

Lecturers' Perceptions of the Use of Technology-Based Legal English Textbooks

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Abstract. The purpose of this study is to explain lecturers' perceptions of the use of technology-based Legal English textbooks based on numerical data obtained from respondents. A survey approach was employed to gather direct information from respondents regarding their experiences, assessments, and views on the use of technology-based Legal English textbooks. The survey method was considered appropriate as it allowed researchers to reach a number of respondents in a relatively short time and produced data that could be statistically analysed. This approach enabled the researcher to objectively measure the level of lecturers' perceptions through the collection of data using a structured research instrument. The findings illustrated in the diagram show that the majority of lecturers support the use of technology-based Legal English textbooks, with 74% of respondents stating that they agree or strongly agree. This result has significant implications for legal education, as it demonstrates broad acceptance of digital learning innovations. Such support can serve as a foundation for institutions to formulate official policies that encourage the integration of technology in teaching, while simultaneously strengthening the effectiveness of student learning in developing legal argumentation skills.

Keywords: *Perceptions, Textbook, Technology, Lecturer, Legal English*

Introduction

Research on lecturers' perceptions of the use of technology-based Legal English textbooks stems from the need to improve the quality of legal language learning in the era of globalization. Legal English has become the lingua franca in international contracts, arbitration, and cross-border litigation, requiring Indonesian law students to master it to compete globally. In this context, lecturers play a central role as facilitators as well as decision-makers in determining teaching methods, media, and strategies. Their perceptions of the use of technology-based textbooks will greatly influence the success of implementing such innovations. Technology has many benefits when used in the teaching of law-related languages, including greater availability of resources, flexibility of the learning process, and increased participation through case simulations and precedent analysis. However, past research has indicated that while most lecturers hold positive attitudes towards the use of technology in their classes, there are also problems in the form of inadequate network infrastructure, differing lecturers' technological competencies, and potential student over-reliance on technology (Apriani et al., 2021).

The problems faced by the Faculty of Law at Universitas Prof. Dr. Hazairin SH in teaching Legal English are quite complex, demanding innovation in the form of technology-

based textbooks. Traditional textbooks, which are still widely used, tend to be static and less interactive, making them unable to meet the needs of law students who must practice real case analysis. According to Rahmawati (2018), in line with the conditions of education in Indonesia, textbooks are a core part of the curriculum, aligned with its content, methods, and teaching procedures. In Indonesia, these textbooks are designed by the authorities in accordance with the curriculum. Nurfitriani et al. (2018) state that textbooks are important learning media designed based on the curriculum. Richards (2001) also emphasizes that textbooks are an essential part of the language learning process. Moreover, participation during lectures is very low due to the fact that the teaching process is teacher-centred and has not been successful in promoting active learning. Digital illiteracy is another issue in the sense that not all the lecturers and students are comfortable using digital technologies, and therefore, legal language education is left behind in terms of the current state of educational technology in the world (Aeni & Apriani, 2022). Conversely, globalization has emphasized the need to master Legal English as the language of international law. Universities are required to prepare students to be globally competitive, but without technological support, legal education tends to remain theoretical and lacks practical simulations, such as analysis or international contract simulations. Therefore, technology-based Legal English textbooks are needed to enhance interactivity and train critical thinking skills in finding solutions (Marita et al., 2023). With such textbooks, students will not only understand theory but also be able to apply legal skills in digital and international contexts, thereby significantly improving the quality of legal education in universities.

Thus, this research is relevant because lecturers' perceptions will determine the direction of developing technology-based Legal English textbooks. Adequate infrastructure support, continuous training for lecturers, and appropriate pedagogical strategies will be key factors in ensuring that technology integration truly improves the quality of legal education in Indonesia. This study is expected to contribute to the development of a modern law curriculum, strengthen students' competencies in facing global challenges, and serve as a foundation for higher education policies that are more adaptive to technological advancements.

Theoretical Framework

Supporting and Hindering Actors that Mutually Influence the Success of the Learning Process

In the implementation of technology-based *Legal English* textbooks, there are several supporting and hindering factors that mutually influence the success of the learning process. On the supporting side, the presence of technology allows textbooks to become more interactive by combining text, audio, video, and legal case simulations, enabling students to learn in a more contextual and applicable manner. Moreover, flexibility allows the lecturer and learners to access the resources at any time and from anywhere. Digital components also help the learners engage through quizzes, discussion groups, and simulation exercises. The learners are equipped with the skills of analyzing, evaluating, and coming up with solutions in the context of legal language. Furthermore, the existence of online collaboration and personalized learning systems based on adaptive platforms strengthens the effectiveness of learning.

However, on the other hand, several obstacles need to be addressed. Limitations of infrastructure in terms of unequal internet availability and insufficient devices can also become serious barriers. Also, the lack of technological skills among lecturers who are not yet evenly spread can pose some problems for some lecturers when using new technologies in teaching. Finally, there is also resistance to change as some lecturers prefer traditional methods. From a technical perspective, the development costs of interactive digital textbooks are quite high, while the risk of technological dependency, such as server disruptions or application bugs, can hinder the learning process. Finally, the lack of continuous evaluation may cause the quality of digital textbooks to decline and no longer be relevant to students' needs.

Thus, the success of implementing technology-based textbooks greatly depends on the balance between supporting and hindering factors. Institutional support, training for

lecturers, and routine evaluation are key to ensuring that technology can truly enhance the quality of *Legal English* learning.

Implications For Students in The Implementation of Technology-Based Legal English Textbooks

Implications for the use of technology in Legal English textbooks for students are tremendously important not only in the experience aspect but also in the outcome aspect. Some of the advantages that students can get are convenience in studying, which allows them to choose any time convenient for them to study. This is useful for self-study and time management improvement. Also, interactive digital textbooks allow motivating students and making their learning more efficient through the means of quizzes, legal case studies, and online discussions.

Another important point is that students get the chance to develop their HOTS due to the fact that, by using technology, they can analyze texts, evaluate arguments, and find solutions to problems in English. Online cooperation will help them to get used to working in teams and communicating professionally. Besides, the personalized learning system will help students to study according to their level.

However, students also face challenges. Dependence on technology requires them to have adequate digital literacy and readiness to deal with technical disruptions. In addition, they must maintain learning discipline so that flexible access does not lead to procrastination. Therefore, institutional policies that support the implementation of technology-based textbooks will greatly help students maximize benefits and minimize obstacles.

Thus, the implementation of technology-based *Legal English* textbooks not only improves the quality of learning but also shapes students to become more adaptive, critical, and prepared to face global challenges in the field of law.

The Implications for Lecturers in The Implementation Of Technology-Based Legal English Textbook

The implications for lecturers in the implementation of technology-based *Legal English* textbooks are extensive and have a direct impact on their role as educators. Secondly, there is an advantage for the lecturer to improve their method of teaching using technology. The interactive textbook enables the lecturer to use multimedia, legal cases, and discussions online. This enhances the quality of material delivery while strengthening the lecturer's position as a facilitator of modern learning. In addition, the application of technology requires lecturers to improve their digital competence. According to Atkins & Vasu (2000), in Mollaei & Riasati (2013), teachers' attitudes towards the use of technology have a significant influence on its practice in the classroom. The use of training and practical experience allows lecturers to acquire new skills related to the management of learning platforms, the creation of interactive materials, and the use of analytics in monitoring the progress of students. In addition to extending the professional competencies, it will provide more possibilities for cooperation in research activities and the creation of technologically oriented educational materials.

At the same time, such implications will cause some challenges. First of all, lecturers should learn how to cope with resistance to change coming from themselves and from the academic environment as well. In addition, they will have to deal with the additional work connected with adaptation to technologies, which includes, among others, the creation of digital materials and constant evaluation. At the same time, institutions may assist lecturers by providing academic incentives or research assistance.

Thus, the implications for lecturers are not only in the form of enhanced competence and teaching methods but also a transformation of their role within the legal education ecosystem. Lecturers become agents of change who bridge academic tradition with technological innovation, making *Legal English* learning more relevant to global needs.

Materials and Method

This study employs a quantitative descriptive method with a survey approach. The quantitative descriptive method was chosen because the research aims to describe and explain lecturers' perceptions of the use of technology-based Legal English textbooks based on numerical data obtained from respondents. The survey approach was used to gather direct information from respondents regarding their experiences, assessments, and views on the use of technology-based Legal English textbooks. Surveys are considered appropriate because they can reach a number of respondents in a relatively short time and produce data that can be statistically analyzed. Creswell, J. W. (2014) stated that survey research provides a quantitative description of trends, attitudes, or opinions of a population by studying a sample of that population. This approach allows researchers to objectively measure the level of lecturers' perceptions through data collection using structured research instruments.

The data were analyzed using descriptive statistics in the form of percentages and mean values to determine lecturers' perceptions of the use of such textbooks. Through descriptive statistical analysis, researchers can obtain an overview of how lecturers perceive the use of technology-based Legal English textbooks, in terms of ease of use, benefits, material quality, and effectiveness in supporting the learning process. The results of this study are expected to serve as a basis for evaluating and developing technology-based Legal English textbooks that are more aligned with the needs of lecturers and students. The population in this study consists of all lecturers who use or have used technology-based Legal English textbooks in their teaching activities. From this population, a number of lecturers were selected as research samples using appropriate sampling techniques, such as purposive sampling or total sampling, depending on the available population size (Widiyono, Y. et al., 2024).

Results and Discussion

Results

The results of lecturers' perceptions of Legal English textbooks reveal several findings:

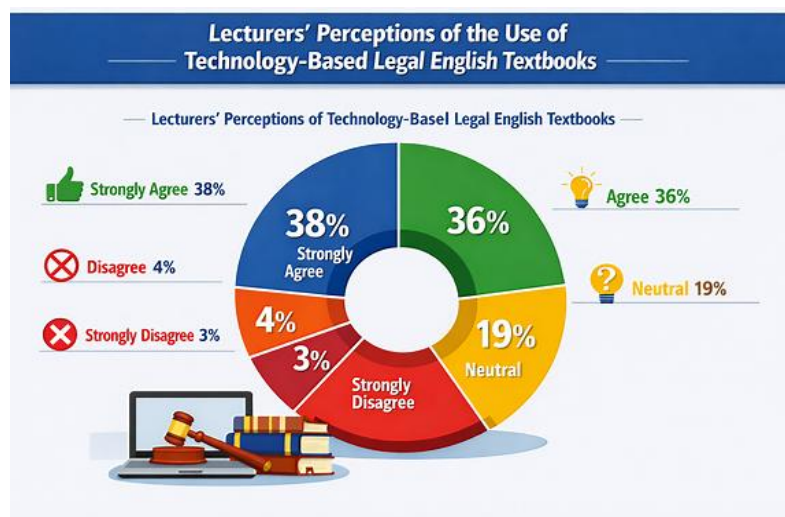


Figure 1.

Lecturers' Perceptions of Technology-Based Legal English Textbook Percentage

The pie chart above illustrates lecturers' perceptions of the use of technology-based Legal English textbooks. The results show that most lecturers have a positive view of this innovation. In detail, 36% of lecturers agreed, while 38% strongly agreed, which means that 74% of lecturers agree that the use of technology for teaching Legal English is important because it improves efficiency, adds diversity to the materials used, and also enables interaction between the lecturer and the learners. On the other hand, 19% of lecturers were

neutral, showing that some of the lecturers are still in the process of weighing whether to embrace the use of technology or not. Disagreement with the statement was given by 4% of the respondents, while 3% strongly disagreed. These percentages show that some of the lecturers may be facing some barriers, such as a lack of facilities, different levels of digital literacy, or even personal choice of how they want to conduct the lessons. Generally, the analysis of the data, it shows that most of the lecturers have a positive attitude towards technology-based textbooks. This is a clear indication that there is acceptance of the innovation of using digital materials in the field of Legal English. Taking into account the information presented in the pie chart regarding the perception of technology-based Legal English textbooks by lecturers, it can be stated that most of them received positive responses to their usage during the learning process. There are four main elements included in the perception of lecturers concerning technology-based Legal English textbooks: efficiency of the textbooks, involvement of students, problems with technology, and expectations for further developments. First of all, most of the lecturers consider that technology-based Legal English textbooks may help the learning process more efficiently than traditional ones.

In terms of student involvement, lecturers found out that there is more student involvement in lessons. The implementation of multimedia technology, the inclusion of interactive activities, and the availability of different online resources stimulate students to become more involved in the learning process of Legal English materials. Thus, one can conclude that technology not only serves as a channel through which knowledge can be delivered but is also a means to increase motivation and involvement in the learning process. However, the research also revealed some problems associated with the use of technology in the form of textbooks. The main ones include unstable Internet connection and the different levels of computer skills of learners. Furthermore, some lecturers also need some time to adjust themselves to the use of technology in teaching effectively. As far as expectations are concerned, lecturers have suggested several ideas regarding the future development of Legal English textbooks based on technology. According to Mayasari (2022:5843), the objective of learning via textbooks should be followed by a flexible learning approach, which would help in gaining competency. Furthermore, they emphasize the importance of continuous training and mentoring programs for educators to maximize the use of technology in teaching.

Discussion

The findings of this study indicate that the use of technology-based Legal English textbooks received a positive response from lecturers. The positive perception indicates that technology may be used as an efficient tool for enhancing the quality of learning legal language, which is possible due to the provision of more interactive, flexible, and contemporary learning material. Moreover, student engagement in the learning process, as found by lecturers, confirms that technology can create an active and student-oriented learning environment. Due to the various possibilities offered by digital technology, there are more chances for students to engage with the learning material, think critically, and improve their proficiency in the English language in the legal context. At the same time, there are certain obstacles to the successful usage of technology-based textbooks. These textbooks are expected to link learning outcomes with activities that present contextual materials related to the field of law and utilize technology to create meaningful and sustainable learning experiences (Wati et al., 2021; Sukmawijaya et al., 2020). In addition, improving lecturers' digital competence should be a priority so that all features and technological potentials can be optimally utilized. The research results illustrated in the diagram show that the majority of lecturers support the use of technology-based Legal English textbooks, with 74% of respondents expressing agreement or strong agreement. It is very important in terms of legal education since it is evident that there is a widespread acceptance of innovative methods in digital learning.

Therefore, the existing positive attitudes may be used as a basis for creating policies by educational institutions to promote the usage of technology in teaching and, at the same time, improve the efficiency of student learning in terms of developing legal argumentation.

But the existence of some lecturers who doubt or disagree about the use of technology means that mentoring and training of these individuals to facilitate the process of using technology in learning is required. Thus, the creation of Legal English textbooks based on the use of technology must include multimedia, such as video, legal case simulations, and quizzes. Regular training for lecturers is also important to enhance digital literacy and technology proficiency (Apriani et al., 2022). International cooperation is necessary to expand the horizon of students with global legal materials, whereas consistent assessment through surveys will keep the standard of the textbooks updated. In this way, the development of technology-assisted textbooks will not only become successful but also make an impact on enhancing the quality of legal education in the digital age.

Conclusion

The majority of lecturers advocate the adoption of the technology-based Legal English textbook, signifying the widespread recognition of technological innovation in legal education. The role of technology is quite useful in motivating students, making them more participatory in the learning process, and improving their ability to think critically. These results have offered an essential basis for law schools to develop official policies for the integration of technology in order to make legal education more effective. The majority support from lecturers demonstrates academic readiness to embrace this innovation, although strategies such as mentoring, training, and infrastructure strengthening remain necessary to ensure that implementation runs optimally and sustainably.

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