Scrapoly: An Interactive Approach to Learning Law

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Abstract
Teaching law courses involved explaining theories, principles, practices and applications of respective laws. The biggest challenge of an educator is capturing students' attention and putting across ideas in such a way that they have to learn law courses with overview that the subject is dry, boring and difficult to understand. In addition, the conventional method of teaching law students is the instructional methods which often criticised to be boring, teacher centric, strict tracking of student progress and placed the lecturers and students in a rigid relationship as the educator is always the one with the power and knowledge with limited allowance or recognition of the students. By transforming traditional instructional methods, "ScraPoly" fosters a dynamic and engaging learning environment where students are motivated to participate actively. The objective of this paper is to present "ScraPoly", the board game to teach law courses for students and offers the innovation-based transformations in the education system. This innovative ideas empower students to learn law in interesting and effective ways. Hence, it is hope that with the effective innovations in education, learning and teaching can help produce the needed high-quality learning outcomes and brings the students new phases of learn law courses.
Keywords: Law Courses, Innovation, Ideas, Knowledge, Game Board.

Introduction
The legal courses are viewed as challenging by many students. The courses are of multifarious areas such as Corporate Law, Criminal Law, Family Law and Environmental Law; where each

are linked with the other. Law is a subject that students from various disciplines must study in order to complete their degrees. The purpose is not to turn non-law students into legal professionals, but to familiarize them with the legal environment relevant to their field of study (Kariyawasam & Low, 2014).

It is common for students' perceptions of legal classes to be influenced by their seniors' poor experiences and the traditional teaching approach, leading them to view the subject as uninteresting (Abdul Razak et al., 2020). Khan (2021), suggested that the class must be carried out in suitable approach in order to capture students' attention and generate interest in the subject, especially if they have assumptions about it.

In general, educators use basic approaches in their routine duties. However, it is important to highlight that promoting student engagement requires the development of educator competency (Naujokaitiene et al., 2020). Rahim (2015), discovered that effective legal teaching requires alignment with learners' backgrounds, learning objectives, and the approaches used in class. It is arguable that teaching strategies that are exciting and innovative are essential in satisfying the needs of today's students, who are fascinated with new ideas, technologies, and lifestyles. Based on Eli's research, it is evident that engaging and creative teaching strategies are necessary to enhance student environments and make learning enjoyable (Eli, 2021). According to Tuma (2021), using interactive teaching will maximizes learning objectives by enhancing student participation and engagement in lectures and other group learning activities.

The learning environment should be a dynamic space where students can learn how to learn, play, work independently, connect with others, engage with a group, and collaborate (Lengyel, 2020). By transforming common instructional approaches, ScraPoly delivers an exciting and engaging learning environment that encourages students to actively participate. The board game ScraPoly is used to teach law courses to students and explore innovation-based educational system transformations. These innovative concepts enable students to learn law in exciting and productive ways. Students will work in groups to find the answer to the question on the card.

The objective of this paper is to introduce ScraPoly, to explain how ScraPoly works by addressing its teaching and learning methods and highlighting the use of a board game as an innovative teaching approach.

Research Methodology
The methodology adopted in this study was library-based research, which involved collecting information and data from selected materials, including journal articles and textbooks. In order to better comprehend and draw students' intentions whether they are law or non-law students, this paper is to introduce ScraPoly, a board game that may be played in law classes to help students develop better understanding skills. Therefore, in order to obtain information and support for the board game literature study, this paper uses secondary sources, such as journal articles.

Studying Law

Law is a subject that must be learned by both law students and non-law students in order to complete their studies. Many degree programs offer legal courses to students across a variety of disciplines. However, many people consider law to be a difficult and uninteresting subject (Kariyawasam & Low, 2014). Teaching law to a diverse group of students, whose primary interests may be completely unrelated to the subject matter of the law courses, requires proper preparation, thoughtful consideration, and a willingness to be creative with various teaching and assessment strategies to spark students' interest in the subject (De Silva & Cowap, n.d.). According to Ibrahim et al (2016), an extensive combination of teaching methods, learning materials, and the learning environment can be used to spark students' interest in learning law

Education: Teaching and Learning

Students struggle to learn, and to work hard in understand the courses in the university. The purposes of education are to make the students understand and enjoying the class by receive the knowledge. Sometimes, students feel overburdened by the scope and depth of knowledge and skills required for learning. Even if the lecturer delivers knowledge to students in a direct and easy-to-apply way, making learning sessions more interactive to boost student participation and involvement may improve teaching efficacy (Tuma, 2021). The success of lecturing in the legal discipline depends on how effectively it aligns with the learning objectives, student backgrounds, and the teaching methods employed in the classroom (Rahim, 2015).

Since using games as a teaching tool is a novel approach to education that differs greatly from typical classroom settings, it may be unacceptable by some people (Nieto-Escamez & Roldán-Tapia, 2021). A study by Low et al (2024), found that the majority of participants in their research had never created or designed a learning game, online or physical. They revealed that they were more at ease with traditional teaching and learning methods and were hesitant to try new ones. In contrast, Lopez-Fernandez et al (2021), research revealed that students reacted more positively to the Game-Based Learning (GBL) experience compared to the traditional approach. Higher education institutions may be underprepared to use digital technology for learning and instruction by 2020, indicating a need for improvement (Hofer, Nistor, & Scheibenzuber, 2021). However, experience in conducting teaching and learning as a result of the covid-19 pandemic has provided educators with ideas for making the classroom more participatory.

Studying law requires students to attend lectures, remember case studies, and engage in extensive reading. However, these methods can sometimes be disengaging and may hinder students' understanding of legal principles and case law. Mahmood (2021), believed that increased interaction in learning contexts increases overall success rates. This is where ScraPoly comes in. ScraPoly introduces an interactive approach that brings a new dynamic to legal education, making it more engaging, practical, and effective. According to Ng et al. (2020), through interactive lessons, students presented their solutions and critically reviewed each other's work. The exercises were completed simultaneously in groups, maximizing class time utilization while minimizing idle periods. Therefore, gamification could be considered a tool to enhance traditional learning (Nieto-Escamez & Roldán-Tapia, 2021).

Learning by Board Game: An Innovative Teaching

GBL is a method of teaching in which students play games to obtain specified learning objectives. GBL has gained popular among educators and researchers as an approach for enhancing student engagement in the classroom (Lopez-Fernandez et al., 2021). Holbrey (2020) indicates some educators believe that gaming has less scholarly quality; nonetheless, the importance of game-based learning as a medium for teaching concepts and encouraging students is widely accepted. According to Bayeck (2020), board games simplify difficult topics, making them great for exploring learning and concepts.

Generally, students who engage in the learning by using a board game will find it interesting and find joy in completing their game. Board games have been known as one the methods used to facilitate interactive learning and has become an important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects. It provides a nonthreatening, playful, yet competitive environment in which to focus on content and reinforce and apply learning. Chen's research indicates that GBL may increase positive feelings while reducing negative emotions. Instructors can use games to help students' study independently, and through experience and teamwork, they may learn more. Collaborative learning through games can help students develop skills that will be valuable in the future (Chen et al., 2020). Bayeck's research focuses on learning and board games, emphasizing that games may function as alternative environments for learning. According to the researcher, playing board games might motivate participants to learn more about a topic and facilitate their understanding of it (Bayeck, 2020).

Educators need to adopt innovative mindsets to create effective teaching and learning processes, as their role becomes increasingly crucial. Identifying the right tools for the intended teaching environment is essential; only then can GBL be effectively implemented (Lengyel, 2020). Based on the study conducted by Kalogiannakis and Papadakis, which explored the effectiveness of a gamified approach on student learning outcomes and motivation, the results provide several valuable insights that can be used to develop effective game-based learning experiences (Kalogiannakis & Papadakis, 2019).

ScraPoly: An Overview and How it Works

ScraPoly is a board game specially designed to teach law courses. ScraPoly was designed particularly to make learning the law less stressful, especially in class. It combines the features of Scrabble and Monopoly where answers and points given are like Scrabble whilst the reward and questions are given similar to the Monopoly. ScraPoly inculcate fun and interactive way of teaching and learning law courses. As ScraPoly is a group-based online board games, it helps to build communication and relationship skills between the players. The steps for playing ScraPoly board games are as follows:

I. Students form a group of four members.
II. There are players, referees, and banker.
III. Introduce them to ScraPoly, a board game. The starting and ending points of the game board will be explained.
IV. Read through the game directions to introduce the game pieces. These include question and answer cards, as well as the referee's involvement in the exchange of questions and answers sheet. The player will respond with chips and points on the

board, the referee will count the points for accurate answers, and the banker will convert them into money value.

V.   Practice playing the game.

VI. Play away - Play ScraPoly when students are ready and understand the game's tips and tricks.
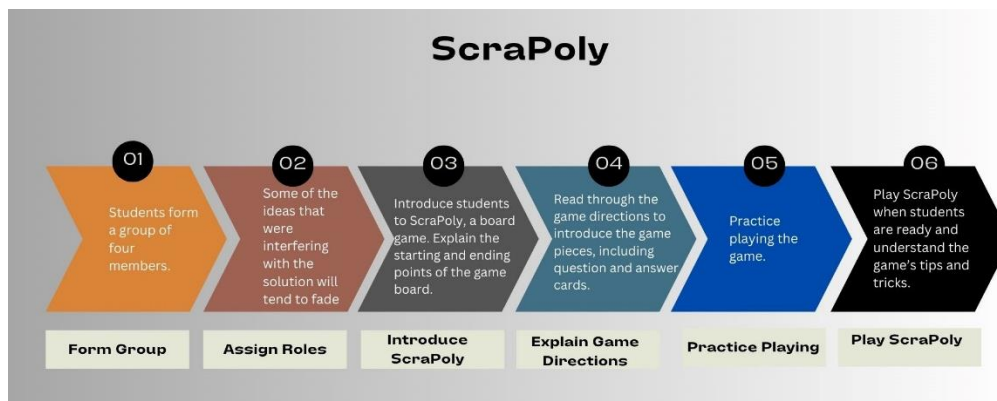

Figure 1: ScraPoly board game step-by-step

Figure 2: The steps for playing ScraPoly board game

Figures 1 and 2 outline the steps of the ScraPoly board game, which is designed to teach law courses to both law and non-law students.

According to Manzano-León et al (2021), research, adopting the playful strategies in the educational context as an approach to boost student motivation. Furthermore, gaming can help students achieve their educational goals by deepening their understanding of the subject matter and developing important skills, such as problem-solving and critical thinking, as well as values like teamwork and perseverance (Rosato, 1995). Hence, game elements,

discussions, and problem solving with fellow team members about the content are vehicles for learning. Good questions, problems to solve, and situations to consider allow players to think through and apply what they learn. The aim of these activities is that students act as self-reflective, critical and practice reasoning, explanations, during learning law courses.

Conclusion

In this paper, we present ScraPoly, a board game designed for use in law classes. By making learning more interactive, engaging, and practical, it addresses many of the challenges associated with traditional teaching methods. ScraPoly serves as an example of how game-based legal education can enhance students' comprehension of the subject matter. It is especially significant in modern education, as it offers interactive and additional learning experiences. Furthermore, the use of these board games in the classroom will result in high-quality learning outcomes, providing students with the knowledge and skills they need to succeed in their legal studies, while also allowing lecturers to develop and employ creative teaching strategies that align with the needs and preferences of today's learners. All in all, it is hoped that the idea of using board games will enable students to study law in more interesting and effective ways and help achieve the necessary high-quality learning outcomes.

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