

DEVELOPMENT OF REFLECTIVE E-MODULES LOADED WITH SPEAKING STRATEGIES FOR LEGAL ARGUMENT MATERIAL

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Abstract

This research designed and developed a reflective e-module loaded with speaking strategies for legal argumentation material. The research carried out design-based research (DBR), including needs analysis, design planning, design development, and reflection. In the development stage, the e-module was designed by twelve expert validators to evaluate product keys. The development was carried out in the field of observation, interviews, literature studies, and documentation. The research results showed the preparation of a reflective model e-module with a narrative strategy in legal argumentation material, which is valid and in the very good category. Excellent results were obtained because e-modules have the advantage of being structured based on effective model syntax and containing speaking strategies. Also, several contents can be accessed to motivate student knowledge, including interactive media in the form of video shows from YouTube to stimulate students' understanding of how to speak directly in court, and assignment collection which is carried out by uploading directly to the e-module application (not manually). This e-module is also unique in that it encourages students to think analytically and critically. This research implied that e-modules can be used as an alternative since it can make it easier for prospective lawyers to understand legal argumentation material.

Keywords: Charged speaking strategy, Development, E-module, Legal argument, Reflective.

1. Introduction

Legal argument is a basic ability that must be possessed by prospective lawyers. The better the legal argument is built, the better and more professional a lawyer [1]. In the process of speaking lawyers must use a precise strategy. Thus, the speaking partner becomes comfortable [2, 3]. The development of technology 4.0 is so rapid, that a learning revolution was born that gave rise to e-modules [4, 5]. E-modules help students and lecturers in learning that is not bound by time and space. E-modules are accompanied by materials and evaluations [6, 7]. Research using reflective e-modules containing speaking strategies in legal argumentation materials is still limited. Table 1 shows several previous studies on the development of reflective e-modules with speaking strategies, including (i) previous research in the development of e-modules for exact research has never been in the scope of social studies, (ii) the development method so far has only used 4 steps (defines, design, develop, and disseminate), (iii) research on the development of speaking strategies has not used web-based e-modules.

Table 1. Previous research on e-module.

No.	Research title	Ref.
1	Development of guided discovery based electronic module for chemical lessons in redox reaction materials	[8]
2	E-Module design using kvisoft flipbook application based on mathematics creative thinking ability for junior high schools	[9]
3	Developing android-based interactive mobile learning software to improve students' analysis and synthesis abilities on basic electronics	[10]
4	Development of organic chemistry teaching materials on the topic of lipid using android stem-based approach	[11]
5	E-learning and nursing assessment skills and knowledge—an integrative review	[12]
6	Brown and Levinson theory revisited: A statistical analysis	[13]
7	Towards an online legal service platform: an approach for establishing client-lawyer interaction in Bangladesh	[14]
8	A digital accessibility and inclusive design-based e-module in higher education: Does it work in a classroom with a deaf student?	[15]

The research designed and developed a reflective E-module loaded with speaking strategies for legal arguments. We used design-based research (DBR) with analysis, design, development, and reflection stages. Novelties of this study were (i) the use of a reflective model with 6 steps (needs analysis, connecting experiences, reflection, action, reporting, and evaluating), (ii) having a content of speaking strategies with 4 strategies, and (iii) developing analytical and critical skills at the same time.

2. Literature Review

Moodle is a website-based e-learning software system that is effectively used for learning, teaching, and evaluation purposes that are open source [16-18]. The platform is designed for integrated and secure teachers, students, and administrators [19, 20]. Figure 1 illustrates the use of Moodle. How it works (i) log in and open

the website, (ii) log in using your username and password (iii) choose a class (iv) introduce the application and aspects of the application, (v) work on the instructions in the application and the teacher waits for the results of the application (vi) the application displays the results of the comprehension test (vii) the teacher gives grades, criticisms and suggestions in the assignment [21, 22].

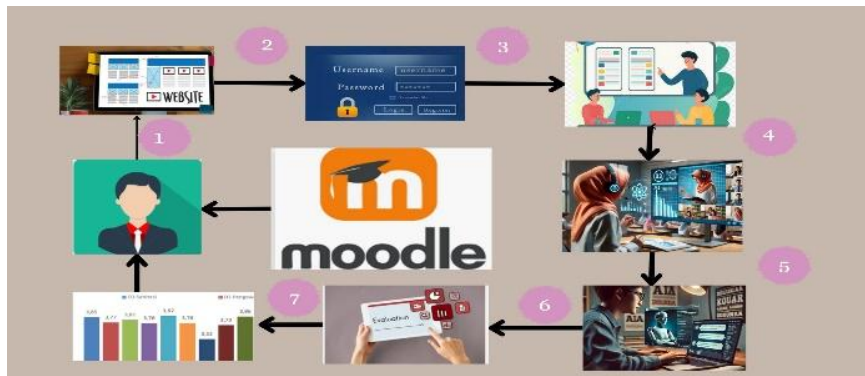


Fig. 1. An illustration of the Moodle platform.

The strategy used by the speaker is a speaking strategy that forms language politeness [23, 24]. Four speaking strategies can be used: (i) the strategy of speaking frankly without using words-Stale; (ii) speaking frankly with the form of language-Stale based on positive politeness; (iii) the strategy of continuous speech, the existence of small talk based on negative politeness; and (iv) the strategy of vague speech forms, and (5) the strategy of speaking in the heart [25, 26].

Legal arguments are reasons to strengthen or reject opinions and have ideas legal issues [27]. Legal argumentation is a concept of scientific skills that are useful to be used as a foothold by legal experts in providing legal solutions [28, 29]. Legal arguments are also used to form rational regulations [30].

3. Method

We used the DBR method, including analysis, design, development, and reflection. In the analysis stage, we identified the aspects needed by lecturers and students related to the e-module developed. The design of the e-module was developed using a reflective model syntax. The development stage involved twelve validators. The research instrument was a reflective e-module validation sheet that has a speaking strategy content. The evaluation of the success of the use of e-modules was carried out at the reflection stage.

4. Results and Discussion

The design of the form of a reflective e-module contains a speaking strategy from the needs of the lecturer, the material must be more in-depth, the emphasis on the speaking strategy, the emphasis on the reflective model, namely observing, presenting experiences, and reflecting, specific instruments and in implementation must make it easier for students to understand the material independently. Students' needs for e-modules are fun, facilitated, presenting examples closer to students,

varied, and must be by the characteristics of law students. The obstacle experienced in designing a reflective e-module containing a speaking strategy is the lack of facilities and infrastructure. The preparation of this e-module pays great attention to the practicality, effectiveness, and ease of accessing websites online.

The design is designed in the systematic use of the Moodle application. The creation flow starts with the front page, login in, if it is not according to the user, it logs out [31]. If you enter, a branda website and classes appear, then enter there an initial introduction, pre-test session, topic presentation, discussion room, and concept map. Then after everything is finished, summative tests and individual tests are carried out, and finally evaluated by lecturers.

As shown in Fig. 2, the development stage of creating a reflective model e-module with legal argument material is accompanied by photos in the application development, namely (i) the use of opening a website through a laptop/*Mobile Phone* with a website (<https://sb-advokat.com/login/index.php>); (ii) the users enter the application using the registered Username and password; (iii) participants are welcome to have classes to be followed; (iv) participants presented Initial introduction, competence, learning outcomes, discussion room, material, and competency test; (v) Students work according to the instructions in the application such as understanding the material, presenting sample questions. Lecturers open a discussion room and wait for the results of student work; (vi) the application displays the results of the comprehension test/competency test; (vii) work on questions with a reflective system. There is context analysis, linking with experience, reflection, carrying out an action plan, reporting, and conducting evaluations; and (viii) lecturers assessing student work results and providing feedback.

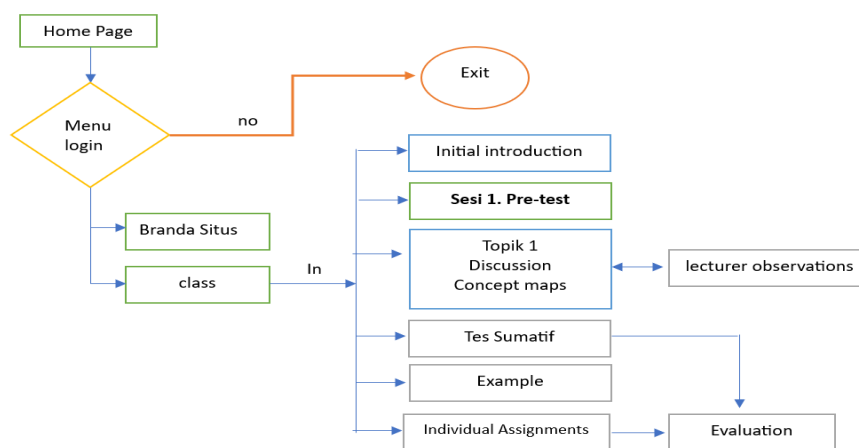


Fig. 2. The e-module design.

Referring to Table 2, the results of the validation of the reflective e-module containing speaking strategies for legal argument material have a very good category with the presentation of 98.66% material, 94.99% language, 87.88% graphics, and 94.44% material. In general, based on the validation results of nine validator experts, it was obtained that the e-module had been prepared with an emphasis on a reflective model containing a speaking strategy following, the presentation of learning, language, graphics, and materials. Based on the

development carried out, the e-module has a valid and practical category. The measurement of the e-module should ideally be valid and declared fit for use [32]. E-modules are important in learning, easy to operate, and can develop analytical and critical thinking [33, 34].

Table 2. Application of the reflective model containing speaking strategies.

No.	E-module view	
1	<p>User opens website</p>	<p>User login application</p>
2	<p>Participants choose class</p>	<p>Introduction, achievements, materials, and competency tests</p>
3	<p>Do as per instructions</p>	<p>Display of competency test results</p>
4	<p>Application of reflective model</p>	<p>Assess and provide feedback</p>

Student involvement in practical independence with questioning aspects. Validators have provided input and implemented to improve the quality of the e-modules produced. The validation results show that there are revisions in the parts of the e-module. The improvements made are: (i) improving the initial appearance and content of the e-module to be more attractive, (ii) consistent use of language (iii) the presentation of e-module materials more specific, (iv) the instructions must be detailed, and (v) the presentation of examples must be close to students. As a result of the development that has been carried out, the e-module is highly recommended to prospective lawyers. The features offered are very user-friendly. This e-module can be instrumental in making it easier for teachers to teach. This e-module is very easy to access, and its features are deliberately designed to increase motivation and enthusiasm to learn independently without being completely dependent on teachers. This research should make a positive contribution to the development of education in a sustainable manner. Finally, this study adds new information in virtual laboratory as reported elsewhere [35].

5. Conclusion

Development of a reflective e-module containing speaking strategies on legal argumentation material based on an analysis of the needs of lecturers and students. The e-module was designed and developed with the stages of context analysis, connecting with experience, reflection, implementing action plans, reporting, and drawing conclusions. The reflective model is expected to train students to think analytically and critically in understanding legal arguments. Based on validation carried out by experts, the e-module is in the very good category. E-modules can be tested on limited classes. The final results show that the e-module can be used in learning legal argumentation material as an interactive learning material.

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