

VIRTUAL REALITY-BASED LEGAL PROFESSION MOOCS PROGRAM

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Abstract

The era of technological disruption requires everyone and group to be able to adapt and make changes from habits that have become routine. Such rapid and rapid change not only has a positive impact but also gives birth to problems that can no longer be solved in the old way. Looking at the reality of modern-day society, the need for legal professionals is one aspect that must be met. Therefore, the implementation of legal education, which is based on academics alone, must begin to be addressed in order to meet the demands of community needs. Vocational- based education by providing legal professional certification programs must begin to be initiated by the Law Study Program Universitas Terbuka. The certification program is carried out digitally (moocs) by presenting professionals from legal practitioners such as lawyers, mediators and legal auditors. In its implementation, this legal profession certification program collaborates with legal profession organizations such as the association of lawyers, mediators associations and Indonesian legal auditors associations that have the legality to issue legal profession certificates. The certification program is not only an asynchronous application but also supported by virtual reality, with the aim of making the course process look more real and providing a physical experience to participants without having to be in the real practice room.

Keywords:

1 INTRODUCTION

The development of technology requires each individual to be able to adapt, technological advances have an impact on various sectors of life. The more advanced a civilization is followed by a rapid and practical pattern of life. These advances have an impact on the mindset of individuals who want practical things so that they can maximize time with other potential activities. This is what makes the need for practitioner services in developed countries increasing, the need for services here, especially legal practitioners. The services of legal practitioners in developed countries are needed, not only regarding individual personal issues but also the needs of corporations. The need for legal practitioners is not only related to the judicial process (adjudication) but also related to individual needs outside the judicial process (anadjudication). The services of legal practitioners are selling well in developed countries such as America. America as one of the developed countries recorded about 1 million advocates who to perform legal services on 31.65 million people or with a scale ratio of 1:310, every 310 people there is 1 lawyer (Boy Yendra Tamin. 2011).

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But efforts to produce reliable legal practitioners are not easy. It is necessary to make improvements and improvements to the existing curriculum system, so that legal education at the university is not solely academically based but leads to the experience of practicing law students. The fact that many college graduates have not been able to be absorbed into the world of work because they graduates do not have the skills needed by the job market, even ironically many labor vacancies are not absorbed due to the limited qualifications of undergraduates (zamroni (Sartono Sahlan. 2013). As a result, there are many unemployed people who hold the status of a Bachelor, because they do not have the competencies needed in the world of work.

From data from the Central Statistics Agency (BPS) shows, as of February 2022 the unemployment rate in Indonesia is recorded at 5.38% of the total working-age population of 208.54 million people and an astonishing 14% of the 208.54 million people are diploma and Bachelor graduates (Fautinus Nua.2022). One of the factors that causes the increasing number of unemployed undergraduates in Indonesia is the incompatibility of scientific competencies with the needs in the world of work and the qualifications they have. The qualification in question is an inappropriate ability, such as a scholar with low competence, so as to get a job with an inappropriate level. The competence factor of graduates also plays a role in this one problem (yusrinto sepu. 2019).

The curriculum model, which is only based on academic theoretical knowledge, makes the competencies of college graduates not well honed. Many of the students are only reliable in mastering theoretical material but lack practical experience. The curriculum improvements that have been carried out have not produced good results for students in an effort to add competencies

and capabilities that are actually needed by a legal practitioner. For this reason, a special class program is needed that focuses on the practice of law rather than just a legal theory class.

From the assessment of the aforementioned issues, we raised a paper about the moocs program of the virtual reality-based legal profession.

2 METHODOLOGY

The methodology used in writing this article is a reference method, namely the development of articles using certain references that correspond to the objects studied in the article. The reference or reference can come from print or electronic media. In addition, referrals can also come from the research results of certain institutions. (Johan Wahyudi. 2022).

3 FINDINGS AND DISCUSSION

If it is true that our legal education is to meet the needs of the market, then the market that needs the most legal experts is those related to the judiciary, being judges, prosecutors or advocates and being part of the law in companies or being government employees. (Maqdir Ismail)

Judging from this, it is indeed very necessary to provide facilities so that graduates are ready to use in the world of work.

However, the problem is that the curriculum of the UT law study program has not explicitly accommodated the practical needs needed by Law graduates to be able to be competent in the market world. The curriculum offered still prioritizes the needs of academic theory to be mastered by graduates. For details, you can see the following curriculum table:

Tabel 1. Katalog Kurikulum Prodi Hukum Universitas Terbuka

No.	Mata Kuliah		sks	Waktu Ujian	Bahan Ajar yang Digunakan		Paket Arah per Semester dan Sks								Ket		
	Kode	Nama			Kode	Nama	1	2	3	4	5	6	7	8			
					MKWU4107	Pendidikan Agama Khonghucu 2022.1											
4	ISIP4130	Pengantar Ilmu Hukum/PTHI	4	II.1	ISIP4130	Pengantar Ilmu Hukum/PTHI (Edisi 3)	4										T
5	MKW14201	Bahasa Inggris	3	II.2	MKDU4107	Bahasa Inggris 1 (Edisi 3) 2021.2	3										T
					MKW14201	Bahasa Inggris 2022.1											
6	MKWU4108	Bahasa Indonesia	3	II.3	MKWU4108	Bahasa Indonesia 2021.2 (Edisi 1) 2022.1 (Edisi 2)	3										
7	HKUM4205	Kriminologi	3	I.1	SOSI4302	Teori Kriminologi (Edisi 2)		3									T
8	HKUM4209	Ilmu Negara	2	II.1	HKUM4209	Ilmu Negara		2									
9	ISIP4131	Sistem Hukum Indonesia	3	II.2	ISIP4131	Sistem Hukum Indonesia (Edisi 2)		3									
10	HKUM4403	Ilmu Perundang-Undangan	3	II.3	HKUM4403	Ilmu Perundang-Undangan 2021.2 (Edisi 1) 2022.1 (Edisi 2)		3									
11	MKDU4111	Pendidikan Kewarganegaraan	3	II.4	MKDU4111	Pendidikan Kewarganegaraan (Edisi 2)		3									T
12	ADPU4332	Hukum Administrasi Negara	3	II.5	ADPU4332	Hukum Administrasi Negara (Edisi 2)		3									T
13	HKUM4407	Hukum Pajak dan Acara Perpajakan	3	I.2	HKUM4407	Hukum Pajak dan Acara Perpajakan			3								T
14	HKUM4210	Hukum Lingkungan	2	I.3	HKUM4210	Hukum Lingkungan			2								
15	HKUM4201	Hukum Tata Negara	3	II.1	HKUM4201	Hukum Tata Negara (Edisi 2)			3								
16	HKUM4312	Hukum Perlindungan Konsumen	3	II.2	HKUM4312	Hukum Perlindungan Konsumen 2021.2 (Edisi 1) 2022.1 (Edisi 2)			3								T

No.	Mata Kuliah		sks	Waktu Ujian	Bahan Ajar yang Digunakan		Paket Arahan per Semester dan Sks								Ket		
	Kode	Nama			Kode	Nama	1	2	3	4	5	6	7	8			
17	HKUM4301	Hukum Telematika	3	II.3	HKUM4301	Hukum Telematika (Edisi 2)			3								T
18	ADB14336	Hukum Ketenagakerjaan	3	II.4	ADB14336	Hukum Ketenagakerjaan (Edisi 2)			3								
19	HKUM4103	Filsafat Hukum dan Etika Profesi	3	I.1	HKUM4103	Filsafat Hukum dan Etika Profesi				3							
20	HKUM4206	Hukum Internasional	4	I.2	HKUM4206	Hukum Internasional				4							
21	HKUM4202	Hukum Perdata	4	I.4	HKUM4202	Hukum Perdata				4							T
22	HKUM4203	Hukum Pidana	4	I.5	HKUM4203	Hukum Pidana				4							T
23	HKUM4306	Metode Penelitian Hukum	3	II.2	HKUM4306	Metode Penelitian Hukum				3							T
24	HKUM4102	Hukum dan Masyarakat	3	II.4	SOSI4416	Sosiologi Hukum (Edisi 3)				3							
25	HKUM4401	Interpretasi dan Penalaran Hukum	3	I.1	HKUM4401	Interpretasi dan Penalaran Hukum					3						T
26	HKUM4402	Hukum Perjanjian	3	I.2	HKUM4402	Hukum Perjanjian					3						T
27	HKUM4101	Bahasa dan Terminologi Hukum	3	I.3	HKUM4101	Bahasa dan Terminologi Hukum					3						
28	HKUM4304	Hukum Perdata Internasional	3	I.4	HKUM4304	Hukum Perdata Internasional (Edisi 2)					3						
29	HKUM4208	Hukum dan Hak Asasi Manusia	3	II.3	HKUM4208	Hukum dan Hak Asasi Manusia					3						
30	HKUM4207	Hukum Dagang dan Kepailitan	4	II.5	HKUM4207	Hukum Dagang dan Kepailitan					4						T
31	HKUM4405	Hukum Acara Perdata	4	I.1	HKUM4405	Hukum Acara Perdata 2021.2 (Edisi 1) 2022.1 (Edisi 2)							4				T
32	HKUM4406	Hukum Acara Pidana	4	I.4	HKUM4406	Hukum Acara Pidana							4				T
33	HKUM4204	Hukum Adat	3	I.5	HKUM4204	Hukum Adat 2021.2 (Edisi 1) 2022.1 (Edisi 2)							3				

No.	Mata Kuliah		sks	Waktu Ujian	Bahan Ajar yang Digunakan		Paket Arahan per Semester dan Sks								Ket		
	Kode	Nama			Kode	Nama	1	2	3	4	5	6	7	8			
34	HKUM4409	Arbitrase, Mediasi dan Negosiasi	3	II.3	HKUM4409	Arbitrase, Mediasi dan Negosiasi							3				T
35	HKUM4410	Praktik Pengalaman Beracara	4	9.9	HKUM4410	Panduan Praktik Pengalaman Beracara							4				Pr
36	HKUM4404	Teori Perundang-Undangan	3	I.2	HKUM4404	Teori Perundang-Undangan								3			T
37	HKUM4302	Hak Kekayaan Intelektual	3	I.3	HKUM4302	Hak Kekayaan Intelektual 2021.2 (Edisi 1) 2022.1 (Edisi 2)								3			T
38	HKUM4303	Hukum Perusahaan	3	I.4	HKUM4303	Hukum Perusahaan								3			
39	HKUM4408	Hukum Islam dan Acara Peradilan Agama	3	II.2	HKUM4408	Hukum Islam dan Acara Peradilan Agama								3			T
40	HKUM4305	Hukum Pidana Internasional	3	II.5	HKUM4305	Hukum Pidana Internasional								3			
41	HKUM4309	Tindak Pidana Khusus	3	I.1	HKUM4309	Tindak Pidana Khusus									3		T
42	HKUM4311	Hukum Pidana Ekonomi	3	II.1	HKUM4311	Hukum Pidana Ekonomi									3		
43	HKUM4308	Hukum Perbankan dan Tindak Pidana Pencucian Uang	3	II.2	HKUM4308	Hukum Perbankan dan Tindak Pidana Pencucian Uang									3		T
44	HKUM4307	Hukum Persaingan Usaha	3	II.4	HKUM4307	Hukum Persaingan Usaha									3		T
45	HKUM4310	Tindak Pidana Korupsi	3	II.5	HKUM4310	Tindak Pidana Korupsi									3		
TAP 4 sks																	
1	HKUM4500	Tugas Akhir Program (TAP)**	4	0.2	ISIP4500	Panduan TAP FHSIP									4		E
2	HKUM4560	Karya Ilmiah	0		-	-									0		Bw
Total sks			145				19	17	17	21	19	18	19	15			

Keterangan :

T : Tutorial kelas

Pr : Praktik/Praktikum Bw: Bimbingan Wajib

Sumber : Katalog Kurikulum UT

From the data presented in the table above, it shows that of the 45 courses offered, there is only 1 course that is based on practical experience, be it direct or practical experience through online media. It turns out that not only the Open University, other universities that also have law faculties have the same obstacles in terms of the composition of the Courses offered to students. The composition of the courses offered to students so far has only strengthened students' intellectual capabilities but is still lacking in terms of practice, even though the competencies needed by the job market are practical abilities compared to academic theoretical abilities.

Referencing the problem, we offer a certified course-based law practice program. This program can be attended by UT / Non UT students, the general public or non-legal professionals who want to add skills in the field of law practice.

This course program is known as moocs (masive open online courses). Massive Open Online Courses (MOOCs) are one of the fruits of the 21st Century higher education revolution. MOOCs have developed and been used in many countries, specificallyyya Europe and America. However, it has not been widely used in Asia, especially in Indonesia. MOOCs come by providing new learning models and opportunities for prospective students in faculties and universities to be able to move actively in learning (Jazimatul Husna. 2019). The moocs program is designed not only based on elearning but also combined with VR (Virtual reality) to strengthen the atmosphere of practice in the moocs classroom created. With the combination of moocs and VR gives a new sensation in the learning process, real practice as if in an actual practical space.

In addition to the development of technology-based course programs, also in the implementation stage involves the competent authority to issue professional certificates. Moocs participants in addition to getting a certificate as a sign of graduation from a provider in this case the Open University, are also entitled to a professional certificate from a professional organization such as PERADI for advocate professional organizations, ASAHI as one of the providers of legal auditor professional training, PMN as one of the legal mediator professional training providers in Indonesia.

With the implementation of moocs activities of the legal profession, this is a step to increase the number of legal practitioners. The birth of competent legal practitioners in the field of law in order to answer the challenges of today's market needs.

4 CONCLUSION

With the implementation of VR-based moocs (virtual reality) in collaboration with institutions or authorities authorized to organize programs and issue legal profession certificates. Opening up opportunities for the birth of legal practitioners who are reliable and able to contribute in terms of servicing the increasingly high legal needs of the community.

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