THE USE OF VIRTUAL REALITY AS LEARNING MEDIA IN CRIMINAL PRACTICE COURSES

Madiha Dzakiyyah Chairunnisa[1], Megafury Apriandhini[2], Nadia Nurani Isfarin[3], Purwaningdyah Murti Wahyuni[4], A. Rachmat Wirawan[5], Meliza[6], Hanif Hardianto[7], Avelyn Pingkan Komuna[8]

[1, 2, 3, 4, 5, 6, 7, 8]*Universitas Terbuka (INDONESIA)*

madiha.chairunnisa@ecampus.ut.ac.id

Abstract

Legal education not only prioritizes student understanding of the mastery of legal knowledge, but also student mastery of the skills of prospective legal scholars. The legal skills needed include the ability to compile legal arguments and skills to resolve disputes both in litigation in court and non-litigation in alternative dispute resolution. The cultivation of legal skills or legal proficiency in legal education is obtained by students through criminal practice and civil practice courses. So far, in the legal practice course at the law study program Universitas Terbuka, assessment has been carried out through the preparation of a file of legal documents. However, assessment through case filing is still considered inadequate to equip students in compiling legal arguments and resolving legal cases even though achieving legal skills requires more than just compiling files, including the skills to convey legal arguments and debates directly. Education with an applied approach through clinical legal education wants students to have the ability to analyze and the ability to apply knowledge practically. The development and utilization of virtual reality applications in criminal practice courses allows students to simulate moot court. thus, it is necessary to develop criminal practice courses in the form of using virtual reality assessments as an evaluation of students' mastery of lawyer skill.

Keywords: virtual reality, learning media, criminal practice courses.

1   INTRODUCTION

In this digital era, technology plays a very important role. Now all aspects of life cannot be separated from the use of technology, including in the field of education. A Virtual Learning Environment (VLE) is a platform that supports online learning and provides various tools and features for users. Learning objects are digital resources that can be used to support the teaching and learning process. These include text, images, audio, video, animation, simulation and other multimedia elements. Virtual reality (VR) as one of the innovations of technological development is quite promising.

VR is a technology that unites the real world with the virtual world. This technology creates a three-dimensional environment that users can interact with. The utilization of VR by users can

feel different experiences as if they are in a certain location and provide opportunities for more realistic simulations.

VR technology is based on a variety of hardware and software that helps users mimic the real world. In the field of legal education, VR has offered an immersive experience to improve understanding, knowledge and skills for students who are studying law, especially for students who have entered the upper semester who will or are taking legal proficiency courses such as civil practice and criminal practice courses. By utilizing VR, students are able to feel, experience and understand situations in criminal practice, especially the experience of trial practice for criminal cases.

2 METHODOLOGY

This article 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.

3 FINDINGS AND DISCUSSION

The use of technology such as VR in learning in the Universitas Terbuka legal studies program, especially in practice-based courses, allows students to experience and understand situations that exist in both civil and criminal practice. By utilizing VR, students are expected to have better analytical skills and help students to feel the dynamics of the case directly, especially understanding the stages of the trial such as in criminal trial practice which starts from reading the indictment, filing an exception, reading an interlocutory decision, responding to the exception, examining the subject matter, examining witnesses, examining the defendant, reading the charges, pledoi or defense, replication from the public prosecutor, duplicates to the decision by the panel of judges. Students can also have an immersive experience because VR provides a more interesting and interactive learning experience compared to conventional learning methods in general. So that this can increase student motivation and involvement in the learning process.

The integration of VR into the curriculum of the law study program can be done by adding modules such as interactive teaching materials specifically designed for the use of VR in practical courses such as criminal practice. In addition to students who are required to understand the use of VR in trial practice, lecturers are also involved and must be trained to use

this technology so that they can facilitate VR-based learning which of course will increase teaching effectiveness.

The Open University Law Study Program, has several times developed several forms of Virtual Reality such as VR Opening of Judicial Practice, VR for E-Moot Court and VR Civil Trial Practice. To complement the existing VR in the law study program, learning that utilizes technology is now also developed in the form of VR Criminal Trial Practice.

The following is a partial view of the Virtual Reality Criminal Justice Practice that is being developed

Picture 1

This is a visualization of the beginning of the trial where there is one presiding judge and two member judges who have attended the trial, and opened the trial in an open and public manner.

Picture 2

The presiding judge then invited the public prosecutor and the defendant's legal counsel to enter the courtroom. There is no restriction on the number of Public Prosecutors and Legal Counsels. In this VR, 2 prosecutors and 2 legal counsels are shown.

Picture 3

The presiding judge ordered the public prosecutor to summon the defendant to the courtroom. After being summoned by the public prosecutor, the defendant entered the courtroom accompanied by a court officer. The defendant sat in the center facing the panel of judges.

Picture 4

The defendant entered the courtroom, then the judge first asked whether the defendant was in good health or not to attend the trial, followed by the judge reading out the identity of the defendant.

Picture 5

The atmosphere in the courtroom, where the various stages of the trial are carried out, in the picture above the reading of the indictment by the public prosecutor is being carried out.

Picture 6

The condition of the courtroom as seen from the audience's point of view.

The above are some of the pieces in the VR of Criminal Trial Practice developed by the law study program team. With the addition of this VR, it can add to the collection of learning technology for law students so that it is hoped that students can be more motivated in participating in learning criminal practice courses.

4   CONCLUSION

The use of Virtual Reality as a learning medium in criminal practice courses offers great potential to enhance students' learning experience. Although there are challenges in its implementation, the benefits that can be gained, such as improved understanding of legal concepts, practical skills practice, and realistic simulation experiences, make VR an invaluable tool in legal education. With the right investment and support, VR can become an integral part of the legal education curriculum in the future. The advantages offered by this technology make it worth exploring and implementing in legal education.

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