



# Needs Analysis of the Development of the Moot Court Practice Module as an Effort to Improve Students' Knowledge and Skills in Civil Procedure Law

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**Abstract.** The availability of teaching modules as learning resources is an important element in learning. This study aims to analyze the needs of students in developing a moot court practice module as an effort to increase students' knowledge and skills in the Civil Procedure Law Course. The method used in this research is descriptive quantitative research method. The subjects in the study were fourth semester students of the PPKn FKIP Study Program, Sriwijaya University, Palembang. Data was collected by using a questionnaire to be analyzed descriptively. The results showed that from the student questionnaire responses 80,8% of students needed teaching materials in the form of a moot court practice module as an effort to improve students' knowledge and skills.

**Keywords:** Needs Analysis · Civil Moot Court Practice Module · Knowledge · Skill

## 1 Introduction

The Civil Procedure Law course is a follow-up course from the Civil Law Course. In the Civil Law Course, students have been provided with the basic concepts of the civil material law. Civil procedural law aims to enforce material civil law in order to implement the rule of law with integrity [1]. While the Civil Procedure Law Course which is often referred to as civil formal law is a course that teaches about how to defend the civil material law. The Civil Procedure Law Course students are expected to have knowledge and skills in civil court proceedings [2]. Therefore, to achieve this goal, students can practice moot court in the civil realm. In quasi-judicial practicum, this activity is a bridge between law in book and law in action in law learning innovation [3].

A quasi-judicial or commonly referred to as a moot court is a miniature activity of a real judiciary. Pseudo-trial is usually a hypothetical trial in the sense of application, a real trial process in the form of role-playing [4]. The moot court practicum is referred to as a forum for practicing or applying theory, research and scientific development in procedural law [5].

In carrying out the practice of moot court, students must have learning resource guidelines so that they have sufficient knowledge to be able to demonstrate their skills in civil court proceedings. Learning resources are one of the many elements of teaching that are organic and synergize with other learning components [6]. Learning resources are not limited whether in print, video, software, or a combination of several forms that can be used by students and teachers in line with this [7, 8]. Support the achievement of learning objectives. Learning resources actually do not only come from books. Learning resources can come from journals, articles, scientific magazines, interviews, news info, mass media and others. The learning process in addition to interacting with teachers, students must also interact with other learning resources such as modules containing material and practicum activities so that they can enrich students' knowledge, attitudes and skills in learning activities [9].

The results of a preliminary study conducted on the fourth semester students of the PPKn FKIP Study Program, Sriwijaya University, it was found that the knowledge and skills of students in civil court proceedings were not optimal. This can be seen from the results of student tests that have not been maximized in answering questions about the stages or proceedings in civil courts. This is also supported by the ability displayed by students when carrying out moot court practices. Students are not yet capable enough to prepare administrative documents and practice well from the initial stage (submission of a lawsuit) to the final stage (reading the judge's decision). This happens is influenced by several factors, one of which is the lack of skill of students when looking for learning resources from journals which makes it seem as if learning resources about quasi-judicial practice are limited. Learning resources from the manufacturing side are a set of learning materials or situations that are intentionally or unintentionally created so that students individually and or together can learn [10]. In line with this opinion, The ability of students to find learning resources will affect their learning outcomes (Ahiri & Hafid, 2011).

One of the learning resources that can be used by students to be used as a guide in carrying out practice is the module. Teaching modules are modules that are systematically arranged according to certain fields of science and written by scientific experts in addition to other textbooks to support lectures or learning [11]. In line with this, the module is a form of teaching material that is packaged systematically, in which it contains a set of learning experiences that are planned and designed to help students master specific learning objectives [12]. Furthermore, the use of teaching materials in the learning process has an important role. This role includes roles for teachers, students, in classical, individual, and group learning [13].

In addition to being able to be used by lecturers to teach, the teaching module can also be used as a reference for student learning resources [14]. The preparation of the module must be systematic, interesting, and clear [15]. Furthermore, this understanding is in line with what was stated that;

*“a modul is relatively short self-contained independent unit of instructional designed to achieve a limited set of specific and well-defined educational objectives. It usually has a tangible format as a set or kit of coordinated and highly produced materials involving a variety of media. A module may or may not be designed for individual selfpaced learning and may employ a variety of teaching techniques”* [16].

With this module, students can use learning wherever and whenever according to the needs of students. The teaching module developed by the lecturer in charge of the course has the advantage that it can be adapted to the ability of students. The formulation of a model of civil quasi-judicial practice will be maximized based on jurisprudence inquiry. The jurisprudential model can make students think critically about the problems they are facing on the object being observed, and relate these problems to current conditions. By using this model, students can have the opportunity to develop their insights, knowledge, and experiences in classroom learning. Learning with the jurisprudential model involves students directly from the beginning to the end of learning, namely from planning (topic determination), the process of observation or observation, discussion, presentation or presentation, and evaluation. Thus, students can evaluate errors that occur or existing deficiencies, and help students skillfully master the learning material. Based on the description above, researchers will observe the needs of students for modules in the practice of civil moot court. This needs analysis aims to find out what are the learning needs of students, so that from the analysis with this need, it is hoped that the learning carried out will run effectively [17]. In addition, a needs analysis is also carried out with the aim of finding gaps that occur, so that after being found in real terms, what is needed to realize an increase in performance in order to achieve an ideal state of performance in learning in accordance with the goals set [18].

There are several previous studies that are relevant to this research. The first is the service carried out, the results show that the practice of quasi-judicial training for Sharia Faculty students, Darussalam University Gontor, Magelang Campus, which is intended to provide knowledge of the basics of civil procedural law and the preparation of lawsuits files is first, increasing knowledge service participants in the main points of civil and second procedural law, the ability of participants in preparing case lawsuit files [19]. Furthermore, research on module development research results showed that based on N-Gain values and statistical calculations, module development Inquiry-based practicum can significantly improve science skills and learning outcomes [20].

## 2 Method

This research is a type of descriptive quantitative research. Descriptive research is “research that seeks to describe a symptom, event, event that is happening at the present time” [21]. Descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons, or connecting with other variables [22]. In this case the variable used is a single variable, namely needs analysis.

Furthermore, the quantitative approach the approach uses quantitative because it uses numbers, starting from data collection, interpretation of the data, and the appearance of the results. to the Practice of Civil Motu Courts Module [23].

The definition of Questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about themselves or things they know [24]. Questionnaires can be divided into two types, namely open questionnaires and closed questionnaires [25]. An open questionnaire is a questionnaire that is presented in a simple form so that respondents can provide information according to

**Table 1.** Student Response Questionnaire

Questions	Answer Choices
Difficulty learning the material regarding the stages of civil trial	Quite difficult Difficult Very difficult
Difficulties in carrying out the practice of civil quasi-trial	Quite difficult Difficult Very difficult
Learning resources used	Book Internet
Availability of modules made by lecturers	Available Not Available
The media used for online learning	PPT Youtube Ext
Need for module	Just Need Need Really need
The need for teaching materials that describe the equipment and stages of civil proceedings	Just Need Need Really need

their wishes and circumstances. Meanwhile, a closed questionnaire is a questionnaire presented in such a way that the respondent is asked to choose an answer that fits his or her characteristics by means of a cross (x) or a tick (✓). In this study, a number of questions have been prepared by providing several answer choices.

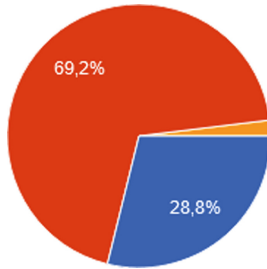
Furthermore, the subjects used in this study were fourth semester students of the Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University who took Civil Procedure Law courses. The research instrument uses a needs analysis questionnaire that has been distributed to respondents who have been involved in the practice of civil moot court. The following is a table of questionnaires that will be distributed to students (Table 1).

### 3 Result and Discussion

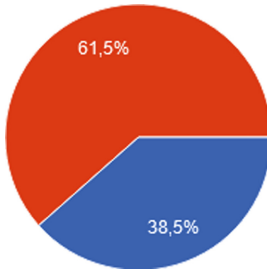
Student responses to the need for teaching materials in the form of a moot court practice module for each question are described in Fig. 1.

Based on the results presented in Fig. 1, regarding the difficulty of learning the material at the trial stage, students answered 69.2% quite difficult, 28.8% difficult, and very difficult 1.9%.

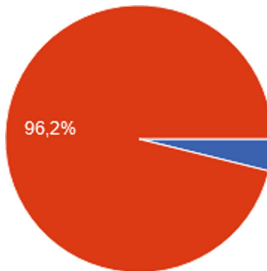
Based on the results presented in Fig. 2, which answered questions about difficulties in implementing moot court practices, 61.5% of students answered Fairly Difficult, 38.5% Difficult, and no one chose an answer. Very difficult.



**Fig. 1.** Diagram of students who have difficulty learning the material regarding the stages of civil trial.



**Fig. 2.** Diagram difficulty in implementing civil moot court practice



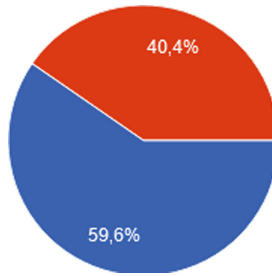
**Fig. 3.** Diagram learning resources used

Based on the result presented in Fig. 3, from the respondents' answer regarding the learning resources used, 96,2% of students answered books and 3,8% of students answered the internet as a learning resource.

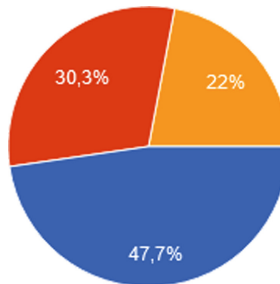
Based on the results presented in Fig. 4, students answered that there was no availability of modules made by lecturers at 40.4% and there were modules made by lecturers at 59.6%.

Based on the results that have been presented in Fig. 5, the media used by students when learning online, PPT is 35% and Youtube is 75%.

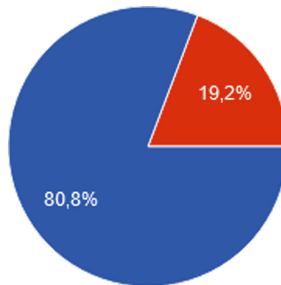
Based on the results presented in Fig. 6, the need for the module with the answer "Yes" is 80.8% and the answer "needs" is 19.2%.



**Fig. 4.** Availability Diagram of modules made by lecturers



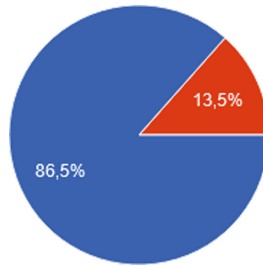
**Fig. 5.** Diagram of the media used during online learning



**Fig. 6.** Diagram of the need for the module

Based on the results presented in Fig. 7, it shows that the need for teaching materials that describe the equipment and stages of the trial who answered “Really Needed” was 13.5% and quite needed at 0%.

From some of the explanations above, in the learning process the lecturer has never made a civil moot court practice module. Therefore, the manufacture of teaching materials in the form of modules needs to be implemented and the availability of lecturers with the aim of making it easier for students to understand the material about practice. Civil moot court.



**Fig. 7.** Diagram of the need for a module that describes the equipment and stages of civil proceedings

## 4 Discussion

The teaching module developed by the lecturer in charge of the course has the advantage that it can be adapted to the ability of students. In addition, the development of textbooks must be adapted to the needs of students and written in a language that is easily understood by students. Lecturers are not only responsible for delivering material in learning but also must be able to make students learn easier, smoother and more directed by the use of teaching modules so that students can easily understand and think critically about the problems they are facing on the object being observed and relate the problem to conditions, at that time. In addition, it is also expected that students can contribute directly from the beginning to the end of learning, namely from planning (topic determination), the process of observation or observation, discussion, presentation or presentation, and evaluation. Thus, students can evaluate errors that occur or existing deficiencies and help students skillfully master the learning material.

This needs analysis aims to find out what are the learning needs of students, so from this needs analysis it is hoped that the learning carried out will run effectively [17]. In addition, a needs analysis is also carried out with the aim of finding gaps that occur, so that after being found in real terms, what is needed to realize an increase in performance in order to achieve an ideal state of performance in learning in accordance with the goals set [18].

The results of observations made by researchers on fourth semester students of the PPKn FKIP Study Program, Sriwijaya University based on a needs analysis questionnaire for students in the moot court practice module, show that there has never been a module made by lecturers to support student learning, so efforts to improve students' knowledge and skills must be the existence of learning support media such as teaching materials in the form of modules on the practice of civil moot court practice which is made specifically to make it easier for students to understand the material of moot court practice.

The module is a teaching material that is arranged in an organized manner and contains all the materials, media and evaluations used in learning to achieve educational goals. This understanding is in line with what was stated:

*“a modul is relatively short self-contained independent unit of instructional designed to achieve a limited set of specific and well-defined educational objectives. It ususally has a tangible format as a set or kit of coordinated and highly produced materials*

*involving a variety of media. A module may or may not be designed for individual self paced learning and may employ a variety of teaching techniques” [16].*

From the description above, it is explained that the module is a teaching material whose contents are specific about a material discussed to achieve the objectives of learning. Modules are teaching materials that are arranged in a coordinated manner and discuss all materials, media and teaching materials to be studied.

From the learning module, students are expected to be able to have broad knowledge and skills regarding the practice of civil moot court, therefore the development of teaching materials in the form of modules is very important to be developed in order to train students' knowledge and skills.

## 5 Conclusion

From the results of this study, it can be concluded that teaching materials in the form of modules need to be used in the learning process as a support to improve the skills and understanding of fourth semester Civics students at Sriwijaya University, Palembang. From the data generated through student response questionnaires, it shows that as many as 80,8% (Yes) students need teaching materials in the form of a civil moot court practice module in learning activities.

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