has participated in international moot court competitions held in Japan and United States. Recently, a forum to promote law faculties participation in such competitions was institutionalized. When participating in this kind of competition, students, although they do not have difficulty with their English, have to do research to make their pleading and defence and encounter difficulty owing to a lack of materials. From the teacher's perspective, participation in these competitions helps the teacher to ascertain whether the Indonesian international law curricula are at the same level with other countries around the world.

In conclusion, the teaching of international law in Indonesia is still far from the level attained in many developed countries. The teaching to date tends to be only basic as teaching is hindered by the lack of primary and secondary resources. As with teaching materials, Indonesian scholars have to give priority to developing textbooks through their own scholarship and writings. This will fuel student interest in international law and even benefit students lacking a good grasp of English. Hence, there is reason to believe that wide windows of opportunity exist for Indonesian international legal scholars and the study of international law in Indonesia.