

# Revitalizing Constitutional Law Learning through a Problem-Based Learning Approach in Legal Education

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## Abstract

*Textbooks are a crucial component in higher education as primary learning resources that support conceptual understanding and analytical skills. In legal education, their role extends to shaping systematic and critical legal reasoning. However, the availability of textbooks aligned with the Semester Learning Plan (RPS) remains limited, particularly in Constitutional Law courses, resulting in fragmented and less contextual learning experiences. This study aims to develop and test a Problem-Based Learning (PBL)-based Constitutional Law textbook integrated with legal protection and human rights perspectives. The research employs an experimental design by implementing a prototype textbook in the Undergraduate Law Program, Campus 5, State University of Surabaya, and collecting feedback from students and experts. The results indicate that the developed textbook enhances students' critical thinking, analytical skills, and understanding of constitutional issues, especially those related to*

*legal protection and human rights. The PBL approach encourages active learning through case analysis and problem-solving activities, making the learning process more contextual and participatory. This study contributes both theoretically and practically to the development of innovative, adaptive, and context-based legal education materials that support academic competitiveness.*

**Keywords:** *problem-based learning, constitutional law, textbook development, legal protection, human rights.*

## A. . INTRODUCTION

Textbooks are one of the important instruments in the higher education system that function as the main learning resource for students. The existence of textbooks makes a significant contribution to enriching academic references, improving conceptual understanding, and encouraging the development of students' analytical skills (Vong & Kaewurai, 2017). In the context of legal education, textbooks have a more complex role because they not only convey legal norms, but also shape a systematic and critical juridical way of thinking (Andriati et al., 2025). Research shows that the quality of teaching materials that are designed in a structured and contextual manner affects the improvement of learning outcomes and students' critical thinking skills.

Textbook-based learning systems are part of an educational development strategy that emphasizes efficiency, effectiveness, and relevance (Bariah, 2024). Textbooks that are systematically compiled can help lecturers in delivering material in a directed manner, while providing convenience for students in understanding the substance of learning (Suryosubroto, 1983). The role of lecturers is not only limited to delivering material, but also as a developer of teaching materials that are able to answer dynamic learning needs (Shah & Amelia, 2022). The development of quality

teaching materials has been proven to contribute to improving the quality of learning in universities (Sapriya, 2009).

The availability of adequate textbooks is still a challenge in the practice of legal education. Various obstacles such as limited writing ability, lack of institutional support, and low interest in reading students are factors that affect the low production and development of textbooks. This condition has an impact on the limited learning resources that are contextual and relevant to legal developments. This phenomenon also occurs in the S1 Law Study Program Campus 5 of the State University of Surabaya, where the development of textbooks by lecturers is still not optimal in supporting case-based learning. The need for innovative textbooks is increasingly urgent in learning Constitutional Law. This field has dynamic characteristics because it is closely related to the development of constitutional practices, power relations, and the protection of human rights. Students are required not only to understand legal norms textually, but also to be able to examine the application of these norms in a real context (Ridho & Rahmayanti, 2026). This ability is important in dealing with various constitutional issues that are developing, such as conflicts of authority of state institutions and human rights violations (Sapriya, 2009).

The concept of the rule of law places legal protection as a fundamental principle in guaranteeing the rights of citizens (Marzuki, 2008). Legal protection includes preventive and repressive efforts made by the state to ensure that any governmental action does not violate the constitutional rights of citizens (Mertokusumo, 1996). The human rights perspective reinforces the concept by placing the individual as the

main subject to be protected by the law (Natsif, 2019). The law functions not only as a regulatory tool that establishes norms and rules in social life, but also as a protection mechanism against potential abuse of power by state administrators and other actors. In the context of the rule of law, the existence of the law is the main instrument to limit power so that it is not exercised arbitrarily, while guaranteeing that every action of the government must be based on the principles of legality and accountability (Hadi, 2022). The protective function of the law is reflected in the guarantee of human rights, where the law provides protection both preventively and repressively. Preventively, the law is present through laws and regulations designed to prevent rights violations, while repressively, the law provides enforcement mechanisms through judicial institutions and a sanction system for violators. In addition, the law also acts as a means of social control that allows the public to supervise and criticize government actions, thus creating a balance between power and freedom. In modern constitutional practice, the function of law as a means of protection is further strengthened through the principles of good governance, such as transparency, participation, and accountability, which demand openness and responsibility in every public policy. Therefore, law is understood not only as a static collection of norms, but also as a dynamic system that continues to evolve to answer the challenges of abuse of power and protect the interests of society in a fair and sustainable manner.

The concept of legal protection in the rule of law cannot be separated from the guarantee of human rights as part of the constitutional rights of citizens (Natsif, 2019). Legal protection is not only interpreted as a repressive effort through judicial mechanisms, but also includes preventive protection aimed at preventing violations

by state administrators. This thinking is in line with the view that the modern state of law places the law as the primary instrument in limiting power while protecting individual rights (Mahfud MD, 2000). In the context of Constitutional Law, legal protection and human rights are an inseparable aspect because they are directly related to the relationship between the state and citizens (Hadi, 2022). Constitutional Law learning that does not integrate the perspectives of legal protection and human rights has the potential to produce a purely normative understanding without the ability to critically evaluate constitutional practices (Muin, 2025). Therefore, the integration of legal protection and human rights studies in the development of textbooks-based *Problem-Based Learning* It is important to form students' constitutional awareness and ability to assess state actions fairly and based on legal principles.

The classical thought on the Law of Constitutional Law put forward by Georg Jellinek in the *Allgemeine Staatslehre* provides an important theoretical foundation in understanding the structure and function of the state (Mustamin & Nur, 2022). Constitutional Law is seen as a theoretical science that examines the basic principles of state organization and the relationship between the state and citizens. The study is the basis for political practice that is applicative, so that there is a connection between the theoretical and practical dimensions in understanding the state. Further developments show that Constitutional Law cannot be understood statically but must be seen in the context of ever-evolving social and political dynamics (Reyhan et al., 2024). This view is in line with the thinking of Jimly Asshiddiqie who emphasizes that modern constitutional law must be responsive to constitutional changes and the development of constitutional practice (Asshiddiqie, 2007).

The relationship between Constitutional Law and State Administrative Law shows that there is a close relationship in examining the state as the main object. Constitutional Law focuses on the structure, basic principles, and establishment of state institutions, including the division of power and relations between state organs. Meanwhile, the State Administration Law focuses on the implementation of government authority in daily practice, especially in the implementation of executive functions and public services. Thus, the State Administrative Law can be understood as an operational continuation of the principles regulated in the Constitutional Law. The two have a complementary relationship, where the Constitutional Law provides a normative and constitutional basis, while the State Administration Law ensures that the implementation of these norms runs effectively and in accordance with the principles of good governance. In addition, this linkage is also seen in efforts to supervise government actions, both through constitutional control mechanisms and administrative control, in order to prevent abuse of authority. In the context of the rule of law, the synergy between these two branches of law is very important to ensure the creation of a government that is transparent, accountable, and oriented towards the protection of citizens' rights. Therefore, a comprehensive understanding of the relationship between Constitutional Law and State Administrative Law is crucial for law students to be able to analyze constitutional problems holistically, both from normative and implementive aspects. (Reyhan et al., 2024).

Learning practices that are still dominated by lecture methods show limitations in developing students' critical thinking skills (Tarigan & Tarigan, 1986). This approach tends to be oriented towards one-way knowledge transfer, so that students

are less actively involved in the learning process. This condition is not in line with the demands of modern legal education that emphasizes analytical and problem-solving skills. Research shows that conventional learning is less effective in improving students' high-level thinking skills. The Problem-Based Learning (PBL) approach offers a more adaptive and problem-solving learning model. PBL places students as active subjects who are involved in the learning process through case analysis and discussion (Oliveira et al., 2022). In the context of Constitutional Law, this approach allows students to examine constitutional issues in a more in-depth and systematic manner. Research shows that PBL is able to significantly improve students' critical thinking skills and conceptual understanding (Zhao, 2025).

The development of Problem-Based Learning textbooks is one of the solutions in overcoming the limitations of conventional learning (Zhao, 2025). The textbook not only contains theoretical material, but also comes with case studies, analytical questions, and problem-based exercises. This approach allows students to integrate theoretical knowledge with practice, making learning more contextual. The integration of aspects of legal protection and human rights in the textbook also contributes to shaping students' legal awareness. The gap between the need for case-based learning and the availability of contextual textbooks shows the urgency of developing innovative teaching materials. Existing textbooks still tend to be theoretical and do not provide space for students to analyze real problems. This condition is the basis for the development of Problem-Based Learning textbooks in the field of Constitutional Law (Ayu et al., 2024).

The purpose of this research is to develop a textbook based on Constitutional Law *Problem-Based Learning* which is designed systematically and contextually in accordance with the learning needs of the S1 Law Study Program, Campus 5, State University of Surabaya. The development of this textbook is not only oriented towards the presentation of normative material, but also integrates a problem-based approach that allows students to be actively involved in analyzing and solving constitutional cases in a critical and applicable manner. Through this development, it is hoped that there will be an improvement in the quality of learning, both in terms of conceptual understanding, critical thinking skills, and analytical skills of students in examining the relationship between legal norms and constitutional practices. This research also aims to strengthen students' understanding of the concept of legal protection and human rights as an integral part of the principle of the rule of law, so that students are able to evaluate state actions in a constitutional and fair manner. In addition, textbooks are based on *Problem-Based Learning*. This is expected to encourage the creation of more participatory and student-centered learning, increase academic engagement, and develop argumentation and legal problem-solving skills (Abdillah et al., 2025). The results of this research are expected to make a theoretical contribution to the development of innovative legal learning models, as well as practical contributions as a reference in the preparation of teaching materials that are adaptive, contextual, and relevant to the dynamics of constitutional practice, so as to be able to increase the academic competitiveness of students both at the national and global levels.

## **B. RESEARCH METHOD**

This research is an experimental research that aims to test the effectiveness of a prototype of a Constitutional Law textbook based on Problem-Based Learning which is prepared based on the Semester Learning Plan (RPS) in the S1 Law Study Program, Campus 5, State University of Surabaya. The limited availability of textbooks in accordance with RPS has caused students to use various reference sources that are not integrated, so that learning becomes less systematic and contextual. Therefore, this research is focused on the development of teaching materials that are able to bridge these needs through a problem-based approach. The research procedure includes the stage of designing and preparing textbook prototypes, the development of learning media in the form of PowerPoint adapted to the material in the textbook, implementation in the learning process in the classroom, and evaluation through the collection of student responses and expert assessments. The trial was carried out on students who took the Constitutional Law course with a weight of 2 credits, taking into account the suitability of learning outcomes and final competencies stipulated in the RPS. The data collection technique was carried out through closed and open questionnaires to measure the quality of the material, the level of readability, communicative aspects, and the ability of textbooks to encourage students' critical thinking. In addition, input from experts in the field of Constitutional Law and pedagogy is used to assess the feasibility of the substance and systematics of the textbook academically. The data obtained from students were analyzed using a percentage technique to see the tendency of the response, then interpreted in a qualitative descriptive manner to provide a comprehensive picture of the effectiveness of the textbook. Meanwhile, data from experts is used as a basis for revising and refining textbook prototypes so

as to produce teaching materials that are more systematic, communicative, contextual, and suitable for use in the legal learning process in universities.

### **C. RESULT AND DISCUSSION**

#### **1. The results of the assessment from the pedagogic experts of the State University of Surabaya who reviewed the readability aspects of the Constitutional Law textbook show several important notes as follows:**

The language used in the textbook does not fully reflect the dialogical language character as stated by Henry Guntur Tarigan and Djago Tarigan (Tarigan & Tarigan, 1986). The dialogical language in question is the use of sentences that are able to build interaction as if there is direct communication between the writer and the reader. In its presentation, the material still tends to use passive sentences as commonly found in diktat or academic reference books, so it does not encourage the active involvement of readers in understanding the material presented.

Textbooks basically need to use active sentences that are communicative and participatory, for example through phrases such as "let us study", "please pay attention", or other forms of invitation that can improve cognitive interaction between the writer and the reader. The use of dialogical language is considered important to create a more lively learning atmosphere, facilitate material understanding, and encourage students to be more active in the independent learning process. Thus, improving language aspects is one of the important steps in the development of textbooks to more effectively support the learning process.

## 2. Students' responses to the Constitutional Law textbook

As previously explained, student responses in this study aim to assess the quality of the textbooks tested, especially related to their suitability with learning outcomes (CP) and final competencies (KA) listed in the Semester Learning Plan (RPS). In addition, the assessment also includes aspects of the systematics of the presentation, the depth and breadth of the material, the ability of the textbook in developing students' thinking skills, the suitability of examples with the material presented, the clarity of concepts, the use of language, the communicative level and attractiveness of the textbook, the ability to encourage students' interest in reading, the democratic nature of learning, the clarity of the exercises presented, the level of contextuality of the material, and its contribution in improving understanding students to the material.

The number of students who program Constitutional Law courses in the even semester of the 2024–2025 academic year is 29 people. All of these students became respondents in providing responses to the textbooks that were tested. The results of student responses regarding various aspects of the assessment of the textbook are then presented systematically in the following tables.

Table 01  
About: Suitability/Not of the Constitutional Procedure with RPS

Question Number	Questions	Respondent's Answer			
		Yes	%	No	%

1	Textbook compatibility with RPS	29	100 %	0	0 %
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**Source:** Author's Work, (2026)

Table 01 shows the compatibility between the Constitutional Law textbook and the Semester Learning Plan (RPS) received by the respondents at the beginning of the lecture process. These findings show that the preparation of textbooks has been based on systematic learning planning as stated in the RPS, so that the material presented has a direct relationship with the expected learning outcomes. This conformity also supports a learning process that is directed in understanding constitutional concepts, including the study of the principles of legal protection and human rights in the constitutional system.

Thus, the alignment between textbooks and RPS shows that textbooks have been designed as an integral part of learning planning. This is important to ensure that the materials, learning activities, and exercises presented in the textbook are able to support the achievement of student competencies effectively, while strengthening understanding of constitutional values, legal protection, and respect for human rights in the practice of state administration.

Table 02  
About: whether CP and KA are compliant with RPS

Questionnaire Number	Questions	Respondent's Answer			
		Yes	%	No	%

2	Compatibility of CP and KA with RPS	25	86,21 %	4	13,79%
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**Source:** Author's Work, (2026)

Table 02 shows that most respondents assessed that the learning outcomes (CP) and final competencies (KA) listed in the Constitutional Law textbook were in accordance with the Semester Learning Plan (RPS). This can be seen from 25 respondents (86.21%) who stated that CP and KA in the textbook were in harmony with the RPS. This conformity shows that in general, the learning structure prepared in the textbook has supported the achievement of learning objectives, including in strengthening students' understanding of the concepts of constitutionality, legal protection, and human rights in the constitutional system.

However, there are still 4 respondents (13.79%) who consider that CP and KA in the textbook are not fully in accordance with the RPS. Therefore, it is necessary to review the compatibility between CP and KA contained in the textbook with those listed in the RPS. If after a review it is found that there are discrepancies, then the textbook improvement needs to be done by adjusting the CP and KA to be in harmony with the RPS. On the other hand, if it has been proven to be appropriate, then the CP and KA in the textbook do not need to be changed, but still need to be maintained to support the achievement of learning consistently.

Table 03

About: systematic/not of the textbooks being tested

Question Number	Questions	Respondent's Answer			
		Yes	%	No	%
3	Systematization of textbook presentation	26	89,66 %	3	10,34%

**Source:** Author's Work, (2026)

Table 03 shows that this textbook is actually systematic. This can be seen from 29 (twenty-nine) respondents who stated that this textbook is systematic as many as 26 (89.66%) respondents, while those who stated that it is not systematic as many as 3 (10.34%) respondents. Although only 10.34% of respondents stated that it was not systematic, it still had to be considered in improving their textbooks; Because this textbook is compiled to be able to serve the tastes of its readers, not the tastes of certain groups.

Table 04

About: the depth and breadth of the material presented in the textbook that is tested

Question Number	Questions	Respondent's Answer			
		Yes	%	No	%
4	depth and breadth of the material presented in the textbook	24	82,76%	5	17,24%

**Source:** Author's Work, (2026)

Table 04 shows that the depth and breadth of the material presented in the Constitutional Law textbook are generally considered quite adequate by the respondents. This can be seen from 24 respondents (82.76%) who stated that

the material was adequate, while 5 respondents (17.24%) considered the material inadequate. The assessment is of course based on the respondent's point of view as a textbook user, so that the perception of inadequacy can be caused by material that is considered too complex or too simple. Several respondents also provided input so that the presentation of the material was simplified to make it easier to understand and equipped with a concept map in each learning activity to help students understand the relationship between concepts, including in constitutional studies, legal protection, and human rights.

In response to this, the development and improvement of textbooks need to consider input from Constitutional Law experts and pedagogical experts. The involvement of substance experts is needed to ensure that the depth of the material remains in accordance with scientific standards, while pedagogical experts can provide considerations related to the suitability of the level of complexity of the material with the cognitive development of students who are generally around 20 years old. With this approach, the presentation of material is expected to be not only academically accurate, but also in accordance with the characteristics of the learner, so as to be able to support a more effective understanding of the concepts of Constitutional Law, including aspects of legal protection and the dynamics of human rights enforcement in the constitutional system.

Table 05  
About: can or cannot textbooks help develop  
Respondent's thinking ability

Question Number	Questions	Respondent's Answer			
		Yes	%	No	%
5	Textbooks develop thinking skills	21	72,41%	8	27,59%

**Source:** Author's Work, (2026)

The results of the respondents' answers in table 05 show that the Constitutional Law textbooks that were tested were not fully optimal in helping students develop critical thinking skills. This can be seen from the fact that there are still 8 respondents (27.59%) who stated that the textbook is not enough to help them develop their thinking skills. This condition shows that the presentation of materials, including those related to constitutional studies, legal protection, and human rights, still needs to be strengthened in order to be able to encourage students to conduct more in-depth analysis of various legal issues.

The author realizes that one of the causes of this condition may lie in the use of sentences that are not dialogical and the style of presentation that is still theoretical. Input from pedagogical experts and language experts shows that textbooks need to pay attention to the use of communicative language, more interactive sentence structures, and writing techniques that support students' critical thinking processes. Therefore, suggestions from experts need to be a serious concern in the textbook revision process, so that the presentation of material is not only informative, but also able to encourage students to analyze, discuss, and develop arguments critically, especially in

understanding legal protection issues and the dynamics of human rights enforcement in the constitutional system.

Table 06  
About: appropriate/not examples in textbooks with the material presented

Questionnaire Number	Questions	Respondent's Answer			
		Yes	%	No	%
6	Compatibility of examples with textbook material	26	89,66%	3	10,34%

**Source:** Author's Work, (2026)

The respondents' answers listed in table 06 show that the examples presented in the Constitutional Law textbook are generally in accordance with the material discussed. This can be seen from the assessment of 26 respondents (89.66%) who stated that the examples given were relevant to the substance of the material. This suitability shows that the examples used have been able to help students understand the basic concepts of constitutional law, including those related to the principles of legal protection and human rights within the framework of the constitution.

However, there were still 3 respondents (10.34%) who stated that the examples presented were not in accordance with the material. However, the respondent did not provide further explanation regarding the form of inconsistency in question. Therefore, in general, the examples accompanying the material do not require significant changes, but still need to be evaluated periodically by considering the development of constitutional practices,

especially those related to the issue of legal protection and the dynamics of the fulfillment of human rights in state life.

Table 07  
About : Clarity of the concept presented

Question Number	Questions	Respondent's Answer			
		Yes	%	No	%
7	Clarity of the presented concept	25	86,21 %	4	13,79%

**Source:** Author's Work, (2026)

The clarity of the concepts presented in the Constitutional Law textbook in general has been understood by most respondents, but there are still some notes that need to be considered. The data shows that there are 4 respondents (13.79%) who stated that the concept presented is not clear enough. These findings show that the presentation of certain concepts, especially those related to constitutional principles, legal protection, and human rights, still requires a more systematic and easy-to-understand explanation so as not to cause different interpretations among students.

In this regard, the textbook improvement process needs to be carried out by paying attention to various inputs, suggestions, and criticisms from respondents as the main users of teaching materials. Improvements can be made through the systematic improvement of the explanation of concepts, the addition of more contextual examples, and the strengthening of the relationship between theory and practice, especially in the issue of legal protection and the dynamics of human rights enforcement in the constitutional system. Thus, the textbook is expected to be able to provide a

more comprehensive understanding while improving the quality of learning Constitutional Law more effectively.

Table 08  
About : the language used in compiling the textbook

Question naire Number	Questions	Respondent's Answer			
		Yes	%	No	%
8	Appropriateness Use of language in textbooks	22	75,86%	7	24,14%

**Source:** Author's Work, (2026)

The language used in compiling the textbook can be said to be not very good, considering that there are still 7 (24.14%) respondents who stated that the language used is not good. It is admitted that the language used in compiling this textbook when tested is still very theoretical, so readers who have never studied Constitutional Law will find it difficult to digest the material presented. In this regard, it is necessary to improve the language used by learning the rules of good and correct language

Table 09  
About: communicative/non-communicative language

Questionnaire Number	Questions	Respondent's Answer			
		Yes	%	No	%
9	Communicative language used	26	89,66%	3	10,34%

**Source:** Author's Work, (2026)

Looking at table 09 above shows that the language used in compiling this textbook is really not communicative. This is evidenced by more than half of the respondents, namely 26 (89.66%) respondents stated that the language used was not communicative. In connection with this, the quality of readability as input from linguists needs to be considered.

Table 10  
About: the interest of the Constitutional Law textbook

Question naire Number	Questions	Respondent's Answer			
		Yes	%	No	%
10	The attractiveness of textbook presentation	13	44,83%	16	55,17%

**Source:** Author's Work, (2026)

Looking at the table 10 above, it is really sad because 13 (44.83%) respondents stated that the presentation of this textbook is not attractive. After seeing the respondents' suggestions and criticisms, it turned out that the respondents wanted the presentation of this textbook to be accompanied by pictures and colors, so that the respondents were interested in reading it. Regarding the coloring suggested by the respondents, it will be submitted to the publisher when this textbook will be published.

Table 11  
About: Respondents' interest in reading

Question naire Number	Questions	Respondent's Answer			
		Yes	%	No	%
11	The presentation of this textbook can encourage	10	34,48%	19	65,52%

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interest in reading

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**Source:** Author's Work, (2026)

The respondent's answer as stated in table 11 turned out to be the same as the respondent's interest in the Constitutional Law textbook presented. If the appearance is not attractive, how can it encourage the interest of the respondents' reading; Moreover, the language used is not communicative. In connection with this, in making improvements to this textbook, language and appearance factors must be really considered and prioritized.

Table 12  
About: democratic/not the textbook of Constitutional Law

Question naire Number	Questions	Respondent's Answer			
		Yes	%	No	%
12	This textbook is democratic	20	68,97%	9	31,03%

**Source:** Author's Work, (2026)

The respondents' understanding of the democratic aspect in the textbook was initially still confusing because the term was not fully understood. However, after being given an explanation, the results of the assessment showed that as many as 20 respondents (68.97%) stated that the textbook had been democratic. This is because the exercises presented provide space for students to express their opinions, discuss, and put forward arguments openly in study groups. This condition shows that textbooks have encouraged the creation of a participatory and dialogical learning atmosphere.

This democratic learning approach also contributes to developing students' ability to think critically and argumentatively, especially in analyzing issues related to constitutional principles, legal protection, and human rights. Through discussions and exchange of ideas, students can examine various legal issues from various perspectives and understand the importance of democratic values, justice, and human rights protection in the practice of state administration. Thus, discursive exercises not only improve material understanding, but also strengthen students' analytical skills on legal and constitutional dynamics in a more critical and reflective manner.

Table 13  
About: clear/not the training given

Questionnaire Number	Questions	Respondent's Answer			
		Yes	%	No	%
13	Clarity of the exercises given	28	96,55%	1	3,45%

**Source:** Author's Work, (2026)

The clarity of the exercises presented in this Constitutional Law textbook has generally been well understood by respondents. This can be seen from the results of the assessment which showed that as many as 28 respondents (96.55%) stated that the exercises given were quite clear and easy to understand. These findings show that the preparation of exercises in the textbook has been able to support the process of student understanding of the material, including in examining issues related to constitutional principles, legal protection, and human rights within the framework of the constitution.

Clear and structured exercises also play an important role in encouraging students to analyze various legal issues more systematically and critically.

Meanwhile, there was 1 respondent (3.45%) who stated that the exercises presented were still unclear. This condition shows the need for additional explanations in the learning process in the classroom so that all students can understand the purpose and purpose of each exercise given. Therefore, lecturers need to provide assistance through further explanations and open up discussion and question and answer rooms, both between students and between students and lecturers. This approach is expected to strengthen students' understanding, especially in analyzing the issue of legal protection and the dynamics of human rights enforcement in constitutional practice in a more in-depth and contextual manner.

Table 14  
About: contextual/non-contextual textbook material of Constitutional Law

Questionnaire Number	Questions	Respondent's Answer			
		Yes	%	No	%
14	Suitability of textbooks with contextual material	18	62,07%	11	37,93%

**Source:** Author's Work, (2026)

The material in the Constitutional Law textbook that was tested in this study has not been fully assessed contextually by the respondents. This is reflected in the findings that only 18 respondents (62.07%) stated that the material presented was contextual, while 11 respondents (37.93%)

considered the material to be too theoretical. Respondents suggested that the presentation of material and case examples should be more associated with the development of actual conditions, especially those related to constitutional practices, legal protection studies, and the dynamics of human rights fulfillment and enforcement. The integration of case examples relevant to the issue of legal protection and human rights is considered important to strengthen students' understanding of the application of constitutional norms in the reality of state life.

The author views that in the field of social sciences, including law, the development of constitutional concepts and practices is so dynamic that examples that are too specific to certain conditions have the potential to quickly become obsolete. Therefore, textbooks place more emphasis on the presentation of basic concepts and theoretical frameworks, while examples of actual cases, including those related to legal protection and human rights issues, can be developed flexibly in the classroom learning process. This approach is expected to maintain the relevance of the material while providing space for lecturers and students to discuss the latest developments in constitutional practice in a more contextual and critical manner.

Table 15  
About: Can or Cannot Have a Constitutional Law Textbook  
Improve respondent understanding

Questionnaire Number	Questions	Respondent's Answer			
		Yes	%	No	%
15	Improve understanding	18	62,07%	11	37,93%

**Source:** Author's Work, (2026)

The Constitutional Law textbook tested in this study is substantially considered to be able to increase the understanding of some respondents of the material presented, including the understanding of the basic principles of constitutional law, legal protection, and human rights. However, the data shows that there are still 11 respondents (37.93%) who stated that their understanding did not improve after using the textbook. These findings show that the effectiveness of textbooks as a learning medium has not been fully optimal in helping students comprehensively understand the concepts of Constitutional Law, especially related to the implementation of legal protection and the fulfillment of human rights in constitutional practice.

The author realizes that one of the factors that affect this condition is the unattractive appearance of the textbook and the use of language that is not sufficiently communicative. Less interactive visual design has the potential to reduce students' interest in reading, which ultimately has an impact on limited understanding of the material, including in examining legal protection issues and the dynamics of human rights enforcement. Therefore, the development of textbooks needs to pay attention to aspects of appearance, systematics of presentation, and the use of more communicative language, accompanied by strengthening case examples related to legal protection and human rights so that students are able to understand the relationship between constitutional concepts and the reality of constitutional practice in a more critical and applicable manner.

#### D. CONCLUSION

The prototype of the Problem-Based Learning based Constitutional Law textbook in this study shows the potential as an innovative teaching material that is relevant to the needs of legal learning in higher education. However, the quality of material presentation, language readability, and visual support still need to be improved so that the material is presented more systematic, communicative, and easy for students to understand. The limitations in this aspect show that the implementation of the Problem-Based Learning approach is not fully optimal, especially in encouraging active student involvement and the development of critical thinking skills.

The results of student responses show that this textbook has basically met some of the criteria for good teaching materials, especially in accordance with the Semester Learning Plan, the systematics of the material, and the relevance of the examples used. However, strengthening contextuality aspects, presenting actual case studies, using more communicative language, and developing more interactive visual designs is still needed so that textbooks can improve students' critical, analytical, and argumentative thinking skills more effectively in accordance with the demands of modern legal learning

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