SIMULATION OF PROFICIENT LEGAL PROCEEDINGS IN THE DIGITAL ERA THROUGH VIRTUAL REALITY CIVIL COURT PRACTICES

Madiha Dzakiyyah Chairunnisa [1], Avelyn Pingkan Komuna[2], A. Rachmat Wirawan[3], Meliza[4]

[1, 2, 3, 4]*Universitas Terbuka (INDONESIA)*

Abstract

In the post-pandemic era, the development of digitization in learning, especially at the higher education level, is no longer a new thing. The use of metaverse, augmented reality (AR), virtual reality (VR) is increasingly easy to find in almost every field of science, including the field of law, which requires the adoption of learning models using this technology. Virtual reality technology based on online game can be used by law students in legal proficiency courses, both civil and criminal. Students can immediately get involved in the trial simulation. To answer this challenge, Law Study Program of Universitas Terbuka developed virtual reality civil court practices based on online games. It is hoped that using VR can make it easier for law students to understand the civil trial process, the shape and arrangements of courtrooms, the flow of trial process, the roles of judges, plaintiffs, defendants, advocate, and other roles in court. Especially for students who have limited time and distance to able to come directly to court so that they have more realistic and interactive learning experience in understanding the legal process and court practice.

Keywords: digital era, civil court practices, legal proceedings

1   INTRODUCTION

Currently, digitalization in learning development is not impossible to implement, especially in learning at the higher education level. The use of Metaverse, Virtual Reality (VR), Augmented Reality (AR) is no longer used just for entertainment or games but has been used in education from school level to higher education level. For a law graduate, the final learning achievement that must be achieved, apart from being required to understand and master various legal theories in general, is that they must also master legal skills or mastery of legal practice.

The form of mastery of legal practice is mastering judicial practice, at least the ability to carry out trials in criminal cases, civil cases, and state administration cases. In criminal practice, students will learn how the trial process starts from the opening of the trial, reading of the indictment, exceptions, responses to exceptions, interlocutory decisions, demands, pleas, replicas, duplicates until the verdict. Meanwhile, in civil practice, students will be tested on their abilities in the trial process starting from lawsuits, answers to lawsuits, replicas, duplicates, evidence to decisions.

The Law study program of the Faculty of Law, Social Sciences and Political Sciences is in line with the vision of becoming a technology-based international quality law study program through open and distance higher education, as well as the mission of the law study program in implementing technology-based legal education. To implement this vision and mission, the law study program has tried to develop a learning design for practical experience courses in proceedings by developing virtual reality of judicial practice which contains content on the opening of criminal trials which has also been utilized in learning in e-learning or online tutorials.

As explained above, to achieve learning outcomes in legal proficiency courses, you can at least master two trial practices, and to make it easier for students to learn procedural practices other than criminal practice, it is also necessary to understand how to proceed in civil trials. Therefore, the law study program is trying to develop virtual reality of civil justice practice. It is hoped that by developing two virtual realities of judicial practice, both criminal (which has been developed) and civil (which is still being developed), law study program students can use VR to involve themselves in trial simulations, so that students can have a more realistic learning experience and interactive in understanding the legal process and practice in court.

2   METHODOLOGY

In this article, we use research methods based on action research. This method combines between. This method combines two approaches, namely a legal approach and an approach to the education sector. This study is to find certain criteria in the analysis of designing virtual reality applications in learning legal practice for prospective law enforcement students. The aim of this research is to develop a project that is novel and can be effectively utilized.

The stages of this research start from pre-production, production stage and post-production stage.

3   FINDINGS AND DISCUSSION

The development of Virtual Reality Civil Practice for UT law study program students begins with a simulation of the opening of a civil trial. It is not much different from the Virtual Reality of Judicial Practices at the Opening of Criminal Case Trials which has been developed by a research team from the UT law study program. This VR Civil Justice Practice focuses on developing a VR design that is more interactive compared to the previous project on VR Practical Practices for Opening Criminal Trials. In this VR Civil Justice Practice, students will

be invited to explore various features in it, such as the role of court officers such as judges, clerks, legal advisors, plaintiffs, and defendants, to see the courtroom design in civil trials in 360 degrees. Apart from that, students will also be given various explanations related to matters in the trial and quizzes will be given to students to measure the extent of students' understanding regarding the practice of civil proceedings.

The following is a partial display of the Virtual Reality Civil Justice Practice that is being developed:
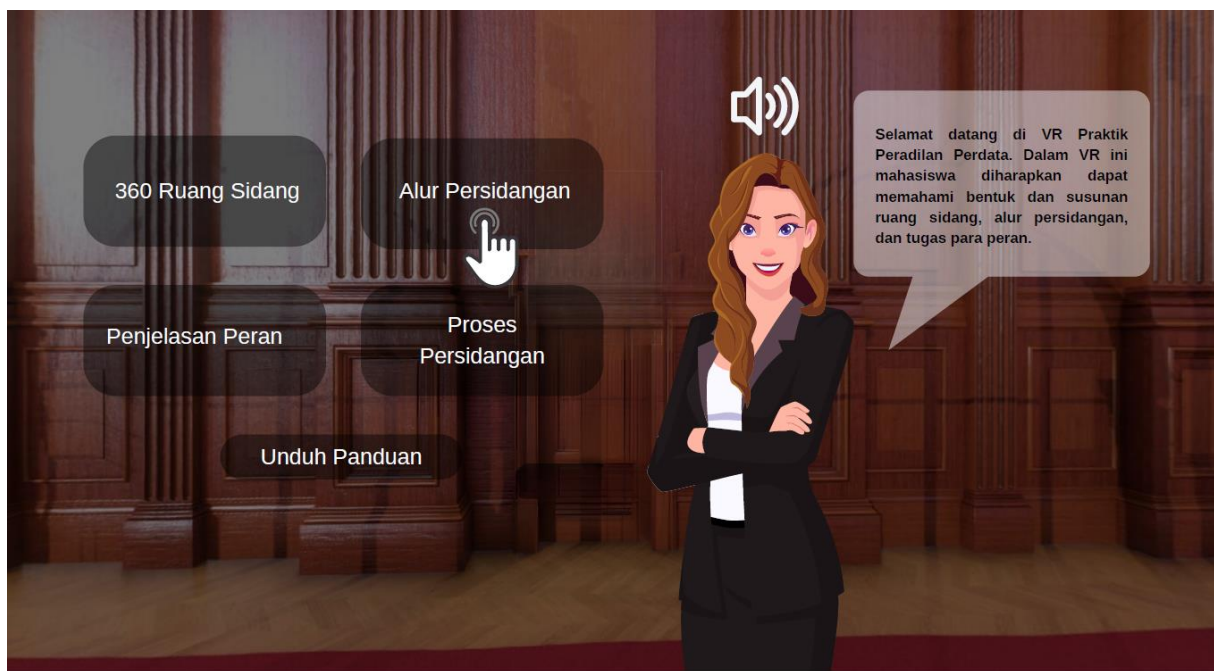

Figure 1.

Explains the features in Virtual Reality Civil Justice Practice. When the user press enter, the user will be presented with an initial display in the form of a choice of 360 degrees court rooms, trial flow, explanation of roles, trial process, and download guide. Each option can be clicked and will lead to a visual image according to the user's choice

Figure 2 is an option when the user clicks on the trial flow, a display like the one above will appear which explains the civil trial flow starting with the opening of the trial, mediation, reading of the lawsuit, answers, replies, interlocutory decisions, evidence, conclusions and decisions. When each flow is clicked, it will lead to a visual image that discusses in more detail the choice of that flow.

Figure 3 is an explanation of the trial opening when the user previously clicked on the trial opening feature. In this display, the user will not only be given an explanation regarding the

opening of the trial, the user will also be given a kind of quiz or question for the user to answer to be able to measure the achievement of learning through VR.

Figure 4 The following is a visual display of the explanation of the roles and positions of each role in the civil trial process. In this picture there will be the chief judge and two member judges, clerk, plaintiff and attorney, defendant and attorney, witnesses, court officers, mediator and audience at the trial. If the user clicks on one of the roles, there will be a more detailed explanation about the duties of that role.

Figure 5 is a visual depiction of the trial process which begins with the opening of the trial by the presiding judge. It also contains a quiz that the user must answer.

After exploring the Virtual Reality of Civil Justice Practices, students as users are expected to understand the civil trial process, both in terms of roles in the trial and the flow of the civil trial.

4   CONCLUSION

Development of Virtual Reality of Civil Justice Practices in the Open University law study program as a continuation of the development of Virtual Reality of Criminal Justice Practices. This development is based on the need to provide students with understanding regarding learning in legal skills practice. It is hoped that this Virtual Reality can help students to better understand how the civil trial process works, starting from the various roles in the trial, the flow of the trial process, as well as the stages that must be gone through in the civil trial process. Apart from that, it is also hoped that the development of VR can help students to be able to differentiate between the civil trial process and the criminal trial process. This is because it is found in the field that there are some students who are still unable to differentiate between the criminal justice process and civil justice. So, with these two VRs, it will be easier for students to understand both criminal and civil cases.

REFERENCES

Harkrisnowo, H. (1995). Beberapa Catatan Mengenai Mata Kuliah Pendidikan dan Latihan Kemahiran Hukum. *Hukum dan Pembangunan*, 399-407.

Herlangga, K. G. (2016). Virtual Reality dan Perkembangannya. Retrieved from

Codepolitan:https://www.codepolitan.com/virtualreality-dan-perkembangannya.

Suparman, M. Atwi. (2005). Desain Instruksional. *"PEKERTI Mengajar di Perguruan Tinggi*. Dirjen Dikti. Pusat Antar Universitas untuk Peningkatan dan Pengembangan Aktivitas Instruksional

Indriani, Masitoh dan Basuki, Liah Anggraeni. Artikel Ilmiah Populer "Hukum dan Kompleksitas Perkembangan Teknologi Augmented Reality". UNAIR NEWS, 17 September 2022

Sifa', B. ., Hasbiyati, H. ., & Afandi, B. . (2021). Pengembangan Media Pembelajaran Berbasis Virtual Reality (VR) pada Materi Sistem Peredaran Darah. *JURNAL BIOSHELL*, *8*(2), 50–52. https://doi.org/10.36835/bio.v8i2.915 (Original work published October 25, 2019)