Legal Case-Based Reading to Promote Critical Thinking for Law Students

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Abstract. Critical thinking and creativity are the essential qualities must-have to face industrial revolution 4.0 and society 5.0, particularly for students. Higher education institutions play a vital role in developing critical thinkers. This study aimed to assess the impact of the authors' teaching technique of Legal Case-based Reading (LCbR) on students' critical thinking abilities. This study used a quantitative approach by collecting data through observations, doing a pre-test, treatment post-test, and following a questionnaire to see how the students felt about the program. The data was then analyzed by using SPSS 26 program. The participants in this study are first-semester students at Sekolah Tinggi Ilmu Hukum Pengayoman Watampone, Indonesia, in the 2020/2021 academic year. Subjects were chosen using a purposive sampling strategy, with 43 samples. The research lasts for approximately two months, from September–November 2020. This research showed that 1) Applying Legal case-based Reading has a considerable effect and changes students' critical thinking skills; 2) Students' critical thinking level increased from low order thinking skills to high order thinking skills. And 3) Students thought the response options were good, with an average value in "the high" category.

Keywords: Legal case-based Reading · Critical Thinking · ESP Class · Law Students

1   Introduction

We were again astonished by the Society 5.0 advent, which came from the Industrial Revolution 4.0, accompanied by the growth of the era of disruption (society 5.0). As a result of the rise of the Industrial Revolution 4.0, the notion of Society 5.0 arose in anticipation of global trends. The Industrial Revolution 4.0 has spawned a plethora of inventions in the industrial world and society. It resulted in society 5.0 as a response to the problems posed by the age of the Industrial Revolution 4.0. Society 5.0 is a society that can solve various challenges and social issues by utilizing multiple innovations that were born in the era of the industrial revolution 4.0. Such as the Internet of Things (IOT), Artificial Intelligence (AI), Big Data, and Robots to improve human life quality. To deal with the super-smart society, ten abilities that must be had are formulated in the face of this tremendous transformation. The three most essential qualities are the capacity to tackle complicated issues, critical thinking, and creativity [1].

In another source, Ricard Paul and Linda Elder stressed the necessity of critical thinking in a student who seeks to perceive numerous occurrences and realities in their book Student Guide to Historical Thinking (2011). As a result, learners' capacity to think critically becomes a "condition sine qua non." They must constantly respond to numerous challenges they and their community face in line with their competency and scientific field by detecting problems, synthesizing, analyzing, and producing problem-solving solutions [2].

More interesting, people are inherently emotion-oriented when confronted with daily obstacles and issues, according to Emerzon (2013), which leads to their views and viewpoints being shaped by their feelings. As a result of their lack of critical thinking, most people are labeled "passive thinkers," with an unreal self that serves as a mask to hide the reality of who they are (actual self) and who they ideally want to be (ideal self). This instills in them a sense of being "the only logical sound person whose facts are the only ones that matter" (Duron, Limbach & Waugh, 2006, P.160). As a result, a person may experience a wide range of undesired suffering sensations, leading to long-term negative behavior and mood due to an estimated disparity [3].

Higher education institutions play a vital role in the development of critical thinkers. Critical thinking is broadly applicable "across the curriculum" (Halpern, 1997), particularly in problem-solving and decision-making processes (Halpern) (Halpern; Epstein, 2003) (Debela & Fang, 2008). Higher education institutions have long been thought of as knowledge mills. More significantly, institutions must instil lifelong learning habits, including critical thinking. Turn on the television, read the newspaper, or listen to a radio commercial. They'll make questionable assertions that can't withstand inspection from brains trained in critical thinking.

In addition to critical thinking abilities, Indonesian education also requires students to concentrate on teaching English. This demand aims to equip students as active English speakers to become a superior and internationally competitive generation and realize Indonesia's aspiration of becoming a golden Indonesia by 2045. As a result, one of the needs for facing changing times and preparing to be a part of that transformation is the capacity to communicate internationally. This need forces educators to have fun while teaching English and create a variety of aspects that will aid students in developing their creativity and critical thinking abilities throughout the teaching-learning process.

Some researchers have looked at extensive reading on critical thinking and how reading affects vital thinking development. Husna (2019) discovered that students' necessary thinking abilities improved after completing the curriculum based on the Critical Thinking exam. They also had good impressions of the program's activities and assessments, which benefited their critical thinking. This suggests that critical thinking is an essential ability to think into an English reading curriculum [4].

In addition, Jimenez, Haydee, Rosales, and Soraya (2010) researched El Salvador to see if reading for pleasure might assist ESL students in building critical thinking skills by exposing them to the actual world. Their findings revealed that the students grew accustomed to the scientific reading style, which aided them in writing logical arguments. The study also found that reading broadly can assist students in avoiding making poor decisions in their lives because they can utilize the information to create a logical framework to cope with real-world problems.

At Azad University's Rasht Branch, another study examined how extensive reading might improve ESL/EFL students' critical thinking abilities. They claim that incorporating critical thinking skills into reading activities is an important strategy to help kids solve challenges. It was discovered that students with necessary solid thinking abilities could better grasp reading materials and that superior reading comprehension might increase students' general critical thinking skills [5]. Another research on junior high school students indicated that 18 of 35 students (51%) improved their critical thinking abilities in the areas of 1) reasoning, 2) predicting, 3) context recognition, and 4) questioning [6].

Based on the research findings mentioned above, several practical and straightforward reading exercises for developing critical thinking abilities may be implemented in schools where English is not the native language, such as in Indonesia. Critical thinking abilities may be defined as the capacity to explore all alternatives while addressing an issue, consider multiple views, and perceive the arguments of others as part of a different contribution or conclusion on a particular topic [7].

In terms of promoting critical thinking, the author, as an educator for ESP students, and students majoring in law, tries to apply a learning method using reading for the case. The cases in reading are distributed to students for elaboration and given a problem-solving solution. As a law student, the readings provided are related to legal issues, both civil and criminal cases. Therefore, the authors named this method Legal case-based Reading (LCbR). This method is introduced to students to improve their critical thinking skills as a prospective legal expert must have qualified competence in solving his client's problems later. One of the essential competencies for law students who want to succeed is understanding legal cases. It is vital since case law is one of the most important sources of law [8].

This article refers to the need for the English language for law students, still viewed as esoteric and foreign, requiring intensive learning. The need for English language education to enable law professionals to operate in academic and professional legal contexts prerequires the use of English well-established. Therefore, educators in law school need to consider the students' English needs for their future carrier.

As a result, this study aimed to assess the impact of the author's legal case-based reading teaching technique on students' critical thinking abilities. Legal case-based Reading (LCbR) is a text that law students are given individually or in groups to polish their necessary thinking skills by solving an issue in a legal case, civil or criminal case. Students' capacity for critical thinking is tested at each level of essential instruments of thought by Ennis in this problem: 1) formulate the main points of the problem; (2) reveal the existing facts; (3) choose a logical argument; (4) detecting bias with different viewpoints; (5) draw conclusions.

1.1   Legal Case-Based Reading (LCbR)

Many individuals' essential understanding base is built on textbook reading, frequently included in residency programs' core curriculum. Many fields of study assign students to a reading schedule that applies to all students simultaneously, regardless of their current rotation [9]. Developing reading activities for students by adopting case readings is one alternative way to promote students' understanding.

Understanding legal cases is one of the most critical abilities for law students to succeed in their field. Because case law is one of the two primary sources of law (the other is statutes), this ability is essential [8]. Christensen (2007), in her study titled 'Legal Reading and Success in Law School: An Empirical Study,' found that students who can read judicial opinions effectively and efficiently are more successful in their studies than those who are less proficient [10].

According to educational scholars, a reflective approach toward one's teaching might be a defining attribute of instructors who perform professionally. Case-based work, which refers to various methodological-didactical uses of examples to achieve higher standards in professions such as teaching, can provide a theory-practice interface to help trainee teachers acquire reflective competence. Cases give opportunities "to learn how to think like a teacher to build the attentive habits that represent the abilities, qualities, and dispositions of professional practitioners," in addition to allowing trainee teachers to watch theory in action. In other words, case-based work is a reflective process of helping trainee teachers better comprehend the complexities of the teaching profession [11].

Generally, a legal case is a disagreement between opposing parties that a court or another legal process can address. Typically, a legal issue is founded on either civil or criminal law. Most court trials usually have one or more accusers and more defendants. In some cases, a legal issue may arise between unrelated parties who require a court judgment to establish a legal reality, such as divorce.

Legal Case-based Reading, or what the author shortened to LCbR, is specifically intended for students majoring in law as the case in the form of legal cases, both civil suits, and criminal cases. From some of the meanings and results above, case-based reading can then interpret as text adopted or provided from cases that occur in fact and actual. At the same time, legal case-based Reading is text adopted as teaching material in the form of Reading-based on legal issues around us.

1.2 Critical Thinking

We frequently overlook being creative in our classroom approaches where we, the teachers, encourage our students to be creative. Innovation improves learning outcomes because it compels students to solve critical thinking problems [12]. This component may go a long way in addressing the requirements of students and assisting them in developing their language learning abilities.

Critical thinking is the ability to determine if something is entirely or partially accurate or erroneous and apply it effectively in various situations. We require several skills and sub-capabilities to get to sound critical thinking [12]. An introduction to Foundation for Critical Thinking (2015) noted that critical thinking is not a stand-alone goal with little to do with other important educational purposes. Instead, it is a fundamental goal best stated as the core from which all other educational frameworks branch out," according to the Foundation for Critical Thinking [13]. Critical thinking benefits from evaluating received information and viewpoints [14].

The five guidelines summarized by Aldossary and Albedaiwi (2021) are standards, evaluation, professional development, curriculum, teaching techniques, and learning environments. These resources support education and act as a worthwhile objective by assisting learners in improving the cognitive, psychological, and skill capabilities

necessary for future success. These talents, which are made up of various sub-skills, are divided into three categories. Learning group and innovation abilities, which include creativity, invention, critical thinking, problem-solving, and teamwork, are first and foremost [12]. They are interpreting, analyzing, offering recommendations, making the proper decision based on the supplied context, forming inferences, seeking relevant and accurate information, making assessments, and easy adaptation to changes [15]. This is in line with the study of Uribe et al., which shapes critical thinking examples.

Critical thinking is highly essential in one's life, not only for students but also for everyone, because it is:

1. Universal; no matter what route or career we choose, these abilities will always be relevant and valuable to our success. They aren't restricted to any one field.
2. Technology, information, and innovation are critical for the economy's future. Critical thinking is required to address issues as quickly and efficiently as feasible in our fast-growing economy.
3. To Enhance language and presentation abilities. We must know how to think clearly and systematically to communicate effectively, which means we must exercise critical thinking. Knowing how to break down texts and increase our capacity to grasp them is also essential for consideration.
4. To encourage creativity. We can address issues and develop new and innovative solutions by exercising critical thinking. We may use critical thinking to assess these concepts and make necessary changes.
5. It is necessary for self-reflection. How can we truly have a meaningful life without critical thinking? This ability is essential for self-reflection and justification of our lifestyles and beliefs. Critical thinking gives us the tools we need to evaluate ourselves correctly.
6. The Foundations of Science and Democracy: We need critical thinking to have a democracy and verify scientific realities. Facts must support theories. Citizens must have ideas on right and wrong (using essential thinking!) for a society to function efficiently [16].

2   Method

2.1   Research Design

The researchers used a quantitative approach to see if legal case-based reading exercises might help students enhance their critical thinking abilities and determine what students thought about the program. The author made observations while conducting the data collecting procedure, including a pre-test, treatment, and post-test on students' critical thinking ability. The author circulated a questionnaire to see how the students felt about the program.

2.2   Setting and Participants

This study applied at bachelor's degree of Law major in Sekolah Tinggi Ilmu Hukum Pengayoman Watampone, Bone regency, South of Sulawesi Province in Indonesia. The

population in this study is about 145 students in the first semester of the 2020/2021 academic year. This study used one group pre-test and post-test, and students were given the treatment of LCbR for eight meetings, so this research lasted for approximately two months, from September–November 2020. Subjects were chosen using a purposive sampling strategy, with 43 samples gathered. This sample is the first group of the first semester, including 15 males and 28 women. This sample is chosen because the author believes this is the more active class for studying English for Law Purposes. So, the author expected it to be more fun and challenging to have this class for doing research.

2.3 Instruments and Measurements

The Critical Thinking (CT) Assessment used in the pre-test consists of two legal case-based readings, each reading text consisting of five open-ended questions. Critical Thinking Assessment used in pre-test consists of 2 legal case-based readings with each reading text consisting of 5 open-ended questions with the CT criteria by Ennis (1993) are being able to: (1) formulate the main points of the problem; (2) reveal the existing facts; (3) choose a logical argument; (4) detecting bias with different viewpoints; (5) draw conclusions [17]. At the same time, students are given three legal case-based readings with the same formula as the pre-test in the post-test. Between the pre-test and post-test, the author delivers educational therapy via legal case-based reading with eight meetings, resulting in the following study process (Fig. 1).

Resnick in Thompson (2008) divides the thinking level into essential and higher-order thinking. Meanwhile, Krulik & Rudnick in Siswono (2009) stated thinking skills generally consist of four groups: recalling thinking, essential thinking, critical thinking, and creative thinking. Based on the level of thinking above and the results of research developed by Siswono (2009), levels of thinking to critical thinking are critical thinking level 0 (CT 0), critical thinking level 1 (CT 1), critical thinking level 2 (CT 2), and critical thinking level critical 3 (CT 3). Table 1 describes each CT level for students' thinking process based on legal case-based reading. The lowest level of thinking (CT 0) consists of almost automatic or reflexive skills. The next level, CT 1, includes understanding concepts such as addition, subtraction, and so on, including their application in questions. One of the thinking skills that belong to the higher-order thinking skills is CT 2 and CT 3. The results, according to Ennis, are in the following criteria: 1) CT 0, i.e., no answer matches the critical thinking indicator; 2) CT 1, namely the students' answers according to two or three critical thinking indicators; 3) CT 2, namely the students'
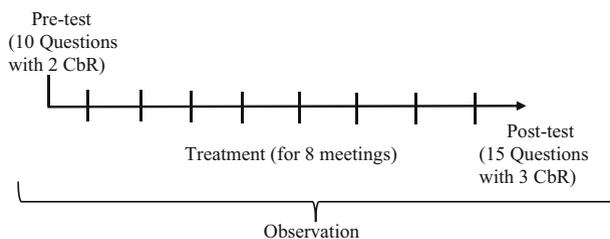

Fig. 1. Collecting data process.

Table 1. Students' Critical Thinking Process based on Legal case-based Reading

Critical Thinking	Formulate the main points of the problem	Reveal the existing facts	Choose a logical argument	Detecting bias with different viewpoints	Draw conclusions
CT 0	Students are not able to formulate the main points of the problem.	Students are not able to uncover the facts needed to solve a problem.	Students are not able to choose logical, relevant, and accurate arguments.	Students are not able to detect bias based on different points of view.	Students are not able to determine the consequences of a statement taken as a decision.
CT 1	Students are able to formulate the main points of the problem.	Students are able to uncover the facts needed to solve a problem.	Students are able to choose logical, relevant, and accurate arguments.	Students are not able to detect bias based on different points of view.	Students are not able to determine the consequences of a statement taken as a decision.
CT 2	Students are able to formulate the main points of the problem.	Students are able to uncover the facts needed to solve a problem.	Students are able to choose logical, relevant, and accurate arguments.	Students are able to detect bias based on different points of view.	Students are not able to determine the consequences of a statement taken as a decision.
CT 3	Students are able to formulate the main points of the problem.	Students are able to uncover the facts needed to solve a problem.	Students are able to choose logical, relevant, and accurate arguments.	Students are able to detect bias based on different points of view.	Students are able to determine the consequences of a statement taken as a decision.

answers according to the four critical thinking indicators; and 4) CT 3, namely students' answers according to the five critical thinking indicators according to Ennis [17].

2.4 Data Analysis

The data we gathered from pre-test and post-test was then analyzed using the SPSS 26 program. For the questionnaire, the author uses Google form as a platform in this analysis to distribute a questionnaire with a closed direct questionnaire about perspectives on this legal case-based reading method. A Likert scale of five solution options is used for the data interpretation, as follows (Table 2).

Table 2. The Likert Scale.

Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Source: [18]

$$M: \frac{\sum fx}{N}$$

Fig. 2. Distribution of the means.

Table 3. Interpretation of Average Value.

Interval	Category
63–75	Very High
51–62	High
39–50	Moderate
27–38	Low
15–26	Very Low

Source: [19]

The information is processed as it is collated, tabulated, and reviewed. The author analyzes the independent and dependent variables before categorizing the total number of responses. The rating criteria for each question item, consisting of 15 questions, were compiled using the total score of the respondents' answers. The average of the questionnaire distribution findings is then calculated using the formula (Fig. 2).

After measuring the average score, the respondents' propensity to respond to a scale is categorized by the formulation: minimum score = 15, maximum score = 75, and the range is 60, while questions consist of 5 groups, so 60: 5 = 12. The scale group can, therefore, be defined as in the Table 3.

3 Findings and Discussion

3.1 Findings

Critical thinking tests are given before the program starts (pre-test) and after (post-test). The test is presented in the form of Legal case-based Reading (LCbR), wherein in the

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	45.2093	43	11.05518	1.68590
	Post-test	67.6279	43	15.86104	2.41879

Source: SPSS data process

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	— 22.41860	8.26707	1.26072	— 24.96283	— 19.87438	— 17.782	42	.000

Source: SPSS data process

pre-test, students are given two LCbRs, with each LCbR containing five questions so that ten open-ended questions must be answered in the pre-test. While in the post-test, there are 3 LCbR with the same formulation as the pre-test, so there are 15 open-ended questions that students must answer. Each question uses 5 CT criteria by Ennis, as described in Table 1.

In calculating the difference in student results between the pre-test and post-test, first, the average search was carried out through SPSS 26, with the results recorded in Table 4.

In the post-test (Table 4), the students' mean score was 67.63, higher than the pre-test mean score. It suggests that after receiving LCbR treatment, students' critical thinking abilities have improved. The next step is to determine whether or not the growth is significant. Table 5 shows the outcomes of the calculations.

According to Table 5, the sig value (2-tailed) is less than the alpha (0.05) value, indicating that the pre-test value is substantially different from the post-test value. It suggests that the LCbR teaching treatment students received throughout eight meetings impacted their critical thinking abilities. From the pre-test to the post-test results tested on students, data were obtained for each level of critical thinking students based on criteria for critical thinking levels ranging from CT 0 to CT 3. The data are presented in Table 6.

From data analysis on critical thinking levels, before LCbR treatment was carried out, students tended to be in critical thinking level 1 or CT 1. The data experienced an increase after LCbR was applied to the teaching process; some students were already at the CT 3 stage. And the good news is that no one student was at CT level 0, meaning that before the introduction of LCbR, students had critical thinking skills, although they

Table 6. Number and Percentage of Students in CT

Critical Thinking Level	Interval	Number of Students		Student Percentage	
		Pre-test	Post-test	Pre-test	Post-test
CT 3	76–100	0	17	0%	40%
CT 2	51–75	4	10	9%	23%
CT 1	26–50	39	16	91%	37%
CT 0	0–25	0	0	0%	0%

Source: Excel data process

still tended to be at CT level 1. According to Ennis, students with CT 1 were 39 people in the pre-test and 16 in the post-test who met the criteria of two or three indicators of critical thinking. In addition, according to Ennis, four students with CT 2 in the pre-test and 10 in the post-test were considered able to meet the criteria of four critical thinking indicators to detect bias with different viewpoints. Meanwhile, 17 students with CT 3 ability after being given the LCbR method were categorized as having met the criteria for all critical thinking indicators according to Ennis to the draw conclusions stage. They formulate the main points of the problem, reveal the existing facts, and choose a logical argument.

Meanwhile, from the student's point of view of the teaching method used, the following are the results of the Likert Scale test on students' critical thinking skills after treatment with the LCbR teaching method. The interval values on the Likert Scale test in this study are a) Very Low (15–26); b) Low (27–38); c) Moderate (39–50); d) High (51–62); and e) Very High (63–75). The average results of descriptive statistics are as follows:

Table 7 shows that the average category of respondents or students for the two variables measured, Legal case-based Reading and Critical Thinking, is assessed at the interval 51–62, with an average value of 62.01, which is in the "High" category.

3.2 Discussion

The author practices legal case-based Reading (LCbR) at the research location for law students at Sekolah Tinggi Ilmu Hukum Pengayoman, Indonesia. This is a reading skill approach where the reading material is presented. It explicitly discusses legal cases, both civil and criminal cases, as students as objects of teaching are students majoring in law. The researcher's aim in applying this approach is to improve students' critical thinking skills in handling legal cases in their future careers as prospective legal experts, especially in making legal opinions. A legal idea is a legal scholar's response to a client's concern about legal issues [20].

The pre-test and post-test results show that the study findings considerably affect and change students' critical thinking skills. These findings are consistent with a prior study by Fadhillah (2017), which revealed that students critical thinking abilities through reading improved before and after applying critical reading practices [6]. Husna (2019) discovered that by including some critical thinking skill activities as part of students'

Table 7. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	43	3	5	4.21	.742
X2	43	3	5	4.21	.742
X3	43	3	5	4.30	.741
X4	43	3	5	4.19	.732
X5	43	3	5	4.19	.732
X5	43	3	5	4.19	.699
X7	43	3	5	4.02	.771
X8	43	3	5	4.21	.773
Y1	43	3	5	4.30	.741
Y2	43	3	5	4.33	.680
Y3	43	3	5	4.19	.764
Y4	43	3	5	3.74	.819
Y5	43	3	5	3.98	.831
Y6	43	3	5	3.86	.861
Y7	43	3	5	4.09	.781
Total				62.01	

Source: SPSS data process

required assignments (reviews, summaries, and presentations), students learned to think before acting, became more objective and sensitive, and developed their curiosity and ability to elaborate their ideas [4]. The tasks and questions given to students require them to identify problems, add reasons, draw conclusions as honest answers and questions, practice their cognitive skills of thinking before acting, see issues from different perspectives, and seriously present arguments [21]. For these kids, practicing these abilities is a crucial life skill that may help them avoid making poor decisions and enhance their quality of life and prospects [7].

After classifying students' critical thinking levels compared to this research, the writer found that the student's critical thinking skills underwent a change where some increased their level from low order thinking skills to high order thinking skills. Thinking critically, in essence, is a criterion for distinguishing between high and low achievers in those learners who think critically on various aspects of their academic enterprise typically have a better understanding of their objectives and, as a result, can achieve them more efficiently and effectively. Critical thinking is also essential for developing other vital abilities such as creativity, risk-taking, and motivation. In other words, when students critically consider their goals and get a thorough grasp of them, they may be able to devise more effective and innovative tactics to attain them. Furthermore, they are more ready to take calculated risks because they are well aware of their goals. As a result, because high-critical thinkers are often better at reasoning, inferring, and

inductive evaluation (Tirri, 2017; Wang, 2012, 2009), they may outperform their low-critical thinkers in reading comprehension exams [22].

Reading comprehension is influenced by a variety of things. The awareness and application of reading techniques are essential aspects that affect reading performance. A significant quantity of research has been conducted in the previous two decades to establish that reading techniques play a critical role in reading comprehension competency [23]. According to Mokhtari and Sheorey (2002), reading comprehension and academic performance are linked to the awareness and implementation of reading techniques. They produced a list of metacognitive reading techniques, splitting them into global, problem-solving, and support reading methods [24].

In addition, students thought the response options in the post-treatment and post-test questionnaires were good. They exhibited a favorable effect with an average value of 62.01 in the "High" category. The findings of this study are also consistent with Muhammad Din's (2020) research, which found that students have a highly favorable attitude toward critical thinking and that critical thinking is a strong predictor of students' critical thinking ability. This study also shows that 98.5 percent of students have a positive attitude toward critical thinking. There are 56% of students who achieve very high scores on the critical thinking test (CTT), and only 18.2% of the study's subjects achieve very high scores on the critical reading test (CRT). This term suggests that 18.2% of students can apply their critical thinking abilities to critical reading [25].

Aside from focusing on examples that educators stressed, students also paid more attention to the most relevant and recent cases. These included significant instances pertinent to the law they learned and their limited understanding of issues. Students could figure out the application of legal principles in the judgments during the observation for treatment administered, which would later boost their comprehension of the law topic by paying greater attention to these instances. Furthermore, students preferred to focus on recent cases because they considered that these cases had already leaned on past landmark decisions, which had been crucial in determining the outcome of the judgments. Furthermore, recent instances were essential in demonstrating the progress of a specific discipline of law.

From the discussion above, it can be concluded that LCbR is a method that is quite effective in improving students' critical thinking skills. However, the most decisive results of this study should be underlined the effectiveness of the treatment. If the method is taught well in the treatment, the results will be good, and vice versa. Therefore, the authors recommend this method be applied to college students, especially law students.

4   Conclusions

The conclusion of this research is Legal case-based Reading (LCbR), a text that law students are given individually or in groups to polish students' critical thinking skills by solving an issue in a legal case. It can be integrated to promote students' critical thinking skills. Students' critical thinking needs are related to Ennis indicators: 1) formulate the main points of the problem; (2) reveal the existing facts; (3) choose a logical argument; (4) detect bias with different viewpoints; (5) draw conclusions.

The three measurements in this study showed positive results in improving students' critical thinking skills through the Legal case-based Reading (LCbR) method: 1) The

pre-test and post-test results can be concluded that the study findings have a considerable effect and change on students' critical thinking skills; 2) The classification of students' critical thinking level underwent a change where some of them increased their level from low order thinking skills to high order thinking skills; and 3) Students thought the response options in the post-treatment and post-test questionnaires were good, with an average value is in the "High" category.

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