

Improving the Quality of the Practical Experience of Lawyers Through Student Participation

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Abstract— The Distance Learning Program Unit (UPBJJ) is an institution that functions as a service center for all Open University students. Students domiciled around the Semarang area can take advantage of all forms of services including the need for practical experience (PPB). At the Faculty of Law Social and Political Sciences, there are courses that require students to practice law practice. The practice course aims to provide a real experience for undergraduate students in Law. Quality improvement in the implementation of PPB can be observed through several aspects such as the enthusiasm of students when participating in practice, the results of preparing practical reports, the results of questionnaires and interviews. This supporting aspect is a form of student participation which is very beneficial for the person in charge of practical courses to improve services. All forms of service that are considered satisfactory for students participating in practice will become indifferent to be applied in the following semester. If anything is unsatisfactory, it will be reviewed to be improved, so that the longer the practice service becomes more quality. Student opinions can be taken into consideration as well as input to increase the quality of practice that has been collaborating with various district courts in districts and cities throughout the Semarang UPBJJ-UT region. Improving the quality of the law practice experience will result in professional law graduates whose benefits have been recognized in carrying out daily tasks in each student's workplace.

Keywords— *Quality improvement, Student participation, PPB*

I. INTRODUCTION

Lecturers at the Open University (UT) in addition to working on basic tasks and functions like lecturers in general, UT lecturers in the field of teaching provide tutorials online. The Semarang Distance Learning Program Unit (UPBJJ), which is the spearhead of UT, functions as a service center for all UT students. Students who live around the Semarang area can take advantage of all forms of services including the need for Law Practice Practice (PPB) courses. At the Faculty of Social Sciences and Political Sciences, subjects with the code HKUM4410 require students to practice law experience in a district court in the UPBJJ area of Semarang. The practice course aims to provide real experience for undergraduate students in civil and criminal law.

Services from UPBJJ to students and all service users are always strived in the best form, including as the person in charge of practical courses, as well as trying their best to

provide services. Taking studies at UT, students can choose a semester package system (sipas) or non sipas. For those who choose civil servants, there is still the choice of attending face-to-face tutorials or online tutorials, so there are difficulties in detecting the number of students participating in PPB each semester. It requires a high degree of independence and precision when students register, by paying attention to the code of practice courses. Students who register PPB courses must take the initiative to report to the person in charge of the practical course to follow the stages, in order to complete the practice perfectly. The initiative is part of the form of student participation, in addition, they are also required to attend debriefing, forming groups to collaborate with the district court (PN) which will be designated as a place of practice.

District Court is the court of first instance that has the authority to hear all cases, both civil and criminal cases (Soeroso, 2006: 5). The District Court is the executor of judicial authority within the general court environment. The District Court is domiciled in the Municipality or in the Regency Capital and its legal area covers the Municipality or Regency area (Sudikno, Mertokusumo, 2002: 40).

One example of the implementation of the proceedings in a district court (PN) is the resolution of a dispute. According to Amriani, Nurnaningsih (2012: 13), what is meant by disputes is disputes that occur between parties to an agreement due to a default by one of the parties to the agreement. The same thing was conveyed by Takdir Rahmadi (2011: 1) which means that conflict or dispute is a situation and condition in which people experience mutual disputes that are factual or disputes that exist in their perception only.

According to Nurhaini, Elisabeth Butarbutar (2010: 348) Disputed events were obtained from the process of answering answers, because the answer was intended to provide knowledge for judges about which events might have been disputed or so that the judge could determine the subject matter. The events which are the subject of the case found in the answer process are still complex events that must be selected. In the implementation of PPB students are expected to practice in resolving a dispute problem by litigation and non-litigation.

Quality improvement in the implementation of PPB can be observed through several aspects such as how much enthusiasm of students when attending debriefing, forming groups, conducting collaborations with PN, practical

activities, the results of preparing practical reports. This supporting aspect is a form of student participation which is very beneficial for the person in charge of practical courses to improve services. Problems will arise when there are students who should have followed the practice but did not report, did not attend debriefing and they only realized when the practice schedule was almost over.

All forms of services that are deemed satisfactory for students participating in practice can be used as references to be implemented in the following semester. If anything is unsatisfactory, it will be reviewed to be improved, so that the longer the practice service becomes more quality.

II. PRELIMINARIES

A. Definition of Soft Skills

(Cimatti 2016) state that A first distinction can be made between Selforiented/Intrapsychic and Other oriented/Interpersonal Skills. The first ones refer to what the person must understand and develop by himself while the second category gathers what the person can develop relating with other people. This distinction can also be made in terms of

Personal and Social Skills. Personal Skills mainly correspond to cognitive Skills, such as knowledge and thinking skills while Social Skills refer to relationships with other people. To just mention some, a knowledge skill is the capability of elaborating information and a thinking skill is the ability of exercising critical judgment. Examples of personal skills are the capacity and desire to continue to learn and the ability to plan and achieve goals. Main Social Skills can be identified in communication, listening capability, negotiation, networking, problem solving, decision making and assertiveness (Engelberg, 2016).

Many personality features have a strong influence on the individual transversal competences. Moral virtues can be considered connected to Soft Skills: Temperance, Justice, Prudence, Courage are all significant traits for the development of transversal competences (Ciappei, 2015).

The University of Genova and AlmaLaurea have realized a significant survey to understand how Soft Skills are considered and taught at Italian Universities (Mangano, 2014). The "CT3" (Transversal Competences research) has been carried on in collaboration with Unioncamere, an Italian association of enterprises. Eight Soft Skills have been investigated: 1) Problem Solving, 2) Analysis and synthesis of information, 3) Autonomously criticism, 4) Effective communication, 5) Long-life learning, 6) Team working, 7) Initiative, 8) Organization and planning A questionnaire was sent to the Directors of Didactic Programs at 78 Italian Universities, 74 answered. The survey had in particular the aim to enhance the connection between different skills and different disciplines. A first result regards the easiness to teach competences related to their typology. The most difficult to transfer are the capabilities of initiative and of organization and planning, while the analysis and synthesis of information is considered the easiest one for universities to teach. Another outcome regards the connection between discipline and perception of the relevance of the skill. Different disciplinary groups perceive differently the importance of each Soft Skill: for example for architects is much more significant to be able to work in a team than for lawyers.

B. Implementation of Practice

According (J. Dunlosky, et al, 2011) state that students already are familiar with and spontaneously adopt the technique of highlighting; the problem is that the way the technique is typically implemented is not effective. Whereas the technique as it is typically used is not normally detrimental to learning, it may be problematic to the extent that it prevents students from engaging in other, more productive strategies. One possibility that should be explored is whether students could be trained to highlight more effectively. We located three studies focused on training students to highlight. In two of these cases, the training involved one or more sessions in which students practiced reading texts to look for main ideas before marking any text. Students received feedback about practice texts before marking (and being tested on) the target text, and training improved performance (Hayati & Shariatifar, 2009).

Most research has involved memory-based practice tests and criterion measures, several recent studies have also reported encouraging results concerning the extent to which practice testing can benefit comprehension. Positive effects have been shown on criterion tests that require inferences or the application of previously learned information (Agarwal & Roediger, 2011), including criterion tests that used different questions or different test formats than those used during practice. For example, Karpicke and Blunt (2011) found that practicing free recall of text material facilitated performance on a subsequent criterion test involving inference based short-answer questions, as well as on a concept-mapping test. In fact, concept-mapping performance was better following free-recall practice during study than following concept mapping during study. Similarly, Butler (2010) presented students with expository texts for initial study, which was followed either by repeated restudy or by repeated practice short-answer tests (with feedback) tapping key facts and concepts from the texts. One week later, performance on new inference-based short-answer questions tapping the key facts and concepts was better following practice testing than following restudy. The outcomes of a follow-up experiment are particularly striking, given that the criterion test involved far transfer, in that question required the concepts from one domain to be applied in a novel domain (e.g., students had to apply information learned about bat wings to make inferences about the development of new kinds of aircraft).

Concerning the effectiveness of practice testing relative to other learning techniques, a few studies have shown benefits of practice testing over concept mapping, note taking, and imagery use (McDaniel et al., 2009), but the most frequent comparisons have involved pitting practice testing against unguided restudy. The modal outcome is that practice testing outperforms restudying, although this effect depends somewhat on the extent to which practice tests are accompanied by feedback involving presentation of the correct answer. Although many studies have shown that testing alone outperforms restudy, some studies have failed to find this advantage (in most of these cases, accuracy on the practice test has been relatively low). In contrast, the advantage of practice testing with feedback over restudy is extremely robust. Practice testing with feedback also consistently outperforms practice testing alone.

III. RESEARCH METHODS

This research uses a qualitative descriptive approach from observations and interviews, while also using quantitative data from questionnaires that have been filled out by students. The subjects chosen in this study were students who had followed the practice experience of lawyers in the District Court of Kudus, Kendal, and Pemalang as many as 90 people.

The instrument used was a questionnaire, interview, and observation sheet, to reveal the extent of student participation in the implementation of the HKUM4410 practical course.

IV. RESULT

The results of the questionnaire and interview became supporting evidence of student participation. Student opinions can be taken into consideration as well as input to increase the quality of practice that has been collaborating with district courts in cities and cities within the UPBJJ-UT Semarang area. Improving the quality of the law practice experience will result in a professional Law Bachelor whose benefits have been recognized in carrying out daily tasks in each student's workplace.

Practical Experiences of Law (PPB) with course code HKUM4410 must be taken by all undergraduate students of Legal Studies with procedures, students have taken at least 90 credits, have or are currently taking Agreement Law, Legislative Theory, Civil Procedure Law, Law Criminal Procedure, Arbitration-Mediation and Negotiation, by showing a list of exam scores or proof of registration. This is without the participation of students to report, the person responsible for the practical course cannot provide good service.

The improvement of service quality for PPB participants is measured from the results of the questionnaire that students have filled out including service quality indicators. Quality indicators used by PJ Practices to see service quality in PPB are using indicators proposed by Zeithaml, Pasuraman & Berry in (Dwiyanto, 2008: 145)

- A. Tangible, namely physical facilities, equipment, employees, and communication facilities that are owned by service providers.
- B. Reality is the ability to conduct services sincerely.
- C. Responsiveness or responsiveness is a willingness to help service users and provide services sincerely.
- D. Assurance or certainty is the knowledge, courtesy and ability of service providers to provide trust to service users.
- E. Empathy is the ability to pay attention to individual service users.

As a service provider namely PJ MK Practice has ensured that students meet the requirements to follow PPB and already have a module as a guide in carrying out practice, allowing asking information via WhatsApp. Sincerity in providing God willing service is always done, but it will be smoother if students are responsive to the code of courses that are registered. The certainty of the implementation of the practice also depends on the initiative of students contacting PJ Practices, so that the quota of participants that has been determined by each group of at least 5 people and a maximum of 10 people is guided by a supervisor and 2 civil and criminal instructors. (Daryono,

2015: 11) states that if students practice PPB in one UPBJJ's working area are less than 5 students, UPBJJ is required to inform that the guidance is done online (through online tutorials / tutons).

Forms of Student Participation and the level of independence can be done from registration, reporting to PJ Practices that as PPB practice participants. If the number of participants meets the quota, PJ provides the PPB material briefing which includes observing the judicial process, simulating criminal case proceedings and simulating civil case proceedings within 288 hours according to the details in module HKUM4410.

High participation from students makes all the planning that has been made by PJ Practices can be carried out perfectly and students are satisfied that they get real experience in court.

V. CONCLUSION

The learning process at the Open University that uses the distance-learning system in providing services to students who take practical experience courses requires student participation. PPB that has been implemented by proven and recognized students can provide valuable and useful experience in carrying out tasks in their respective workplaces.

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