



Development of a Textbook for Critical Reading of Legal Documents in Compulsory University Courses in Higher Education

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Abstract: This study aims to develop a legal document-based critical reading textbook in compulsory university courses in higher education. This study used a research and development method with the ADDIE model. The instruments used to obtain research data are observation guidelines, interviews, and expert assessment questionnaires for the developed products. The subjects of this research were students of the law study program who were taking Indonesian language courses at Ahmad Dahlan University Yogyakarta. The data analysis technique used was quantitative descriptive data analysis. The results of this study indicated that the product feasibility test for material experts obtained a score of 3.6 in the excellent category. The product feasibility test for media experts obtained a score of 4.0 with a good category. Based on the student response test results calculated by the AIKEN V formula, the score was 0.95 to 1 with an outstanding category. The effectiveness test using independent sample pretest results 0.155 means insignificant, meaning that the initial conditions are not different or the same. In contrast, the post-test results of 0.011 mean significant, meaning different conditions. This study concludes that the textbook developed is influential for teaching material for students of law study programs in understanding legal documents.

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Introduction

Indonesian language courses are compulsory courses that must be taught to students at every level (Ningrum et al., 2017). Indonesian language courses are taught to invite students to understand related to literacy, one of the literacy components taught through this course is reading (Nurjannah et al., 2022). Reading learning for students is essential and determines the success of students in understanding other learning (Hidayat et al., 2022); (Himawan, 2020); (Huda et al., 2017); (Hidayah & Hermansyah, 2016). Reading learning also tries to collaborate aspects of thinking, including critical thinking (Anita, 2017); (Himawan et al., 2023). Critical thinking is one of the thinking skills that facilitate learning in each student with their creativity and imagination, providing opportunities for individual students to think (Salampessy & Suparman, 2019); (A. Wahyuni & Kurniawan, 2018).

Based on this opinion, it can be seen that critical thinking is one of the reading activities that involve higher-level thinking skills, including analyzing, evaluating, and creating (Aryanti Agustina, 2021). Critical reading is part of the intensive process carried out thoughtfully and carefully. Critical reading can be referred to as an advanced comprehension reading process that requires readers to analyze and evaluate the content of reading (Nofitria et al., 2017); (Suwartini & Fujiastuti, 2017); (Ardiasri et al., 2017). In critical reading, readers



must follow the author's way of thinking quickly, accurately, and critically. Critical means accepting the author's thoughts on a reasonable, logical, and correct basis, and rejecting those that are not based or incorrect (Aryanti Agustina, 2021). The critical process of collaboration through reading activities can be applied to the process of reading and understanding legal registers (Rahayu & Suryadi, 2022). Critical reading in the Law Science Study Program is studied in Indonesian language courses. Indonesian language courses in the Law Study Program are courses that students must take. Through this course, students are expected to be able to critically interpret legal products.

Based on the preliminary observations that have been made, in Indonesian language courses in one of the Law Study Programs, initial problems were found that require alternative solutions to be solved. The problem is the need for textbooks used as the primary reference for MKWU Indonesian lectures, especially critical reading based on legal documents for students. So far, no teaching material for critical reading is based on legal documents. So far, students have only been given a summary of the material made by the lecturer and studied individually by students. In comparison, the main achievement of law faculty students learning Indonesian is understanding legal documents. This is, of course a problem that must be solved. Students must be given references to legal products that lead to textbooks.

Textbooks as books to support the learning process must be available in every lesson (Huda et al., 2017); (Suwartini & Fujiastuti, 2017); (L. Wahyuni & Rahayu, 2021). Textbooks determine the success of learning outcomes (Adi & Habsari, 2021); (Dafit & Mustika, 2021). Textbooks are all materials used to assist teachers in carrying out the teaching and learning process in the classroom, the material in question can be written or unwritten. A good textbook will help the learning process as well. The learning process carried out by teachers in the classroom must use textbooks that are the learning material and methods that are suitable for students (Martha et al., 2022).

Textbooks need to be developed to assist students in understanding critical reading material (Adi & Habsari, 2021); (F. N. Amalia & Nadya, 2020). Some material components that support students' critical thinking process need to be presented, for example, legal products in the form of decisions, agreements, and other documents. In line with this description, this research aims to develop a legal document-based critical reading textbook in Indonesian language courses for Faculty of Law students. The process of creating this textbook is carried out to present a textbook for critical reading based on legal documents which is currently still lacking, so the novelty of this research arises to add to the primary references for learning essential reading based on legal documents for students. In this regard, relevant and prior research on the development of critical reading textbooks for students has been carried out by (Himawan, Suyata, 2024); (Khairinal et al., 2021); (Ardiasri et al., 2017); (Saddhono, 2019); (Hidayah et al., 2020); (Andersen et al., 2022).

Overall, these studies became the basis for this research to develop a product as a legal document-based critical reading textbook for students. This research is a continuation of some of these studies, so it complements some of the shortcomings that have yet to be discussed. The novelty shown in this research lies in the product developed, in this study a legal document-based critical reading textbook will be created for law study program students as a basis for understanding legal documents as the achievement or final goal of law study program graduates.



Research Method

This study used a research and development method with the ADDIE model which consists of; (1) analysis; (2) design; (3) development; (4) implementation and; (5) evaluation (Cahyadi, 2019). This research step was carried out through the following stages; (a) work analysis consisting of the emergence of fundamental problems from Indonesian language courses; (b) student analysis is carried out to determine the level of student understanding of Indonesian language courses; (c) analysis of learning facts and objectives carried out through RPS made by lecturers and applied to students. In these analysis activities, interviews were also conducted with lecturers and students who were taking Indonesian language courses at the Faculty of Law, so several things were found related to the actual situation, as well as the needs related to legal document-based critical reading textbooks in Indonesian language courses (Ganesan, 2020).

Next is design, the design stages in this study include; (a) collecting material and evaluation questions that will be described in the developed coursebook; (b) designing the front of the coursebook which includes the cover, aspects of the material, and components used to apply the developed coursebook. The next stage is development, which consists of; (a) presenting the developed learning coursebook; (b) producing learning media by collecting all aspects that have been prepared in the design stage. The next stage is implementation, which consists of (c) conducting feasibility tests on material experts. The selected material experts are lecturers with learning qualifications, especially in developing legal document-based critical reading textbooks, at the Faculty of Law, Ahmad Dahlan University.

The next stage is implementation, this stage consists of; (a) conducting feasibility tests to material experts. Material experts assess the suitability of textbooks developed with several material aspects; (b) feasibility tests are performed on graphic experts to determine the product's graphic elements. The feasibility assessment of the grading expert is used to assess the suitability of the product developed with several aspects of evaluation, such as the readability of the coursebook, and several applications or supporting components of the coursebook; (c) testing to 5 students; (d) conducting experimental tests as a determinant of the effectiveness of coursebooks developed in 2 Indonesian language classes, each class consisting of 30 students with control and experimental class sections. The Indonesian language class is at the Faculty of Law, Ahmad Dahlan University. After conducting several feasibility and effectiveness tests, the next step is to calculate the results of several tests using the V scale for the feasibility test of material and graphic experts. Aiken V formula to calculate student responses (Retnawati, 2015). Pretest and posttest control group design (Zubaidah et al., 2018) to estimate the product's effectiveness. The last stage evaluates a reflection activity on developing legal document-based critical reading textbooks.

The instruments used to obtain research data are observation guidelines, interviews, and expert assessment questionnaires for the developed products. The data analysis techniques used are; (1) descriptive, used to describe the results of the product development needs analysis in the form of observations, document analysis, and interviews; (2) descriptive quantitative used to describe the results of product feasibility tests, student response tests, and product effectiveness tests.

Results and Discussion

Results and discussion research on the development of critical reading textbooks based on legal documents for faculty of law students can be explained as follows.



Analysis

The analysis was carried out to determine the actual situation in the use of teaching materials, mainly textbooks, in Indonesian language courses at the Faculty of Law. It was also carried out to determine the state of reading learning, especially reading legal documents, which is the main provision for students of the Law Study Program. The results of the needs analysis can be explained in the following table.

Tabel 1. Result of Recapitulation of product Needs Analysis

No	Aspects	Answer
1.	Critical reading lesson planning in Indonesian language courses at the Faculty of Law	Critical reading learning is planned through RPS, compiled by lecturers and then distributed to students. Students and lecturers make the RPS as a guideline. In the RPS, it has been arranged systematically regarding SLOs, models, strategies, media, teaching materials, and evaluations used.
2.	The actual situation, current critical reading learning in Indonesian language courses at the Faculty of Law	Reading materials in Indonesian courses in the Law Study Program are already diverse. In relation to critical reading material, especially in critically reading legal documents, it needs to be balanced with the existence of bare references that really support students to think critically, especially in understanding legal documents.
3.	The importance of developing legal document-based critical reading teaching materials.	It is essential to develop textbooks for reading courses that invite students to develop critical thinking skills, especially in understanding legal products. One of them is by presenting textbooks for essential courses of reading based on legal documents.
4.	Books that need to be developed in Indonesian language courses, critical reading materials at the Faculty of Law.	Books that need to be developed in Indonesian language courses on critical reading material are books that can be used as the primary reference for lectures.

Based on this table, currently the use of textbooks in Indonesian language courses in the Law Study Program is diverse. Lecturers have carried out some aspects that support student learning. However, no textbooks teach students to read carefully and critically in understanding legal documents. In fact, reading legal documents is the main goal or Learning Outcome (ELO) that Law students must achieve through MKWU Indonesian Language.

Design

The design stage in this study was carried out to carry out the initial design of the developed coursebook. Design is done to design various things that will be displayed in the textbook. The design stage in this study was carried out through several stages. The first stage is designing the interface design or front view of the developed coursebook, such as the cover used in the coursebook. In addition, the design of the front design of the developed coursebook is carried out by; (a) determining the cover of the coursebook; (b) the color of the coursebook; (c) several things related to coursebooks that have been adjusted to the results of the needs analysis activities that have been carried out. Next, materials were designed and adapted from various sources, the main sources used being books and several published journal articles. After designing the material, the next activity is to design the evaluation questions that will be presented in the developed product. The evaluation in this activity is adjusted to the theory of critical reading, both understanding and the steps of critical reading.



At this stage, the collection of legal products that will be used as material in the developed textbooks is also carried out. Legal documents were adopted from several archives related to law.

Development

The development stage is to develop products in the form of legal document-based critical reading textbooks for students. The development stage is the stage of developing research products; the product is prepared based on the design at the design stage that was determined previously. Textbooks are developed with various components. These components are; (a) cover; (b) material for each meeting; (c) several summaries to evaluation questions. These things have been adjusted to the previous research stages, namely analysis and design.

Implementation

The implementation stage is carried out to implement the developed product. The implementation of this research product is carried out by; (a) testing the feasibility of the product to material experts regarding critical reading and legal documents, the material expert is a lecturer in legal documents at the Faculty of Law, Ahmad Dahlan University, then the stage of testing the feasibility of the product to media experts, the media experts chosen are experts in learning media for textbook specifications at the Faculty of Teacher Training and Education, Ahmad Dahlan University; (b) testing the product to students to find out student responses regarding the developed product, these students are students of the Law Study Program, Faculty of Law, Ahmad Dahlan University, who are taking Indonesian language courses; (c) testing the effectiveness of the product to 2 classes, namely control and experimental classes at the Law Study Program, Ahmad Dahlan University. Implementation at this stage is used as a foothold and determination of products at the effectiveness test stage to improve student learning outcomes. The following are the stages of research product implementation.

Expert feasibility test

An expert feasibility test was conducted with two experts. Material experts and media experts. The feasibility of media experts is carried out with the following steps; (1) selecting material experts as product validator TIM; (2) providing products and questionnaires to be filled in by material experts; (3) determining scores and revising the results of material expert assessments. At this stage, the material expert said that revisions to the textbook needed to be made, the revisions included; (a) improving the writing of material that had typos; (b) displaying RPS in the form of RPS lesson plans and RPS student assignment plans; (c) on assignments based on legal documents, they should be harmonized with legal registers to be harmonized. All expert suggestions have been revised and scored in the excellent category.

The product feasibility test for material experts obtained a score of 3.6 in the excellent category. The next step is to conduct a media feasibility test. The media expert feasibility test was carried out with the following stages; (1) giving the product and questionnaire to the selected media expert; (2) calculating the results of the product validation test with the Likhertz scale; (3) revising the product based on the suggestions made by the expert. Based on this, the media expert said that the product revision needed to be done by improving; (a) the cover or appearance of the product; (2) the colors and fonts contained in the product; (c) the writing layout. After being revised and reviewed, a score of 4.0 was obtained in the excellent category.

Table 2. Material and Media Expert Feasibility Test

Expert	Score	Description
Material	3.60	Good
Media	4.00	Good



Student Response Test

The student response test was conducted on 5 students at the Faculty of Law, Ahmad Dahlan University. The stages of the student response test were carried out by; (a) providing material to students about critical reading; (b) providing focus material on the register; (c) giving the textbook to students; (d) asking students to fill out a questionnaire and; (e) calculating student responses using the Aiken V formula. Based on the results of the student response test calculated by the AIKEN V formula, the score is 0.95 to 1 with an outstanding category. Revisions were made by improving several components such as images, according to suggestions from students. Next, an experimental test will be conducted to determine the effectiveness of register-based critical reading textbooks for students.

Product Effectiveness Test

Student effectiveness tests were conducted in 2 classes. The first class is the control class, the second class is the experimental class. There were 30 students in each class. The effectiveness test was conducted to test whether the product developed was effective in improving students' critical thinking skills. Overall, the product effectiveness test was carried out by; (1) In the experimental class, activities were carried out to distribute pretest questionnaires to measure student reading skills, before treatment; (2) conducting learning with the developed textbook; (2) conducting critical reading learning in the experimental class according to the RPS; (4) distributing posttest questionnaires to measure student reading skills, after treatment.

In the control class, the stages carried out are as follows; (1) giving a pretest questionnaire to students to measure students' reading skills; (2) conducting ordinary learning, with teaching materials commonly used by lecturers in lectures; (3) distributing post-test questionnaires to measure students' reading skills, after learning. Next, after these tests have been conducted. The next step is to test the product's effectiveness, based on the results of the pretest and post-test questionnaires in both experimental and control classes, through the help of the SPSS statistical program. Steps carry out the steps and results of the calculation; (1) normality test to determine the distribution of data, whether normal or not; (2) homogeneity test; (3) effectiveness test conducted through T-test and Independent sample test.

Test of Normality

The results of the pretest and post-test data normality test using Kolmogorov-smirnov. The results of the pretest data normality test in the control class at Ahmad Dahlan University obtained a significance of $0.173 < 0.05$, while the experimental class showed a significance of $0.105 < 0.05$. Then, the results of the post-test data normality test in the control class obtained a significance of $0.178 < 0.05$, while in the experimental class showed a significance of $0.073 < 0.05$. These results indicate that the pretest and post-test data in the control and experimental classes are typically distributed.

Test of Homogeneity

Results of homogeneity test of pretest and posttest data for experimental and control classes at Ahmad Dahlan University. The results of the pretest data normality test in the control class showed a significance of $0.269 > 0.05$, while in the experimental class it showed a significance of $0.275 > 0.05$. Then, the results of the posttest data homogeneity test in the control class showed a significance of $0.275 > 0.05$, while in the experimental class it showed a significance of $0.266 > 0.05$. These results show that the pretest and posttest data in the control and experimental classes are homogeneous.

Differential Test of Control and Experiment Classes

The results of the homogeneity test of pretest and post-test data of experimental and control classes at Ahmad Dahlan University. The results of the pretest data normality test in the control class obtained a significance of $0.269 > 0.05$, while in the experimental class showed a significance of $0.275 > 0.05$. Then, the results of the post-test data homogeneity test in the control class obtained a significance of $0.275 > 0.05$, while in the experimental class showed a significance of $0.266 > 0.05$. These results indicate that the pretest and post-test data in the control and experimental classes are homogeneous.

Figure 5. Independent Samples Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Kecerdasaan awal	Equal variances assumed	.001	.969	-1.435	90	.155	-2.93478	2.04444	-6.99641	1.12685
	Equal variances not assumed			-1.435	89.915	.155	-2.93478	2.04444	-6.99647	1.12690
Kecerdasaanakhir	Equal variances assumed	1.012	.317	-2.601	90	.011	-5.08696	1.95614	-8.97316	-1.20075
	Equal variances not assumed			-2.601	87.475	.011	-5.08696	1.95614	-8.97469	-1.19922

The analysis results obtained a p-value of 0.155. This shows that the p-value is >0.05 . This indicates that the p-value >0.05 , so H_0 is accepted. Thus, the initial intelligence of students before treatment between the control and experimental groups is similar. The results of the pretest analysis obtained a p-value of 0.011, it is known that the p-value <0.05 , so H_0 is rejected. Thus, the level of thinking of students, after treatment between the control and experimental groups is significantly different. Therefore, the learning model developed is feasible to use to improve student learning. The effectiveness test using independent sample pretest results 0.155 means insignificant, meaning that the initial conditions are not different or the same, while the post-test results 0.011 means significant, meaning that the conditions are different. Thus, it is different because of the treatment of the developed textbook.

Evaluation

Evaluation in this study was carried out to reflect, related to the development process starting from the needs analysis study, design, and development, to implementation carried out up to the product effectiveness test. The evaluation in this study resulted in a reflection of the research results starting from the needs analysis which was used as a foothold in developing the product, in conducting a needs analysis in the future it is necessary to pay attention to the distribution of the number of targets so that the products developed can meet the needs and solve learning problems. Next is development. The evaluation of the development process in this study lies in assessing the effectiveness of products that are more varied in conducting effectiveness tests, which are significant when plunged into the classroom.

Review Product Development Result

Product development in the form of legal document-based critical reading textbooks for law students is carried out to meet the needs related to Indonesian language textbooks, critical reading material in universities, especially, law study programs. Overall, textbooks are defined as books used for learning and supporting the achievement of learning objectives. (Dafit & Mustika, 2021); (Priyatni, 2014); (Sufri & Pasaribu, 2021). The initial condition of product needs is based on the results of the analysis of the needs for product development of legal document-based critical reading textbooks for students carried out through stages; (1) observation of learning in Indonesian language classes conducted at the Law Study Program,



Faculty of Law, Universitas Ahmad Dahlan Yogyakarta; (2) analysis of documents in the form of RPS that have been made by lecturers and implemented by students; (3) Interviews with lecturers teaching Indonesian language courses in the Law Study Program, and students who are taking Indonesian language courses in the Study Program.

The results of the needs analysis show that critical reading textbooks need to be developed, this can be seen from the description of the research results which show that reading course textbooks invite students to lead to critical thinking skills. One of them is by presenting Indonesian language textbooks, critical reading material based on legal documents. The results of the needs analysis state that currently Indonesian language course textbooks have been found, but there are no textbooks that can be used as the main reference for Indonesian language lectures, Law students based on legal documents that can be applied in critical reading have not been found. This became the initial basis for conducting research product development (D. Amalia & Napitupulu, 2022); (Saddhono, 2019).

Next, is design. Design in the development research stage is the initial part of designing research products through the review of the results of the needs analysis (Jamilah, 2017); (Cahyadi, 2019); (Ramadhanti, 2019). Design in this study was carried out to carry out an initial design related to the product being developed. The design in this study was carried out to design the cover, teaching materials, reading materials based on legal documents and evaluation questions that were developed, so that the products produced would be by the needs (Himawan & Suyata, 2021).

The next stage is development. Development extends the design stage (Hidayat et al., 2022). Development at this stage is carried out to develop a legal document-based textbook. This stage is carried out by combining several components designed to produce research products. Some components and the results of the needs analysis review are used as a foothold in producing research products (Tomlinson, 2014); (L. Wahyuni & Rahayu, 2021). Development in this study was carried out by combining coursebook components such as appearance, indicators, RPS, teaching materials, and evaluation questions to reflect into a single coursebook. The development of coursebook components in this study is aligned with the research of (Himawan et al., 2023) which states that the coursebook components in learning include; (1) objectives; (2) material, and; (3) evaluation.

Next is the implementation stage. Implementation is the stage of testing products that have been developed (Puspasari, 2019); (Saputro & Febriani, 2023). The implementation stage in this study was carried out by; (1) testing the feasibility of the product to media and material experts; (2) conducting student response tests and; (3) testing the effectiveness of research products. Expert lecturers conducted the feasibility test of material and media experts in critical reading, law, and learning media. After being given a questionnaire and product, a calculation is made using the V scale formula.

The product feasibility test for material experts scored 3.6 in the excellent category. The product feasibility test for media experts obtained a score of 4.0 with a good category. Revisions from material and media experts have been made, and several revisions which include the addition of material, typography, and color selection for the appearance of coursebooks have been completed by expert suggestions. After the revision, a student response test was conducted. The student response test was conducted on 10 students at the Faculty of Law, Ahmad Dahlan University. The student response test was conducted by giving students products and questionnaires while lecturing on Indonesian critical reading material. This test is used to assess the product and adjust the product according to students' wishes so that product development can be helpful to and utilized by students (Hidayat et al.,



2022). After testing, the questionnaire results were calculated using the Aiken V formula (Retnawati, 2017).

Based on the results of the student response test calculated by the AIKEN V formula, the score is 0.95 to 1 with an outstanding category. This result tests the product's effectiveness in improving skills, or student learning outcomes at the experimental test stage. Student effectiveness tests were conducted in 2 classes. The first class is the control class, the second class is the experimental class. There were 30 students in each class. The effectiveness test was conducted to test whether the product developed was effective in improving critical thinking skills for students.

The results of the pretest analysis obtained a p-value of 0.011, it is known that the p-value <0.05 , so H_0 is rejected. Thus, the level of student thinking between the control and experimental groups significantly differs after treatment. Therefore, the learning model developed is feasible to use to improve student learning. The effectiveness test using independent sample pretest results 0.155 means insignificant, meaning that the initial conditions are not different or the same, while the post-test results 0.011 means significant, meaning that the conditions are different. Thus, it is different because of the treatment of the developed textbook. The last stage in this research is evaluation. Evaluation is carried out to conduct a review regarding the development process that has been carried out (Nasution & Rahim, 2022). This stage is used as a reflection and makes corrections related to the development process, the book developed and student learning outcomes to conduct further research. Overall, the development of research products is successful, the results of the product evidence this needs analysis which is the initial basis for determining the needs of research products so that the needs of students in the field can use the products developed. The development of Indonesian textbooks based on legal documents is the first step to produce graduates of law study programs who are proficient and careful in understanding legal documents so that they have the provision to enter the world of work according to their expertise. This research is also key to the development of Indonesian language science closely related to legal science such as legal registers, and forensic linguistics which are part of the things studied in Indonesian language science.

Conclusion

The results of this study indicate that the product feasibility test for material experts scored 3.6 in the excellent category. The product feasibility test for media experts obtained a score of 4.0 with a good category. Based on the results of the student response test calculated by the AIKEN V formula, the score is 0.95 to 1 with an outstanding category. The effectiveness test using independent sample pretest results 0.155 means insignificant, meaning that the initial conditions are not different or the same, while the post-test results 0.011 means significant, meaning different conditions. This study concludes that the developed textbooks for critical reading are effective as teaching materials for students of law science programs in understanding legal documents.

Recommendation

Lecturers, especially lecturers who teach compulsory university courses, are expected to reflect on the use of teaching materials in the course and develop teaching materials by developing science and the times. The teaching materials developed are adjusted to the final achievements of students by their respective study programs so that the learning carried out can be in line with the objectives of the study program. University leaders are expected to



always play an active role in supporting the learning process by providing opportunities for lecturers to develop several teaching materials through research and service activities.

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