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## Legal Politics of Higher Education Creative Media to Support the Creative Industry In the Era of The Industrial Revolution 5.0

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### Abstract

This article discusses that the current legal politics have regulated higher education and creative industries but have not accommodated all the needs for their implementation, especially now when the industrial revolution 5.0 will occur. Through the right legal political policies, creative media higher education can be the key in supporting the development of the creative industry in the era of the Industrial Revolution 5.0, to create a favorable and innovative environment for creative industry players. The type or type of research chosen, namely normative juridical. The point of view of this research will be focused on "The ideal conception of law both in terms of norms, institutions and legal culture. The limitations used by researchers are: Legal adjustment of Creative Media Higher Education to support the creative industry in the era of the industrial revolution 5.0. The originality of this research is how to create an ideal Legal Conception for Creative Media higher education that will support the development of the Creative Industries in the face of the current 5.0 revolution.

### *Keywords:*

*Legal Conception, 5.0  
Revolution Industries,  
Creative Industries,  
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## 1. Introduction

Law holds a prominent position in every nation. Everyone has the right to get peace because they know their legal rights thanks to statutory regulations (Arip, 2018). In addition to safeguarding the legal rights of citizens, the law can instill a sense of justice within them. Achieving peace and order among the people is another goal of the law. We already know that the development of the Industrial Revolution 4.0 is an accumulation of scientific and technological developments since the Industrial Revolution 1.0. The internet has become the foundation for many community activities, industry, Government, education, arts, and culture in this era. Manufacturing technology that has been automated is complemented by data exchange technology that includes cloud computing, cognitive computing, cyber-physical systems, and what is called the Internet of Things (IoT). This intelligent technology connects various areas of human life faster, more real, and cheaper (Kantaatmadja, 2017).

We still need to enter the 5.0 Industrial Revolution. However, from several predictions, especially from an analysis of previous industrial developments, there are several thoughts about the 5.0 Revolution that we must be aware of. Revolution 5.0 is a continuation of the Industrial Revolution 4.0, which focuses on the ability of the community to solve various social challenges and problems as a result of the industrial revolution 4.0. Based on the quotation of Article 20 of Law no. 20 of 2003 concerning National Education Standards: "Education must be responsive to the demands of changing times," where at this time, namely during the industrial revolution 4.0 towards 5.0, many new types of education emerged due to globalization. For example, Engineering sound, composing music technologically, creating legal documents in digital form, generating creative media, designing in digital form, and several other types of education based on the internet and technology (ABIDIN, 2020).

Compared to other countries, Indonesia's creative education needs to catch up with effective teaching practices, relevant curricula, and modern facilities. Moreover, the Indonesian education system still needs to prioritize the quality of the creative industry for students, which means that creativity capital, such as mindset, still needs to operate at peak efficiency in fostering industrial innovation in Indonesia. Creative Media Higher Education, which studies the creation, development, production, and distribution of music, film, television, and other forms of video programs and content, video games, advertisements, and also information content, develops by the development of the Industrial Revolution 4.0 to 5.0, namely relying on internet and technology. Based on the PDDIKTI database, this type of education still needs to be implemented in Indonesia. Several universities are not registered with PDDIKTI (Nugraha, 2022).

Which article will be consulted first, Article 11 of Law Number 24 of 2019 concerning the Creative Economy or other articles in advance to fulfill lecturers in creative education, namely from industrial workers who have the ability or Law Number 14 of 2005 concerning Teachers and Lecturers in Article 45 are from educators who have strata two education. When the problem of fulfilling lecturers occurs, will they follow the requirements of a lecturer or provide lecturers from industry circles who have abilities that are by their industry? Will only take lecturers with a Master's degree background without being able to work in the industry or take lecturers from practitioners to increase the quality and quantity of creative economy participants?

The second problem faced by Creative Media higher education is in the form of Copyright and Intellectual Property Rights or IPR. Third, the issue of information and electronic transactions is a challenge for universities that focus on creative media. In East Nusa Tenggara (NTT), a high school student with

the initials SN was reported to the police by an honorary teacher with the initials WU on suspicion of defamation and was named a suspect under Law Number 11 of 2008 concerning Information and Electronic Transactions. Based on the preceding, the author is interested in producing legal scholarship to discuss and analyze the problems. The writing of this legal research will be entitled "Political Law of Creative Media Higher Education to Support Creative Industries in the Era of the Industrial Revolution 5.0".

## **2. Method**

The author carries out legal research, especially juridical research normative. Types and Sources of Data used, namely legal documents relating to the government and the national education system and study results found in libraries, are used as part of the library data sources. Apart from that, field techniques include interviews or direct interviews with respondents or informants. Respondents interviewed included related parties such as similar universities, such as SOCA, SSR, and others. Industry players include Yamaha Music, Production House, Animation Agency, and others. In this case, government agencies include the Ministry of Education and Culture and other educational institutions such as LLDIKTI, Director General of Vocational Studies. The primary legal materials used are 1945 Constitution, secondary legal materials provide context for primary legal materials, tertiary legal materials explain how to use primary and secondary legal sources, such as dictionaries, encyclopedias, and court directories (if any), in the context of a specific research project.

## **3. Result and Discussion**

### **3.1 Legal Politics Regulation Of Higher Education Creative Media In Indonesia**

#### **3.1.1 The role of Politics and Law in Education Policy Making**

There is a tendency in today's culture to become a truly global community. The process of "globalization," defined as the removal of national boundaries around the world, has had a profound impact on every aspect of human existence. It is impossible to separate the impact of globalization from the political, economic, cultural, and even medical fields. If "ubi societas ibi ius" (where there is society, there is law) is Grotius' saying, then the globalization of society influences the globalization (Marzuki, 2015). of law. Results like this are typical. Therefore, a shift towards a global society will inevitably give rise to global law because a shift in the legal context causes a shift in making and interpreting laws.

#### **3.1.2 Legal Aspects in the Indonesian Education System**

These three distinct areas are interrelated and influence each other:

##### **a) Politics and Law**

Politics and law are closely related because politics is often used to make and regulate laws. Laws are made by politicians elected by the people through general elections. Politicians also have an important role to play in interpreting and enforcing laws. In addition, the law can be used by politicians to influence public opinion and support. Politics and law are interdependent because politics influences the formation of law, whereas law influences political action. Governments elected through a political process will develop policies and laws influencing people's behavior

and actions. Laws also limit political power by ensuring government actions are consistent with the Constitution and human rights (Muhazir, 2022).

b) Law and Education

Law and education are also closely related because the law often influences education. For example, laws may specify requirements for education, such as compulsory education or requirements for teaching. In addition, the law can also affect educational content, such as in the case of history or sociology lessons (Isep, 2016).

c) Politics and Education

Politics and education are closely related because politics can affect the education system. The Government can determine education policies and allocate budgets for education. Politics can also affect the educational curriculum, as in the case of teaching history or politics. In addition, politics can affect a country's education system. Political factors heavily influence education policies and budgets issued by the Government (Asrori, 2015).

### 3.1.3 Higher Education Policy and Education Law Politics

The level of education after secondary education is called higher education. This educational level includes courses leading to diplomas, bachelor's, master's, and doctoral degrees, as well as professional training programs run by the university (Hidayat, 2016). Education is defined as the process of development and training, including knowledge, skills, and personality, especially in the form of educational activity programs, including processes by which individuals or learning organizations generate and disseminate knowledge, according to Merriam-Webster's World Dictionary (1962), the purpose of education is to foster moral youth as well as productive workers and responsible citizens. By Article 3 of Law Number 20 of 2003 concerning the National Education System, the aim of the national education system is "to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen" (Rahman, 2018). Education can be understood as a process that fosters the development and training of humans to become quality human beings with knowledge, skills, and personality. This interpretation is based on education's definition, function, and purpose. Education can be interpreted as a process. In order to become a human being who believes and fears God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and responsible, becomes a workforce and a good citizen, and has all of that, will be in good health (Djumat, 2019).

## 3.2 Higher Education Legal Policy Implementation Creative Media

### 3.2.1 Disharmonization of Creative Media Higher Education Legislation Policy

In Legal Politics, the Government's role is to shape and implement legal policies, how legal institutions can influence political policies, how political conflicts can influence political policies, and how political conflicts can affect legal developments in the creative industry and the development of Creative Media Higher Education. Even though policies related to education and the creative economy have been issued, they are inseparable from several shortcomings that hinder development creative economy development. For example, between the Higher Education National Standards Policy (SN Dikti), the Indonesian National Qualifications Framework (KKNI) policy, the Past Learning Recognition

policy (RPL) as a result of educational, legal politics, also with Law No. 24 of 2019 concerning the Creative Economy. In this case, it related to the policy on fulfilling or qualifying lecturers with their role in supporting the development of the creative economy (Nazaruddin, M.Ag, 2022)

### 3.2.2 Direction of Implementation of Creative Media Higher Education in Indonesia

When the law was finalized and then promulgated, the current reality and demands of the powerful society changed. For this reason, regulatory adjustments are needed for education in the creative field of media with the development of creative industries. Where education has its regulations and goals, so does the creative industry, in this case, under the regulation of the creative economy (Crystrie et al., 2022). How to adjust the two regulations so that educational goals can be achieved while fostering the development of creative industries in Indonesia. Children are a trust and a gift from God Almighty that we must always protect because in essence they have dignity and human rights that must be respected. Children have rights from birth as creatures of the Almighty God, and no human or other entity can take away these rights (Prasetyo, 2021). Human rights are essentially a concept of recognition of the natural human dignity inherent in every human being, without distinction of nation, race, religion or gender. To realize the concept of human rights for everyone in social, national and state life, of course this concept must be articulated and declared in various statutory regulations in the national legal system, so that apart from human rights, they are guaranteed and protected by law. If this right is violated, the law will be violated. Children’s rights are similar in that one of their rights is the certainty of receiving protection in accordance with religious ideals and humanity (Hannan, 2022).

**Table 1.** Concept of Proposed Legal Adjustment

Source: Self processed

Aspect Arrangement	Deployment Problems	Ideally
<p><b>Set Education System</b> Law No. 20 of 2003 concerning National Education System <b>Article 5 paragraph 1, Article 6 paragraph 2, Article 15, Article 16</b></p>	<p>Moment This dissemination of Creative Media Higher Education Not yet evenly ,</p>	<p>Literacy towards Creative Media Education since School Intermediate First. The goal is to spread more distributed and implemented learning knowledge as well as skills more easy at Higher Education level because has used to since early . Remember progress technology and science very fast knowledge moment This</p> <p><b>Suggestion:</b> Government give policy related field of educational literacy Creative in all area, yes entered in curriculum addition or curriculum main.</p> <p><b>Hierarchy :</b> Ministerial Regulation due can covers all area</p>

Aspect Arrangement	Deployment Problems	Ideally
<p>Set National Higher Education Standards (SN-DIKTI) Permendikbud No.3 of 2020 concerning Higher Education National Standards (Permendikbud No.44 of 2015 concerning SNP-National Education Standards )</p> <ul style="list-style-type: none"> <li>• Article 17 paragraph 4</li> <li>• Article 21 paragraph 2</li> <li>• Article 22 paragraph 2</li> <li>• Article 23 paragraph 2</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Process Still Not yet perfect Because related with involving works _ art and technology. Like Filmmaking , manufacture character animation and music.</li> <li>• Evaluation Not yet Lots involve Industry Because No There is obligation industry in the evaluation so that sometimes become No in accordance with market needs .</li> <li>• Evaluation between from side academic and side industry difficult put together</li> <li>• Publication results work constrained with the ITE Law</li> </ul>	<ul style="list-style-type: none"> <li>• There is Standard Evaluation alone towards Creative Media Education</li> <li>• Determination rule related participation industry in evaluation so that evaluation results form work student can in accordance with market needs</li> <li>• Determination rule or governing policies _ to Publication work art the</li> </ul> <p><b>Suggestion :</b> Determination Standard Assessment and Publication of Work Results Student with By include Industry related</p> <p><b>Hierarchy :</b> Ministerial Regulation due can covers all area</p>
<p>Sixth part Standard Lecturers and Education Staff <b>Article 27</b> “</p> <ul style="list-style-type: none"> <li>• Paragraph 1 Workload Lecturer</li> <li>• Paragraph 2 “ Qualification academic”</li> <li>• Paragraph 16 - IQF</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification academic to type education new or Creative Media Higher Education difficult got . Moment This lecturer practitioner only own ability industry and that’s what education types need this .</li> <li>• equalization through the new RPL Program issued and implemented his requires assessment and assessment from experts. _ Evaluator as intended _ Not yet owned by the Government</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally lecturer support must capable to the area taught and owned experience in the field the so that produce suitable graduates _ with market needs .</li> <li>• Arrangement Implementation Tridharma No in one semester</li> <li>• RPL settings with involve Industry and work annex _ as well as Experience</li> </ul> <p><b>Suggestion :</b></p> <ul style="list-style-type: none"> <li>• Determination Policy for Type College _ new For given time fulfillment lecturer with standard academic for example for 2 years in beginning operational so that for 2 years the College tall There is chance fulfil lecturer support his with standard academic and industrial</li> <li>• Determination Policy for lecturer practitioner For carry out the obligations of the inner Tri Dharma different time _</li> </ul> <p><b>Hierarchy :</b></p> <ul style="list-style-type: none"> <li>• Ministerial Regulation due can covers all area</li> </ul>

Aspect Arrangement	Deployment Problems	Ideally
<p><b>Article 31</b> Standard facilities and infrastructure learning</p> <p>Article 34 related Land</p>	<ul style="list-style-type: none"> <li>• Prepared facilities and infrastructure college tall customized with Industry but sometimes difficult fulfil need This Because tall his price to a number of equipment and changes that occur on the side very fast technology</li> <li>• The assigned land is very difficult owned by the education administration body so that switch to implementation form course.</li> </ul>	<ul style="list-style-type: none"> <li>• Government give help form procurement equipment and funding related fulfillment facilities and infrastructure as well as change technology</li> <li>• Government give Help or subsidy to Collaborating industry _ with College _</li> <li>• Government take out policy related land that land can different region so besides can can also be fulfilled by education providers spread type education This more equally</li> </ul> <p><b>Hierarchy :</b> Ministerial Regulation due can covers all area</p>
<p>fight for Educational Rights</p> <ul style="list-style-type: none"> <li>• <b>1945 Constitution - Article 28C, 28E and Article 31</b></li> <li>• <b>Law No. 39 of 1999 concerning Right Fundamental Man Article 12</b></li> </ul>	<p>Law No.39 of 1999 concerning Right basic Man confirm Indonesia’s commitment to protection and enforcement Right Fundamental Man in various aspect life , incl education . In education , rights basic man covers right For get quality , inclusive and equal education _ for every individual without discrimination . Law No. 39 of 1999 about Right Fundamental Man Article 12, Article 13 and Article 60.</p> <p>With Constitution this, government protect inhabitant their country for them own right on highest education _ for himself , fine it ‘s adults nor kids . If education tall in creative media No adequate or No notice uniqueness education such , then can influence right individual For educated in accordance with potential and interest . Likewise when _ Creative Media College No managed with Good or No fulfil expected standards , rules and policies _ education can expanded or improved For ensure kind than respect and protect rights individual .</p>	<p>Literacy towards Creative Media Education since School Intermediate First . The goal is to spread more distributed and implemented learning knowledge as well as skills more easy at Higher Education level because has used to since early . Remember progress technology and science very fast knowledge moment This</p> <p><b>Suggestion:</b> Government give policy related field of educational literacy Creative in all area , yes entered in curriculum addition or curriculum main .</p> <p><b>Hierarchy :</b> Ministerial Regulation due can covers all area</p>

Aspect Arrangement	Deployment Problems	Ideally
	Lack of adequate regulation _ in creative media education can considered as violation right basic human rights or discriminatory If resulted treatment No fair to individual or group certain .	
Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph 12 Article 3 Article 7 Article 45 Article 46 Article 47 Article 59 Article 75	<ul style="list-style-type: none"> <li>• Certificate Educator given to teacher who has only have NIDN</li> <li>• Qualification Difficult academics to fulfill _ lecturer practitioner</li> <li>• Equal Education is difficult done Because different type his education or Not yet in Indonesia Example No exists type education <i>Documentary films, Audio Engineering and others</i></li> </ul>	Confession or equalization assisted through the RPL Program with Party Industry and with attach results proven work and experience _ with evaluation industry  <b>Hierarchy :</b> Ministerial Regulation due can covers all area
Regulation of the Minister of Education, Culture , Research and Technology of the Republic of Indonesia No. 41 of 2021 concerning Recognition Learning Past Article 11, Article 12, Article 13	<ul style="list-style-type: none"> <li>• The RPL program requires assessment and evaluation from experts . _ Evaluator as intended _ Not yet Lots owned by the Government .</li> <li>• RPL as something mechanism confession learning previously have difference views and requirements between Creative Media Higher Education Institutions with other educational institutions or with non- academic education</li> </ul>	Confession or equalization assisted through the RPL Program with Party Industry and with attach results proven work and experience _ with evaluation industry
Regulation President No. 8 of 2012 concerning IQF Articles 3 and Article 4	<ol style="list-style-type: none"> <li>1. KKNI implemented and developed by Creative Media College Not yet fulfil standards and competencies required by the job market in the sector industry creative , design and art .</li> <li>2. Achievements the learning gained through experience Work Not yet arranged in a manner clear, so difficult own equality and recognition</li> </ol>	Confession or equalization assisted through the RPL Program with Party Industry and with attach results proven work and experience _ with evaluation industry



Aspect Arrangement	Deployment Problems	Ideally
	3. Imbalance between market demand for power creative and amount work _ graduates produced by the college high .	
<p><b>Law No. 24 of 2019 concerning the Creative Economy</b></p> <p><b>Article 5</b> Every Creative Economy Players entitled obtain support from Government and/ or Local Government through development Creative Economy Ecosystem .</p> <p><b>Article 7</b> Government and/ or Local Government does development capacity Creative Economy Players via :</p> <ol style="list-style-type: none"> <li>1. training , mentoring technical and assistance For increase ability technical and managerial Creative Economy Actors ;</li> <li>2. support facilitation For face development technology in the business world ; and standardization business and certification profession the field of Creative Economy .</li> </ol> <p><b>Article 10</b> Development Creative Economy Ecosystem done via :</p> <ol style="list-style-type: none"> <li>1. development research ;</li> <li>2. development education ;</li> <li>3. facilitation funding and financing;</li> <li>4. provision infrastructure ;</li> <li>5. development system marketing ;</li> <li>6. gift incentives ;</li> </ol> <p>facilitation riches intellectual ; and protection results creativity.</p> <p><b>Article 11</b> (1) Government and/ or Regional Government is responsible answer to development Creative Economy research .</p>	<p>Indonesia in developing Creative Economy , Government and/ or Local Government can Work The same with institution education , business , industry , networking community , and/ or media.</p> <p>Development Capacity Creative Economy Actors through training , mentoring and mentoring as well as support facility Not yet maximum and has not been socialized to remote</p> <p>Focused on each goal development and when Industry Creative requires Education in the field of Creative Media so Which development will done to Perpetrator Creative at the same time power teacher</p> <ul style="list-style-type: none"> <li>• Higher Education Creative media need hands-on lecturers . Often happen a lecturer capable in the field industry but No have competence academic or vice versa</li> <li>• Law No. 24 of 2019 concerning the Creative Economy more focus on development sector economy creative ,</li> <li>• obscurity about how about teachers and lecturers can contribute in development industry creative , and when a lecturer as well worker creative will need clarity How contribute in Education and Creative Economy .</li> <li>• Difference regulations and requirements : Both Possible own different requirements and regulations _ in arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• There is rule addition related Law No. 24 of 2019 concerning the Creative Economy specifically confession perpetrator creative IQF _</li> <li>• Distribution time carry out burden Work lecturer in Tri Dharma not in same time _</li> <li>• Certification Issued profession _ Can equalized with IQF level</li> </ul>

Aspect Arrangement	Deployment Problems	Ideally
<p>(2) Development research as referred to in paragraph (1) can be carried out by the institution research and development, college height, and/ or society.</p> <p>(3) Development results research as referred to in paragraph (2) is used as making policies in the field of Creative Economy</p> <p>(4) Development Creative Economy research as referred to in paragraph (2) is implemented in accordance with provision regulation legislation</p> <p><b>Article 12</b> System development Creative Economy education arranged For create and improve quality Capable Creative Economy Actors _ compete in global scale.</p> <p><b>Article 13</b> Creativity, innovation and entrepreneurship education in the Creative Economy sector developed based on system education national via:</p> <p>a. intracurricular, co-curricular, or extracurricular in track formal education; and intracurricular and co-curricular in track non-formal education</p>	<p>education and industry creative. For example, Law No. 14 of 2005 concerning Teachers and Lecturers arrange about teacher and lecturer certification, meanwhile Law No. 24 of 2019 concerning the Creative Economy Possible own different requirements and regulations – For perpetrator industry creative.</p> <ul style="list-style-type: none"> <li>• Lack of linkages between education and industry creative, Law No. 14 of 2005 concerning Teachers and Lecturers more focus on development education and teaching, meanwhile Law No. 24 of 2019 concerning the Creative Economy more focus on development industry creative</li> <li>• Lack of support For innovation and development product creative, Law No. 14 of 2005 concerning Teachers and Lecturers own focus more on formal education, meanwhile Law No. 24 of 2019 concerning the Creative Economy more on development industry creative</li> <li>• Higher education in the creative economy Still need literacy education. So that will can link and match with the business world or Duddy. And New 2019 was formed Directorate of Higher Education sector Vocational in Indonesia. Previously become One with Kemenristekdikti.</li> </ul>	
<p><b>Law No. 28 of 2014 concerning Right Create</b></p> <p><b>Article 54</b> For prevent violation Right Copyright and Rights Related through means based technology information, Govt authorized do:</p> <p>1. Supervision to manufacture and distribution content violation Right Copyright and Rights Related;</p>	<ul style="list-style-type: none"> <li>• Supervision Government Not yet enter to education tall vocation</li> <li>• world industry today this has entering the era of digital generation or generation industry 4.0. Industry 4.0 is something <i>trend</i> in the industrial world that combines between technology automation with technology <i>cyber</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• There are clear guidelines about fair use _ from protected works _ in Educational context</li> <li>• Provide License and Agreement Special</li> <li>• Prioritize Rights Education Create</li> <li>• Making Education a Right Create as Courses _ Compulsory in Type education like This</li> </ul>

Aspect Arrangement	Deployment Problems	Ideally
2. Work together and coordinated with various party , fine in nor inside foreign _ prevention manufacture and distribution content violation Right Copyright and Rights Related ; and supervision to action recording with using any medium to creations and products Right Related on the spot show	<ul style="list-style-type: none"> <li>• creativity and innovation need get protection law in the technological age information , gratification instant , industry 4.0 and <i>society</i> 5.0. Protection the law in question is protection law riches intellectual .</li> <li>• Restrictions Use Content</li> <li>• Limitations Access</li> <li>• obscurity in Use Generated content</li> <li>• Challenge in Use Work related in Learning</li> <li>• incompatibility with Learning Creative</li> </ul>	
Law No. 11 of 2008 concerning ITE	Publication The resulting work constrained with Law No. 11 of 2008 concerning ITE even though Publication work is obligation College _	Determination rule or governing policies to Publication work art the

### 3.3 Political Conception Of Higher Education Creative Media Facing The 5.0 Industrial Revolution In Indonesia Legal Politics of the Implementation of Creative Media Higher Education in Indonesia

There are quite a lot of legal politics in Indonesia related to policies and regulations on Creative Media Higher Education. Legislation in Indonesia that regulates the Creative Economy is based on data from the Ministry of Tourism, and the Creative Economy already exists and is quite extensive. The regulations that the Government has issued regarding the Creative Economy are:

- a) Law Number 24 of 2019 concerning the Creative Economy
- b) Law Number 33 of 2009 concerning Film
- c) Presidential Instruction Number 6 of 2009 concerning Creative Economy Development
- d) Minister of Tourism Regulation Number 4 of 2014 concerning the Sixth Amendment Minister of Culture and Tourism Regulation Number PM.55/PW.204/MKP/2008 Concerning the Utilization of Domestic Film Engineering Services in Production Activities and Procurement of National Films and Multiplication of Imported Films
- e) Regulation of the Minister of Culture and Tourism Number PM.11/PW.204/MKP/2009 Amendments to Regulation of the Minister of Culture and Tourism Number: PM.55/PW.204/MKP/2008 concerning Utilization of Domestic Film Engineering Services in National Film Making and Duplication and Film Duplication Activities Import

- f) Ministerial Regulation Number PM.55/PW.204/MKP/2008 concerning Utilization of Services Domestic Film Techniques in Film Making and Duplication Activities National and Doubling of Imported Films
- g) Ministerial Regulation Number PM.01/HK.001/MKP/2008 concerning Adjustments Nomenclature of Minister of Information Decree Number: 217/KEP/MENPEN/1994 concerning the Working Procedures of the National Film Advisory Board
- h) Ministerial Regulation Number PM.31/UM.001/MKP/05 concerning Institutional Work Procedures Film Censorship and Censorship Procedures.

Meanwhile, the regulations governing Higher Education in Indonesia based on the Dikti database, there are quite a lot. There are 8 (eight) laws law, 14 (fourteen) Government Regulations, 8 (eight) Presidential Regulations, 8 (eight) Ministerial Decrees, 3 (three) Instructions of the Minister of Research, Technology and Higher Education, 3 (three) Minister of Education and Culture Regulation, 218 (two hundred and eighteen) Regulations Minister of Research, Technology and Higher Education, 7 (seven) Circular Letter of Minister of Research Technology and Higher Education, 7 (seven) Circular Letter of Minister of Research Technology and Higher Education, 3 (three) Decree of the Secretary General of the Ministry of Research, Technology and Higher Education, 6 (six) Circular of the Secretary General of the Ministry of Research, Technology and Higher Education, 10 (Ten) Decrees of the Director General of Higher Education, 2 (two) Regulations of the Director General of Higher Education, 25 (twenty-five) BAN-PT Regulations, 1 (one) LAMPT-KES Regulation, 2 (two) Lamteknik Regulations, 1 (one) Lamasama Regulation, 4 (four) Lamininfokom Regulations. Among 8 (eight) only 3 (three) Education Laws relate to the creative industry, namely Law Number 3 of 2016 concerning Patents, Law Number 28 of 2016 concerning Copyright, and Law Number 14 of 2014 concerning Teachers and Dose. Meanwhile, there are only three government regulations related to the creative industry (three), namely PP Number 4 of 2014 concerning the Implementation of Higher Education and Higher Education Management, PP Number 20 of 2005 concerning Technology Transfer Intellectual Property and Results of Research and Development Activities by Universities and Research and Development Institutions. There are many laws and regulations governing education Regulations regarding the creative economy also exist. However, there are still discrepancies between the two Legislative Regulations in these two fields. Where The Industrial Revolution forces us to develop ourselves with technological advances, and one of them is the development of creative industries, which must also be related to technology. The Industrial Revolution and the development of creative industries impacted the emergence of a new type of education that must be implemented to meet the needs of this progress. We need a supportive regulatory agreement development of the creative industry, especially between laws related to education and Laws related to the creative economy include:

- a) Law Number 14 of 2005 concerning Teachers and Lecturers Article 45, Article 46 and Article 72 with Law Number 24 of 2019 concerning Creative Economy Article 11, Article 12.
- b) Law Number 14 of 2005 concerning Teachers and Lecturers Article 51 with Law Number 11 of 2008 concerning Information and Electronic Transactions Article 27, paragraph 1.
- c) Law Number 14 of 2005 concerning Teachers and Lecturers with the Law Law Number 28 of 2018 concerning Copyright Article 41.

They have regulated various good sides of the Education System, Education Standards, Fighting for Educational Rights, Ensuring Equality in Education, Supervising the Implementation of Education

Policies, Ensuring the continuity of Education, Issuing policies which regulate Education and Creative Industries, Regulates Facilities and Infrastructure, Protects the work of students and lecturers, but has not fully accommodated the needs for the development of Creative Media Higher Education and the growth of Creative Industries. Even though Indonesia has great potential to develop creative industries, for this reason, an ideal legal conception is needed to implement Creative Media in Higher Education in Indonesia.

### **3.4 An Ideal Conception of Law for Creative Media Higher Education in the Era of the Industrial Revolution 5.0 in Indonesia**

The ideal legal conception in dealing with the 5.0 Industrial Revolution from a legal culture point of view must be able to consider the values and norms that apply in society. Because the Industrial Revolution 5.0 can affect the existing legal culture, the conception of law must also be able to accommodate changes in the legal culture and espoused values. When the law was finalized and then promulgated, the current reality and demands of the powerful society changed. For this reason, regulatory.

## **4. Conclusion**

Legal politics regulating the implementation of higher Education Creative Media in Indonesia already exists but still needs to be appropriate and complete related to the two Laws on Media Higher Education Creative with Legislation on the Creative Economy. Aside from that, we have yet to be able to accommodate and regulate Creative Media Higher Education supporting today's creative industries. For example, Law Number 14 of 2005 concerning Teachers and Lecturers, with Law Number 24 of 2019 concerning Economics Creative.

The ideal legal conception for Creative Media Higher Education in supporting the Creative Industries in the Era of the Industrial Revolution 5.0 is a legal conception where the law regulates areas of life, including Creative Media. Higher Education must be able to make clear rules and accommodate needs in dealing with developments in the Era of the Industrial Revolution 5.0 will ensure that there will be no problems in implementing the law in society. The law will also regulate Creative Media Higher Education clearly and regulate the creative industry as an education partner. Legal norms remain by National Education Standards and are also based on legal institutions and cultures adapted to the creative industry's development. The aim is that Creative Media Higher Education will be of high quality, have adequate expertise and skills, develop good character and work ethics, provide equality and justice in learning opportunities and be accredited and certified by the government and the creative industry so that it can become a driver of creative economic growth In Indonesia.

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