IMPROVING LEGAL OPINION LITERACY THROUGH MOOCS TRANSMISSION

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Abstract

The crucial role of legal opinion in addressing issues, whether they be administrative, civil, criminal, or constitutional, must be acknowledged by every law student. A legal opinion is an instrument that society can use to resolve various kinds of legal issues. Students who are knowledgeable about legal opinion are better equipped to understand the courts and make wise choices regarding their rights and responsibilities. A qualified legal opinion eliminates issues that may lead to legal bias and connects the dots in a realistic, factual, and relevant manner. Legal opinions must strike a balance between presenting significant legal facts and applying positive law while respecting cultural norms. Massive Open Online Courses (MOOCs) are transforming the world of education. MOOCs exist to give new learning techniques and opportunities for potential learners to engage in learning. Improving legal opinion skills through MOOCs transmission contains of eight sessions covering legal opinion material as a legal parameter, determining legal premises, legal reasoning in legal opinions, legal opinion construction, legal opinion procedures, legal opinion presentation, and legal opinions in civil, criminal, state administrative, and state law, as well as the adaptation and challenges of legal opinions in modern legal practice. This study employed the ADDIE approach, which comprises five stages: analysis, design, development, implementation, and evaluation. The program's output is a systematically organised module with a self-paced learning model that responds to the learning styles of the students.

Keywords: Massive Open Online Courses (MOOCs), Literacy, Legal Opinion

1 INTRODUCTION

A legal opinion is a formal legal statement or opinion that may be provided in response to a request regarding a particular legal issue. Legal opinions often arise from polemics or highly dilemmatic phenomena resulting from legal implications that have a broad impact on society. A legal opinion must present an explanation that is actual, concrete, and factual in order to eliminate issues that have become problems within the community (Syahrul, 2018). In legal practice, the term *legal opinion* is often equated with legal advice in general. However, the

two differ fundamentally in terms of form, authority, and function. A *legal opinion* constitutes a formal legal statement that is systematically prepared by an advocate or legal consultant, while a simple legal advice typically consists of a brief response to a legal question without in-depth analysis (Munir Fuady, 2019). Simple legal advice is a legal view or guidance provided orally or in a short-written form, usually without comprehensive legal reasoning. Its nature is practical and informative, and it is often used to address everyday legal inquiries. Such simple legal advice may be delivered by anyone with legal knowledge and is not limited to advocates (Marzuki, P.M., 2021).

The existence of legal opinions has a positive influence on the development of law, both for academia and legal practice. This can be seen from the role of legal opinions as a means for legal practitioners to analyse legal cases. The legal standing of a legal opinion is highly significant in resolving legal issues. Legal opinions are placed on the same level as legal doctrines, serving as one of the sources through which judges may discover the law (Novia, 2023). A well-prepared legal opinion fulfils several principles: it must be grounded in Indonesian law, presented in a concise, clear, and assertive manner with proper and systematic language, refrain from guaranteeing any outcome, and be delivered with honesty (Novia, 2023).

The need for legal services among community groups continues to increase. Based on data from the 2023 survey on legal needs for vulnerable groups conducted by the Indonesia Judicial Research Society (IJRS), it was revealed that 69.3% of vulnerable groups were unaware of the legal aid available to them. This finding highlights the necessity of legal capability, understood as an individual's ability to respond to legal problems (Pascoe, 2018). The National Legal Development Agency reported that in 2020, the total number of legal aid applications reached 5,592 cases, along with 1,103 non-litigation cases, amounting to a total of 6,695 cases. Of these, 3,335 were accepted, 797 were rejected, and 4,132 cases remained unanswered. Public awareness regarding legal aid, or access to law and justice, remains concerning. A national quantitative study indicates that legal knowledge in Indonesia is still low: 56% of the population could not name a single example of a legal right they possess. This percentage increases dramatically among women (66%) and among respondents without formal education (97%) (Laurensius, 2022).

Universitas Terbuka, which implements an open distance learning system, has a total of 86,907 registered students in its Law program. Legal proficiency in drafting legal opinions

will enhance the legal capability of Universitas Terbuka students, enabling them to compete in the legal field and increase their contribution to society. Moreover, with the broad reach of MOOCs, the public may gain legal knowledge in interpreting legal cases they encounter, providing a sufficient foundation for legal argumentation.

2 METHODOLOGY

The method used in developing an effective MOOC employed the ADDIE Model, which fosters effective, dynamic, and supportive learning (Barokati, 2013). This model proceeds sequentially and systematically, linking learning resources with the characteristics of learners. The ADDIE Model consists of five stages (Sugiyono, 2012): Analysis, Design, Development, Implementation, and Evaluation.

(1) At the analysis stage, the activities involve identifying needs and problems, including relevant materials, textbooks, and learning conditions. (2) The design stage includes several activities such as formulating learning objectives, determining subject matter to be studied, and preparing instructional materials in a structure adapted to the learners' needs. (3) The development stage focuses on preparing and writing teaching materials adjusted to support student learning activities. (4) The implementation stage refers to the use of the developed instructional materials during the learning process. Finally, (5) the evaluation stage is carried out formatively during product development to ensure alignment with the applied model.

3 FINDINGS AND DISCUSSION

The term legal opinion is commonly recognized within the Common Law (Anglo-Saxon) system, whereas in the Civil Law (Continental European) tradition it is better known as legal critique, pioneered by the school of legal critics (Hamzah, 2015). In Indonesia, legal opinions began to gain recognition in legal practice through legal advisors engaged in international commercial transactions and interactions with foreign counsel. A well-prepared legal opinion is not solely grounded in positive law; it must also take into account the values prevailing in society as well as the rapidly evolving norms of modern law.

Legal opinions exert significant influence on legal development. Referring to the sources of law, which constitute the origins of legal rules, sources of law may be distinguished between written and unwritten, as well as between formal and material sources (Satjipto Rahardjo, 2006). Given that legal doctrine is one of these sources of law, there exists a direct relationship between legal opinions and doctrine as a legal source. Doctrine represents the opinions of legal scholars that hold considerable influence in judicial decision-making. In judicial considerations,

courts may base their reasoning on statutes, international treaties, and jurisprudence. However, when these three sources of law fail to provide answers to the legal questions at hand, the opinions of legal scholars may serve as references and as justification for judicial reasoning. Legal opinions are also capable of adapting to societal dynamics, thus producing legal reasoning that reflects the vision of an ideal future law (*ius constituendum*). The MOOC program on Legal Opinion Drafting Skills represents a distinctive advantage, as graduates of this program will not only acquire the technical ability to formulate legal opinions, but also the capacity to integrate societal values in shaping the vision of ideal law.

3.1 The Delivery of MOOCs

3.1.1 *The Delivery of Materials through MOOCs*

The delivery of instructional materials within MOOCs is structured using a microlearning approach, which organizes content into segmented and short-duration learning activities. These individual segments are subsequently integrated into a comprehensive e-learning framework. The framework combines narrative-based content with multimedia resources and is supported by assessments in the form of quizzes and assignments.
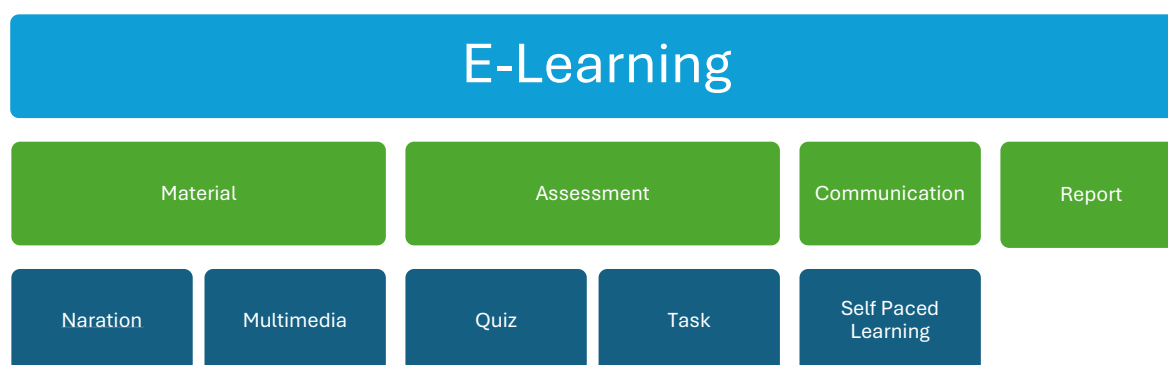

Figure 1. Presentation E-Learning MOOCs

The content of each session is tailored to the requirements of drafting a legal opinion. The sessions begin with an introduction to legal opinion as a legal parameter, followed by the determination of legal premises for each legal issue. Learners are also equipped with skills in legal reasoning, construction, procedures, and techniques for presenting a legal opinion. This MOOC is further enriched with problem-based learning cases and incorporates adaptation to developments in artificial intelligence. Each session must be completed by learners through a self-paced learning method. The structure of the material delivery is illustrated in the table below.

Table 1. Program

Sesi	Paket Program		Metode
1	Kemahiran Penyusunan Legal Opinion: Adaptasi Dan Tantangan Dalam Praktik Hukum Modern	Legal Opinion sebagai Parameter Legal	Self Paced Learning
2		Penentuan Premis Hukum	
3		Penalaran Hukum dalam Legal Opinion	
4		Konstruksi Legal Opinion	
5		Prosedur Pembuatan Legal Opinion	
6		Penyuguhan Legal Opinion	
7		Legal Opinion dalam Perdata, Pidana, Tata Usaha Negara dan Konstitusi.	
8		Adaptasi dan Tantangan dalam legal opinion dalam praktik hukum modern.	

The instructional materials are delivered to learners through eight sessions, each comprising interactive teaching resources supported by PowerPoint presentations and instructional videos. Each session is supplemented with assessments designed to evaluate the learners' progress. Learners who do not meet the standards in the formative test are required to repeat the session. This process ensures a comprehensive understanding of legal opinion drafting, both in theory and in practice. The overall process is illustrated in the figure below.
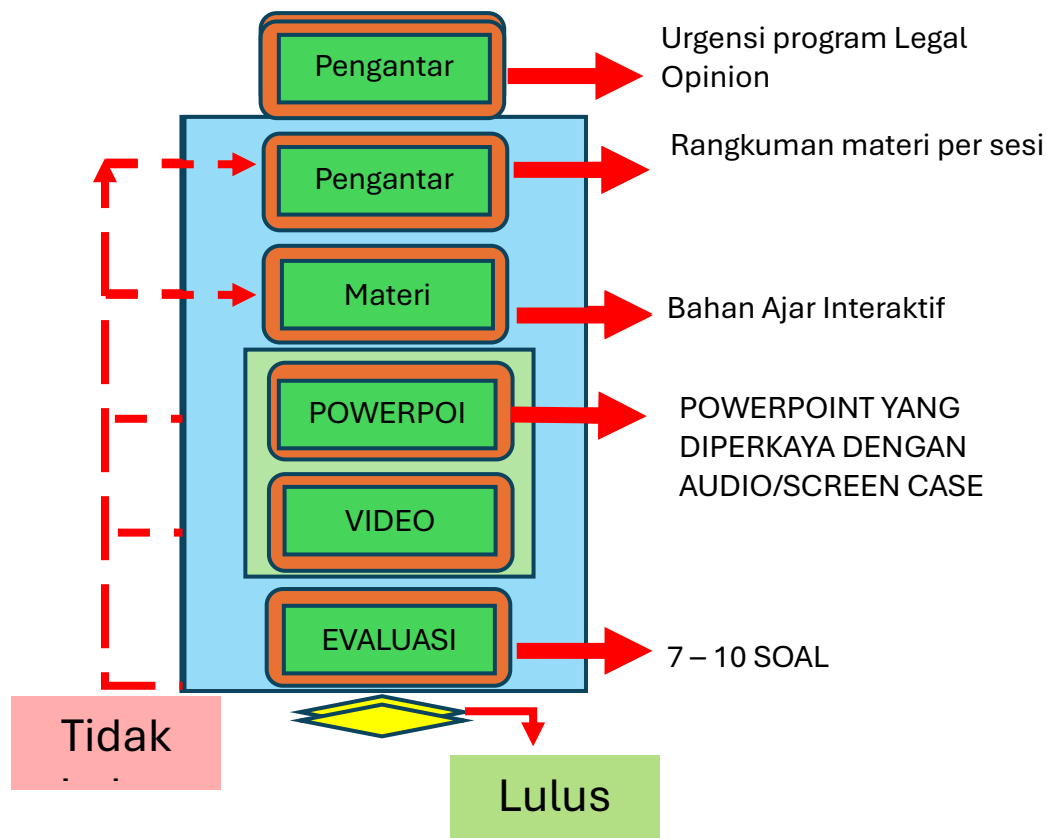
Figure 2. MOOCs

3.1.2 *Implementation of the ADDIE Model*

The development of the MOOC on Legal Opinion Writing Skills in its first year will follow the five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The analytical steps of the ADDIE model outlined above will be applied by the researcher to the MOOC on Legal Opinion Writing Skills as follows:

1) Analysis

The need for legal opinion writing in modern legal practice is the primary outcome expected to be achieved by learners. Learners are expected not only to understand the structure but also to grasp the conceptual framework, thereby producing legal opinions that are grounded not merely in legal norms but also responsive to societal needs. To provide a sound legal opinion, a lawyer (or legal consultant) must be able to comprehend and analyse the legal issues at hand and understand why such issues arise. Failure to accurately read and interpret a case may result in errors in delivering a legal opinion or in providing guidance on resolving the legal problems faced. Such errors in delivering a legal opinion may, in turn, cause harm to clients (Syahrul, 2018).

One of the fundamental principles that must be upheld in presenting a legal opinion is the prudential principle. This principle emphasizes that a legal opinion is not merely the product of free thought but a result of deep reflection, built upon strong logical, methodological, and juridical foundations (Marzuki, 2021). In practice, legal opinions are not subject to standardized provisions, which often creates biases in their formulation. Among the available methods of structuring legal opinions, the FIRAC method offers a systematic reasoning framework for resolving legal issues.

Legal opinions often employ the FIRAC method, which can be elaborated as follows (Supriyadi, 2023):

1. Facts, identifying and presenting the facts underlying the legal problem. Legal facts serve as the foundation for legal analysis, and conclusions are drawn from actual facts. If the facts change, the legal opinion as a whole will also change.

2. Issue, determining the core legal problem, commonly referred to as the formulation of the legal issue. Each formulated issue must be addressed, regardless of whether the answer is ultimately correct or incorrect.

3. Rule, collecting the legal norms or rules that can be applied. Every legal opinion presented must be grounded in relevant legal provisions.

4. Analysis, explaining the relationship between the facts, the legal issue, and the applicable legal rules. At this stage, the facts are examined in light of the elements and requirements of the relevant statutory provisions.

5. Conclusion, summarizing the results of the opinion, which must directly address the formulated legal issue. The conclusion often includes recommendations on the most appropriate course of action to resolve the problem.

Structurally, a legal opinion consists of three main components, which may be outlined as follows:

1. Introduction or Preface, this section sets out the facts concerning the parties, including their domicile and information relevant to their legal standing.

2. Statement of Limitations/Qualifications, this part outlines the scope and limitations of the legal opinion, based on the applicable legal provisions and the documents provided by the parties concerned.

3. Body, this section presents the substantive analysis by clearly applying the FIRAC method.

In addition to the foregoing, there are several essential aspects that must be observed in drafting a legal opinion, namely:

1. Accuracy, a "check and recheck" process must be carried out to avoid errors in facts, arguments, figures, citations, and references;

2. Conciseness, irrelevant matters should be excluded;

3. Clarity, ambiguity must be avoided in the writing of a legal opinion;

4. Structure, the selection and organization of materials must be sufficiently systematic;

5. Standards, the prevailing standards in legal opinion writing underscore the urgency of the Legal Opinion Drafting Skills Program: Adaptation and Challenges in Modern Legal Practice through the transmission of MOOCs at Universitas Terbuka.

The analysis of these various factors in legal opinion drafting forms the foundation for establishing the learning outcomes of the MOOCs program. A sound legal opinion must be based on proper legal reasoning in relation to a given legal issue. Such reasoning must be accompanied by a coherent construction and presentation of the legal opinion, supported by case studies that participants are required to resolve. Furthermore, in the current era of technological advancement, participants are also expected to adapt to technological developments, particularly the ethical use of artificial intelligence. The instructional materials are therefore designed in accordance with the learners' needs in drafting legal opinions— beginning with the theory and principles of legal reasoning, and culminating in the drafting of legal opinions enriched by the application of ethically guided AI tools.

2) Design

The instructional framework was designed using a Self-Paced Learning model, which represents a significant shift from traditional instructor-led education by emphasizing learner autonomy and individualized progress (Robinson & Persky, 2020; Alserhan et al., 2023). This approach enables learners to determine their own pace while engaging with instructional materials specifically structured to develop competencies in legal opinion drafting.

The effectiveness and sustainability of the program depend on several key factors, including curriculum relevance, delivery systems, administrative professionalism, infrastructure adequacy, and cost accessibility. To ensure long-term viability, the program must be managed through the efficient use of resources, as well as strengthened by both internal collaboration and external partnerships.

The MOOCs are organized into eight sessions supported by interactive instructional materials, videos, and PowerPoint content. Learners' understanding is reinforced through formative assessments (7–10 questions per session) and a summative assessment in the final session, ensuring mastery of both theoretical and practical aspects of legal opinion drafting.

3) Development

The development of instructional materials was carried out through focus group discussions (FGDs) involving academics, legal practitioners, and the National Research and Innovation Agency (BRIN). Each session's materials were designed to be interactive, supported by multimedia resources such as journal links and YouTube content to strengthen learners' understanding.

The interactive learning materials were structured to enable self-instructional learning, allowing students to study independently despite limited interactivity. To enhance clarity, the materials were accompanied by examples, making them self-explanatory and accessible. Additionally, the MOOCs on Legal Opinion were supplemented with PowerPoint presentations and instructional videos, providing concise summaries of the key concepts for each session.

Figure 3. Video Take

4) Implementation

The instructional materials were then integrated into the Universitas Terbuka MOOCs platform, enabling student access. The content consists of interactive learning materials and instructional videos, complemented by learning outcome evaluations to assess student progress.

Figure 4. Learning Video

undang-undang (*recht historische interpretatie*) dan sejarah penetapan suatu ketentuan perundang-undangan *(wet historische-interpretatie)*.

2) Konstruksi hukum

Interpretasi atau penafsiran, merupakan metode penemuan hukum yang memberikan penjelasan yang gamblang mengenai teks undang-undang agar ruang lingkup kaidah dapat ditetapkan sehubungan dengan peristiwa tertentu. Metode ini adalah sarana atau alat untuk mengetahui makna undang-undang dengan masih tetap berpegangan terhadap bunyi teks tersebut.

Multimedia:

Silahkan simak penjelasan lebih mendalam video berikut tentang *Legal Opinion:*

https://youtu.be/w7jSnHTdLOA?si=Z_Tg2RZc2lwmya6p

Figure 5. Interactive Learning Material

5) Evaluation

The evaluation of the learning materials incorporated into the UT MOOCs platform is carried out continuously throughout the learning process by the students. An evaluation form is provided, which will be completed and subsequently assessed by the developer of the Legal Opinion MOOCs.

No	Items	File Type	Completeness
1	**Modules 1–8**: Revision of video placement and in-text activities within the modules	Word	
2	**Statement of Multimedia Usage Rights** (CC) signed by the BAI developer	PDF	
3	**BAI Media Design**: – Review and categorization of videos and in-text activities – Inclusion of video short links	Excel	

Figure 6. Evaluation Sheet

3.2   Problem Based Learning in Achieving Self Efficacy

Problem-based learning differs from conventional or traditional forms of instruction. In traditional learning, there is a clear separation between theoretical and practical components. Both theoretical and practical materials are organized into a series of subject matter clusters or fields of study within the framework of a particular discipline, and subsequently delivered to learners through a combination of lectures, question-and-answer sessions, classroom discussions, seminars, laboratory practicums, field trips, and other structured learning activities (Little & Sauer, 1991). In contrast, problem-based learning emphasizes integration and practice, focusing on problem-solving in relation to real-world cases in society.

The Interactive Learning Materials in the MOOCs apply a Problem-Based Learning approach through in-text activities, interactive videos from Creative Commons sources, and exercises based on real-world cases.
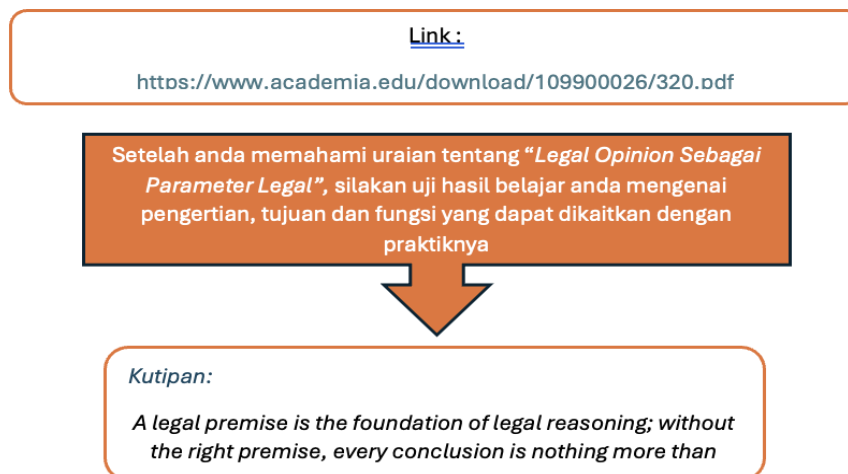
Link :

https://www.academia.edu/download/109900026/320.pdf

Setelah anda memahami uraian tentang *"Legal Opinion Sebagai Parameter Legal",* silakan uji hasil belajar anda mengenai pengertian, tujuan dan fungsi yang dapat dikaitkan dengan praktiknya

Kutipan:

A legal premise is the foundation of legal reasoning; without the right premise, every conclusion is nothing more than

Figure 7. In Text Activities

https://www.youtube.com/watch?v=gPH78EHRDpg

Setelah menonton video diatas, menurut saudara bagaimana seharusnya AI digunakan dalam bidang hukum?

Figure 8. Interactive Video

SKENARIO

KASUS PT. BUANA SEJAHTERA (Klien Anda) adalah perusahaan konstruksi yang menandatangani kontrak pembangunan gedung perkantoran dengan **PT. MEGAH PROPERTI** senilai Rp 15 miliar. Kontrak ditandatangani pada 1 Januari 2024 dengan masa penyelesaian 18 bulan.

KRONOLOGI MASALAH:

- Bulan ke-6: PT. Buana Sejahtera mengalami keterlambatan karena cuaca ekstrem
- Bulan ke-8: PT. Megah Properti menghentikan pembayaran termin ketiga senilai Rp 3 miliar
- PT. Megah Properti mengklaim PT. Buana Sejahtera wanprestasi dan mengancam akan membatalkan kontrak
- PT. Buana Sejahtera berpendapat force majeure berlaku dan meminta perpanjangan waktu

KLAUSUL KONTRAK YANG RELEVAN:

Pasal 5: "Penyelesaian tepat waktu adalah syarat mutlak"

Pasal 12: "Force majeure tidak termasuk cuaca normal"

Pasal 18: "Keterlambatan dikenakan denda 0,1% per hari"

TUGAS ANDA SEBAGAI ADVOKAT

BAGIAN A: IDENTIFIKASI MASALAH HUKUM (10 menit)

1. Identifikasi 3 isu hukum utama dalam kasus ini
2. Tentukan pasal-pasal KUHPerdata yang relevan
3. Analisis unsur-unsur wanprestasi yang mungkin terjadi

BAGIAN B: ANALISIS LEGAL OPINION (15 menit)

Susun kerangka Legal Opinion dengan format:

1. DUDUK PERKARA

- Ringkas fakta-fakta penting (maksimal 5 kalimat)

2. PERMASALAHAN HUKUM

- Rumuskan 2-3 pertanyaan hukum yang harus dijawab

3. DASAR HUKUM

- Sebutkan minimal 3 pasal yang relevan dari KUHPerdata
- Tambahkan satu referensi undang-undang lain jika ada

4. ANALISIS HUKUM

- Kekuatan posisi PT. Buana Sejahtera
- Kelemahan yang harus diantisipasi
- Kemungkinan pembelaan yang dapat diajukan

5. KESIMPULAN & REKOMENDASI

- Penilaian peluang menang/kalah
- 2-3 langkah strategis yang direkomendasikan

POIN PENILAIAN

Excellent (A): Identifikasi isu lengkap, analisis mendalam, rekomendasi praktis **Good (B):** Identifikasi isu tepat, analisis cukup baik, rekomendasi relevan
Satisfactory (C): Identifikasi isu dasar, analisis superfisial, rekomendasi umum **Needs Improvement (D)**: Identifikasi isu kurang tepat, analisis lemah
REFLECTION QUESTIONS

Setelah menyelesaikan aktivitas ini, renungkan:

1. Aspek mana yang paling menantang dalam menyusun legal opinion?

2. Bagaimana Anda menyeimbangkan kepentingan klien dengan objektivitas hukum?

3. Apa yang akan Anda lakukan berbeda jika mewakili pihak lawan (PT. Megah Properti)?

Figure 9. Problem Based Learning Quiz

The concept of self-efficacy refers to an individual's belief in their ability to confront particular situations or achieve specific goals. Self-efficacy constitutes an aspect of self-knowledge, encompassing an individual's capacity to assess self-confidence, adaptability, cognitive ability, intelligence, and competence to act in diverse situations (Putri, 2023).

Self-efficacy is measured across four dimensions (Sagone, 2014), namely self-engagement, self-oriented decision-making, other-oriented problem-solving, and the interpersonal climate. The utilization of MOOCs learning materials supports the enhancement of students' motivation and interest in e-learning–based instruction. The provision of problem-based learning exercises equips students with both soft skills and hard skills necessary to resolve legal issues in their

surroundings (self-efficacy). This process is further reinforced by students' interpersonal abilities fostered through the design of self-paced learning, which allows learners to progress according to their individual pace of knowledge acquisition, thereby ensuring that no essential knowledge is overlooked in the course of learning.
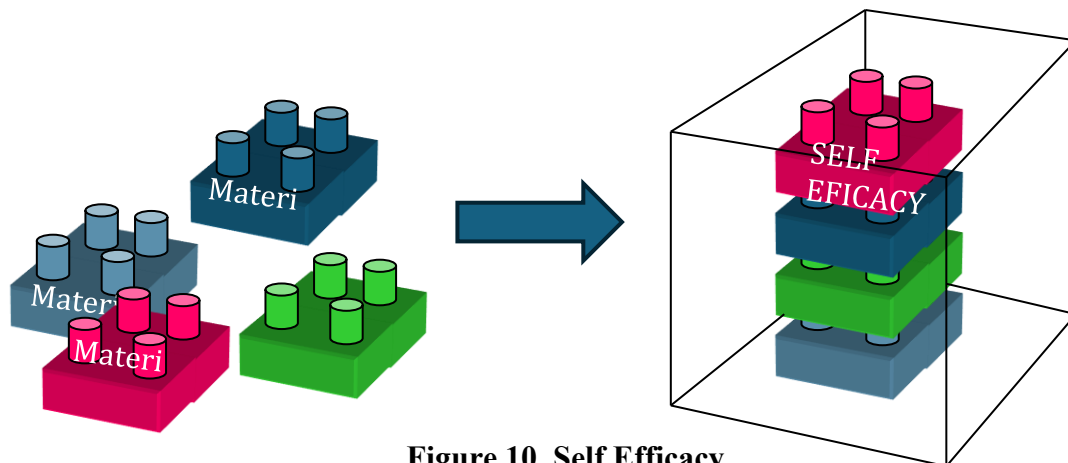

Figure 10. Self Efficacy

4   CONCLUSION

MOOCs offered uses a self-paced learning method that adjusts the speed of students in carrying out independent learning. Students will complete interactive teaching materials followed by videos that will end with formative and summative tests. The utilization of various resources, platforms and educational program schemes including methods and media in the teaching and learning process as interactive learning models will have an impact on the sustainability of the education program. MOOCS can improve the self-efficacy of law practitioner in dealing with problems in the country of domicile. This self-efficacy arises through positive generating stimulation to complete tasks or problems faced.

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Paper

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