ELSIVO: A TECHNOLOGY-ENHANCED BLENDED LEARNING MODEL FOR LAW ENFORCEMENT TRAINING IN JUVENILE JUSTICE SYSTEMS

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Abstract	Children in conflict with the law require a different legal approach from adults, emphasizing protection and recovery. However, training for law enforcement officers still uses old methods and has not utilized technology to the fullest. This research develops and tests an innovative training model called ELSIVO, which combines blended learning, case studies, interactive video simulations, and chatbots as learning companions. The model was designed to help law enforcement officers understand and apply restorative justice principles more effectively. The implementation results show that participants find it more helpful to understand real situations through interactive and flexible media. In addition to gaining insight, this approach also builds participants' confidence in handling juvenile cases. By combining technology and practical learning approaches, ELSIVO becomes a more relevant, engaging and appropriate training **alternative for the field.**
Keywords	Blended learning, Chatbot, ELSIVO, Juvenile justice, Video simulation, educational management

INTRODUCTION

Law enforcement against children in conflict with the law (ABH) is a complex challenge that requires a different approach compared to the general justice system. Children as perpetrators, victims and witnesses in legal cases must be treated specifically and carefully, while upholding their rights in accordance with the principles of child protection. In Indonesia, this approach is comprehensively outlined in Law No. 11/2012 on the Juvenile Criminal Justice System (SPPA), which emphasizes restorative justice and diversion as the main solutions for handling juvenile cases without having to go through the formal justice process. The aim is to prevent stigmatization of children and provide opportunities for them to receive appropriate guidance and healthy social reintegration.

However, the effectiveness of SPPA implementation is highly dependent on the quality of human resources involved in the legal process, especially law enforcement officials such as police, prosecutors, judges, advocates, and social workers. These officials are expected to have professional competence in understanding the psychological dynamics of children, mastering a child rights-based legal approach, and being able to apply restorative values in the investigation, prosecution and judicial processes (Couto and Vaidya 2023; Lynch, van den Brink, and Forde 2022). Unfortunately, the reality in the field shows that there are still many officials who do not have an adequate understanding of the implementation of SPPA, both from a technical and ethical perspective. This is due to the lack of relevant, comprehensive and sustainable training models to increase their capacity.

Training that has been conducted by relevant institutions such as the Police Training Center, BPSDM Kemenkumham, and the Supreme Court generally still focuses on conventional face-to-face learning methods, which tend to be one-way, less interactive, and not always contextual to the situation in the field. The curriculum used has not been fully aligned with the development of modern educational paradigms such as education 4.0, which emphasizes active

learning, technology-based, and participant-centered Tesalonika, Dwikurnaningsih, and Ismanto (2022). In addition, most trainings still ignore the potential of digital technology such as video simulation, chatbot, or Learning Management System (LMS) as an effective learning medium for training law officers.

The development of information and communication technology has actually opened up great opportunities to transform the training system to be more adaptive, flexible and efficient. Various studies have shown that technology can improve learning effectiveness if used appropriately. For example, the use of video simulations in the training of law enforcement officers has been proven to significantly improve the ability to analyze situations, make decisions and respond to high-risk situations. Similarly, chatbots designed as virtual learning assistants can provide real-time feedback, guide participants in completing case studies and support continuous self-learning.

In response to this need, an innovative training model called ELSIVO (Enhanced Learning System with Interactive Video and Chatbot) was developed. This model is a combination of several learning approaches, namely Blended Learning, Technology-Enhanced Learning (TEL), and Case-Based Learning (CBL). Blended Learning allows flexible incorporation of online and offline learning; TEL emphasizes the use of technology to support the learning experience; while CBL provides real context through case studies relevant to the duties and roles of law enforcement officers. What distinguishes ELSIVO from other training models is the use of interactive simulation videos and learning chatbots, specifically designed to help participants understand complex scenarios in the context of SPPA.

The ELSIVO model was developed through a systematic research and development process, starting from needs analysis, curriculum design, media development, to pilot testing and effectiveness evaluation. The results of the field trial showed that this model had a significant impact on improving participants' understanding of SPPA concepts and practices. Based on quantitative analysis using the N-Gain Score, 85% of participants showed an increase in understanding in the moderate to high category. In addition, the t-test results showed a significant difference between the experimental group (who used the ELSIVO model) and the control group (who used conventional training), with a significance level of p < 0.05. This indicates that ELSIVO is superior in improving the learning outcomes of trainees.

Furthermore, structural analysis using Structural Equation Modeling (SEM) and ANOVA identified a number of key factors that contributed to the effectiveness of the model, including: the quality of the training materials, the level of interactivity of the platform, technological support, and the relevance of the cases used in the simulation. The model not only provides benefits in terms of increased technical competence, but also encourages active engagement of participants through a more contextualized and applicable learning approach. The use of gamification elements, automatic feedback from chatbot, as well as real scenario-based simulation, all play a role in increasing participants' motivation, engagement, and learning satisfaction (Ukenova and Bekmanova 2023).

Therefore, this research aims to develop, test and evaluate an ELSIVO-based training management model as a modern training solution for law enforcement officers. The main objective is to create a training design that is not only effective and efficient, but also adaptive to technological developments and participants' needs. This research also aims to develop model implementation guidelines that can be adopted by relevant training institutions, as well as providing empirical evidence on the effectiveness of blended, technology-based and case-based approaches in the context of legal training. With the ELSIVO model, it is hoped that the learning process for law enforcement officers will become more relevant, participatory and meaningful, and be able to improve the quality of the implementation of SPPA as a whole in Indonesia.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT (TAHOMA 10 BOLD, UPPERCASE)

1. The Juvenile Criminal Justice System and the Role of Law Enforcement Officials

The Juvenile Criminal Justice System (SPPA) is a legal approach specifically designed to deal with children in conflict with the law. In Indonesia, SPPA is regulated through Law No. 11/2012 which emphasizes the principles of restorative justice and diversion as an effort to protect children. The main objective of this system is to keep children away from repressive judicial processes and replace them with educative, rehabilitative and reintegrative approaches.

In its implementation, law enforcement officials play a central role. They not only execute the law, but also function as facilitators of child development. Therefore, it is important for them to have professional competencies that include an understanding of children's rights, psychological approaches, and empathic communication strategies. To fulfill these competencies, proper training is crucial.

2. The Need for Innovation in Training Law Enforcement Officials

Training of law enforcement officials has largely relied on conventional methods such as lectures and face-to-face discussions. This approach has proven to be less effective in improving applicative skills in handling children's cases. Research by Riccardi et al. (2022) shows that training based on hands-on experience and case studies is more capable of significantly changing officer behavior than theoretical training alone. Similarly, Schulenberg and Warren (2009); Susilowati (2018) emphasize the importance of practice-based training through informal socialization and field simulations as a means of strengthening skills in dealing with ABH.

The need for training innovation is also reinforced by the Education 4.0 paradigm which demands the integrative use of technology in the learning process. Technology is not only used as a tool, but as an integral part of the learning strategy. Therefore, today's training models must be able to combine digital, interactive and real-world context-based learning.

3. Blended Learning and Technology in Professional Training

Blended Learning is a learning approach that combines face-to-face (offline) methods with online methods. This model allows flexibility in time and place of learning, and enriches the learning experience through a combination of various media. Boelens et al. (2015); Garrison and Vaughan (2008) mention that blended learning is effective in supporting active and collaborative learning, especially in the context of adult education and professional training.

In the context of legal officer training, blended learning provides space for participants to access legal materials, case studies and simulations online, but still involves discussion or hands-on practice in the classroom. The use of Learning Management System (LMS) allows instructors to monitor participants' progress and provide real-time feedback. Research by Yuniawati (2021) showed that the implementation of e-learning at the Police Academy can increase the effectiveness of training, especially in terms of accessibility and speed of material delivery.

4. Case-Based Learning (CBL) in the Context of Law Enforcement

CBL is a learning approach that places participants in real or semi-real situations to analyze and solve problems based on case scenarios. This approach is very suitable for legal training, as it encourages participants to think critically, put theory into practice, and practice making decisions under complex conditions. According to (Schiller and Herreid n.d.), CBL effectively increases participant engagement and strengthens understanding through reflective dialog and real problem solving.

In SPPA training, the use of case studies is particularly relevant given the dynamics of children's cases which are full of social, legal and psychological nuances. Through CBL, trainees can learn various aspects such as the diversion process, communication with children, and decision making that considers the best interest of the child.

5. The Role of Video Simulation and Chatbot in Legal Learning

Video simulation is a visual-based learning medium that allows participants to observe and react to situations that resemble reality. In the context of legal training, video simulations can feature scenarios of interrogation, diversion processes, or the accompaniment of children in legal proceedings. Research by (Kohl 2023; McLennan et al. 2024) shows that training using video

simulation can significantly improve the decision-making ability and responsiveness of officers in emergency situations. In addition, simulations have also proven to be cost and time efficient compared to actual field exercises (Hardy et al. 2023).

A chatbot is artificial intelligence-based software that can respond to participants' questions and provide directions automatically. In learning, a chatbot serves as a virtual tutor that accompanies participants throughout the training process. It can be used to answer questions, provide interactive quizzes, and recommend additional learning resources. A study by Alzaabi, Ghani, and Siam (2021) in Dubai Police found that the use of chatbots and e-learning systems significantly improved personnel capacity and organizational performance.

6. Theoretical Basis for the Development of the ELSIVO Training Model

The development of the ELSIVO model is based on instructional design theories such as ADDIE (Analysis, Design, Development, Implementation, Evaluation), as well as the SAM (Successive Approximation Model) framework which emphasizes iterative cycles in the development of learning products. This model is also inspired by the Constructivism approach, which views that participants construct understanding through direct experience and social interaction. The integration of blended learning, CBL, video simulation and chatbot in ELSIVO represents a holistic approach to legal training that combines cognition, affection and practical skills. Thus, this model is designed not only to improve participants' knowledge, but also their applicative skills and professional attitudes in handling cases of children in conflict with the law.

METHODS (TAHOMA 10 BOLD, UPPERCASE)

This study uses a Research and Development (R&D) approach to develop and test the effectiveness of the ELSIVO (Enhanced Learning System with Interactive Video and Chatbot) training model, which is specifically designed to improve the competence of law enforcement officers in handling cases of children in conflict with the law. The development framework follows the ADDIE model which consists of five stages: analysis, design, development, implementation, and evaluation. The research subjects were law enforcement officers from various agencies (police, prosecutors, courts, LPKA) who participated in SPPA training. The research was conducted in Lemdiklat Polri and related training institutions. Participants were divided into two groups, namely the experimental group that participated in ELSIVO-based training and the control group that followed conventional training methods.

The pilot test was conducted through preliminary field testing and main field testing. The research instruments included a needs questionnaire, expert validation sheet, pre-test and post-test questions, and a media evaluation questionnaire. Data analysis used N-Gain Score to see the improvement of participants' understanding, t-test to measure the difference in results between groups, and SEM/ANOVA to identify factors that influence the effectiveness of training.

RESULTS AND DISCUSSION (TAHOMA 10 BOLD, UPPERCASE)

1. Model Validity Test Results

The ELSIVO model was developed through the ADDIE approach and has been validated by experts in terms of material content, media design, and pedagogical effectiveness. The validation results show that this model is very feasible to implement, with an average feasibility score ranging from 85% to 92% in the aspects of readability, context suitability, and usefulness. Experts considered that the integration of simulation videos and learning chatbots made the material more contextualized and easily understood by trainees.

2. Practicality Test and Participant Responses

The practicality of the model was measured by participants' responses to the ease of use of the platform, clarity of instructions, and overall learning experience. Of the 80 training respondents, more than 90% stated that the model was more engaging than conventional

training. Most mentioned that the video simulation helped them understand diversion procedures and communication with children in real situations. The chatbot feature was considered very helpful in answering practical questions and reminding personalized learning schedules.

3. Learning Effectiveness

The effectiveness of the model was tested using pre-test and post-test analyzed by N-Gain Score and independent t-test. The results showed a significant increase in the mean score of the experimental group (who used ELSIVO) compared to the control group. The mean score of improvement in the experimental group reached 0.72 (high category), while the control group was only 0.45 (medium category). The t-test yielded a significance value of p < 0.05, indicating that the difference was statistically significant.

This result is in line with a number of international research findings which show that blended learning is more effective than traditional learning. A study by Aydin and Murathan (2024); Bazrgar et al. (2023) revealed that students learn more effectively in a blended learning environment than in separate online or face-to-face methods. Another study showed that blended learning in professional training such as Basic Life Support also significantly improved knowledge, skills, and motivation (Mulyadi et al. 2021)

4. Factor Analysis of Effectiveness

Through Structural Equation Modeling (SEM) analysis, it was found that there are three dominant factors that contribute to training effectiveness, namely: (1) quality of training materials, (2) media interactivity (simulation and chatbot), and (3) technology support. All three significantly influence learning outcomes and participant satisfaction. This supports Beinicke and Muff (2019) findings that role play simulations significantly improved legal understanding and communication skills in police training.

In addition, the aspect of participants' emotional engagement while watching the simulation video was shown to strengthen learning transfer. This is reinforced by the study of Coyne et al. (2018), which showed that video simulation in blended learning was able to increase participants' confidence, knowledge and understanding of complex social situations.

5. Improved Non-Technical Skills

One of the other important findings is that the ELSIVO model not only improves cognitive aspects, but also supports the development of non-technical skills, such as empathic communication, decision-making and problem-solving. This is in line with research by Coggins et al. (2017) which showed that blended learning combined with simulation can improve participants' confidence and performance in complex clinical situations (Coggins et al. 2017).

6. Advantages and Implementation Constraints

The main advantages of the ELSIVO model lie in the flexibility of learning time, high accessibility of materials, and active involvement of participants. However, this study also noted some constraints such as: the need for initial training in the use of digital platforms, limited stable internet access in some areas, and the readiness of facilitators to assist online learning. Nevertheless, with initial technical training and continuous adaptation, these obstacles can be overcome gradually.

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Theoretical Framework/ Cognitive Structure

Conceptual Model
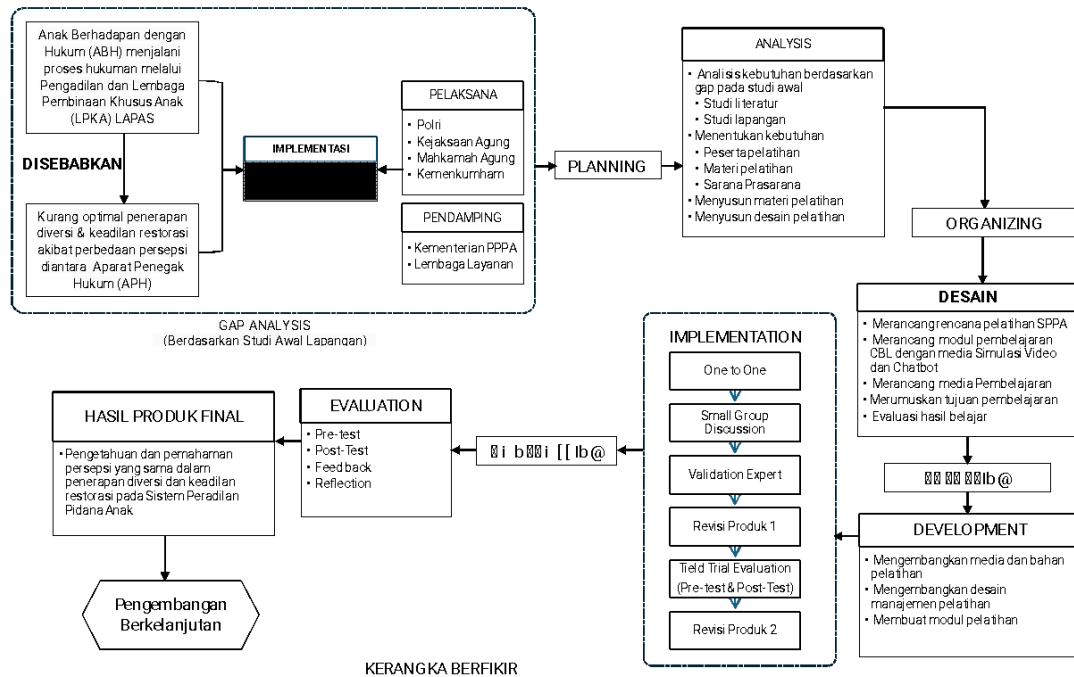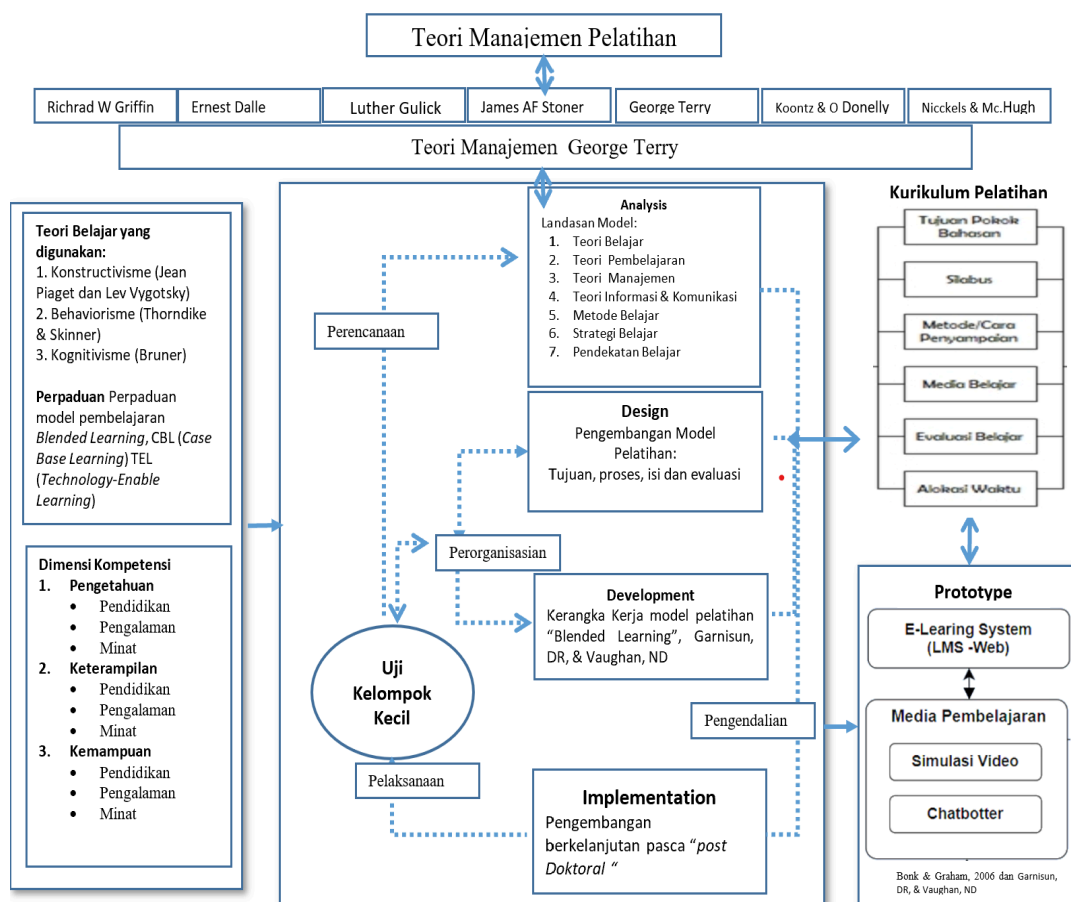
DISCUSSION

The results showed that the ELSIVO training model had a significant impact in improving the competence of law enforcement officers in handling cases of children in conflict with the law. The high increase in participants' comprehension scores, based on the N-Gain test and the significant difference between the experimental and control groups, confirms that the blended learning approach combined with simulation videos and chatbots is an effective, innovative and relevant strategy to today's learning challenges.

    1.   Blended Learning as an Effective Strategy

The ELSIVO model adopts a blended learning approach, which combines face-to-face and online methods to create a more flexible and adaptive learning experience. This approach has been proven to improve learning effectiveness in various fields. For example, Eryilmaz (2015) showed that students felt they understood the material better in a blended learning environment compared to online or face-to-face learning alone (Hermita et al. 2024). The same thing was shown by Mulyadi et al. (2021) in Basic Life Support (BLS) training which showed that blended learning provided significant improvements in terms of participants' skills, knowledge, and attitudes (Mulyadi et al. 2021).

In the context of law enforcement officers, the flexibility of blended learning is an advantage, given the busy working hours and dynamic field conditions. With online access to materials, trainees can learn at their own pace, without having to leave their main duties for long periods of time.

    2.   Video Simulations Enhance Contextual Understanding

The use of video simulations in ELSIVO is one of the key success factors of this model. Video-based simulations allow participants to visually observe real situations relevant to their

tasks. This is in line with Beinicke and Muff (2019) findings that role-based simulations are highly effective in improving practical skills and legal understanding in police training.

The video simulation provided a space for participants to see how the diversion process is conducted, how communication with children is carried out empathetically, and how legal decision-making can be applied contextually. As explained by Coyne et al. (2018), the integration of video simulations in blended learning can increase confidence, understanding and readiness for real practice.

3. The Role of Chatbot as an Adaptive Learning Assistant

Another innovative component of ELSIVO is the interactive chatbot, which serves as a virtual tutor that can answer participants' questions, provide schedule reminders, as well as present light quizzes to evaluate understanding. A study by Alzaabi et al. (2021)showed that the use of chatbots in police training significantly improved personnel performance by simplifying information access and reinforcing self-directed learning.

In this study, the chatbot helped maintain participants' learning continuity outside of training hours. The effectiveness of the chatbot was also reflected in the participants' high practicality and satisfaction scores. This supports the importance of personalized and responsive digital support in modern training models.

4. Influence on Non-Technical Skills Development

Interestingly, in addition to cognitive aspects, the ELSIVO model also contributes to the strengthening of soft skills such as empathic communication, decision-making, and conflict management. (Coggins et al. 2017) emphasized that simulation-based blended learning approaches are very effective for improving soft skills in professional work environments (Coggins et al. 2017). In the context of SPPA, soft skills are essential abilities that determine the quality of the apparatus' interactions with children.

5. Determinants of Effectiveness: Quality of Materials and Interactivity

SEM analysis showed that the quality of training materials and the level of platform interactivity were the two strongest factors influencing training success. This suggests that good training requires not only advanced technology, but also relevant, contextualized and engaging content. Interactivity allows participants to be more involved in the learning process, rather than just being passive recipients of information (Aparicio, Ostos, and García 2024; Rachmad 2024).

6. Implementation Challenges

Although ELSIVO showed very positive results, its implementation was not without challenges. Some participants faced difficulties with internet access and initial adaptation to the new technology. This indicates the importance of initial technical training and facilitator support to ensure a smooth transition (Gell, Hoffman, and Patel 2021). In addition, the challenges of curriculum standards and the availability of local content appropriate to the SPPA context remain a work in progress for training institutions.

CONCLUSION

1. Conclusion

This research proves that the ELSIVO training model, which integrates blended learning, case-based learning, video simulation and learning chatbot approaches, is effective in improving the competence of law enforcement officers in handling cases of children in conflict with the law. This model not only excels in the aspect of improving cognitive understanding, but is also able to develop non-technical skills such as empathic communication and restorative justice-based decision-making. Statistically, significant improvements were seen in the experimental group compared to the control group, both through the N-Gain test and t-test. In addition, SEM analysis showed that the quality of the material, interactivity of the platform and supporting technology were the main factors for the success of this model. The learning experience presented through video simulations and chatbot assistance was considered to be very helpful for participants in understanding the real context of SPPA in a more in-depth and applicable manner. This finding is also reinforced by various international studies which state that technology-based learning models, especially blended learning and simulation, are proven to increase the effectiveness of professional training in various sectors (Beinicke and Muff 2019; Coggins et al. 2017; Coyne et al. 2018).

2. Recommendations

Based on the results and conclusions of the research, the following are some recommendations:

a. National Implementation

Education and training institutions for law enforcement officials such as the Police Training Institute, BPSDM Kemenkumham, and the Supreme Court are advised to adopt the ELSIVO model as part of the SPPA training curriculum nationally.

b. Strengthening Digital Infrastructure

To ensure successful implementation, it is necessary to prepare supporting technological infrastructure, including stable internet access, learning tools, and training on the use of the platform for participants and facilitators.

c. Improving Facilitator Competencies

Trainers and facilitators need to be provided with specialized training to be able to facilitate technology-based learning and simulation, so that the learning process remains meaningful and participatory.

d. Development of Mobile and Adaptive Version

Development of mobile learning application and AI-based chatbot can be the next step to reach more participants with more flexible access.

e. Replication in Other Sectors

The ELSIVO model has the potential to be replicated in other professional training, such as training prison officers, social workers, or technology-based public service ethics training.

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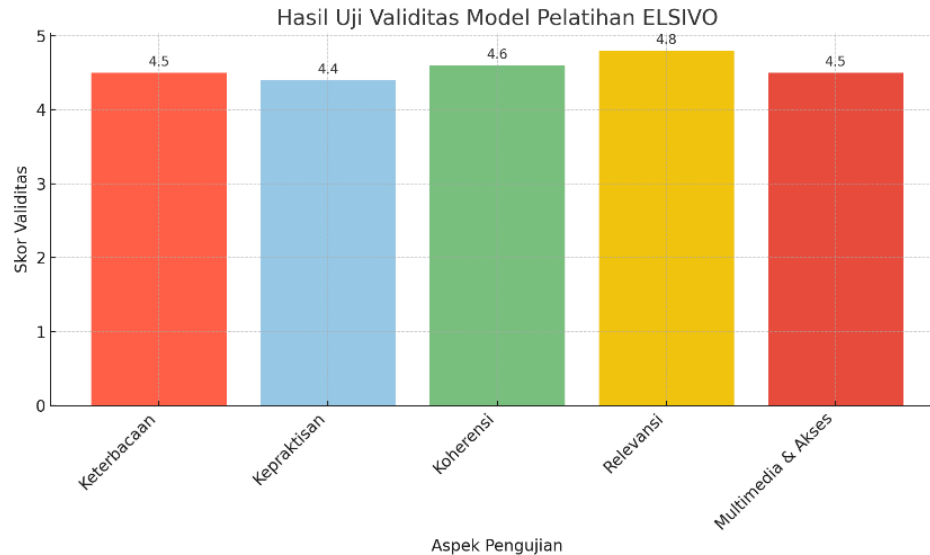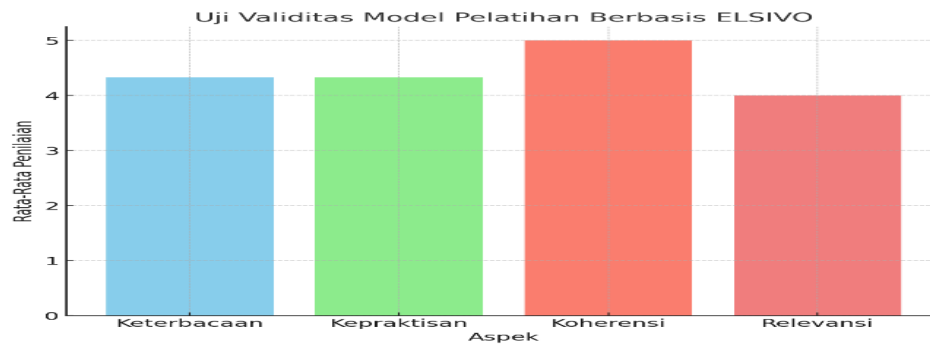
No	Aspek	Pertanyaan Butir Soal	Skor
1	Keterbacaan	Kejelasan tujuan pelatihan dalam pembelajaran	4.5
		Relevansi tujuan pembelajaran	4.2
		Urutan materi	4.7
		Cakupan materi lengkap	4.3
		Mudah digunakan	4.6
		Pemberian Motivasi Pembelajaran	4.4
		Kedalaman materi	4.5
		Sistematis, runut alur logika jelas	4.8
2	Kepraktisan	Kesesuaian isi pembahasan dengan materi pelatihan	4.4
		Tipografi yang digunakan	4.2
		Kesesuaian gambar dengan pembahasan	4.3
		Kualitas gambar dalam pembelajaran	4.5
		Kualitas tampilan (interface)	4.4
3	Koherensi	Kesesuaian video dengan pembahasan	4.6
		Video memudahkan pengertian	4.7
		Sinkronisasi video dan audio	4.5
4	Relevansi	Kemudahan mencari topik sesuai dengan kebutuhan pembelajaran	4.8
		Ketepatan link yang digunakan	4.6
		Kecepatan akses dan navigasi	4.5
5	Multimedia & Akses	Kualitas audio dalam pelatihan (narasi, musik)	4.5
		Kesesuaian audio dan video dalam mendukung pemahaman materi pelatihan	4.7

List of Figures (Please put all the figures into a text box and use "top and bottom" wrap text)

Figure 1.
Rancangan konsep pengembangan sistem e-*Learning* ELSIVO-ESF)

KERANGKA BERFIKIR

Teori Manajemen Pelatihan

| Richrad W Griffin | Ernest Dalle | Luther Gulick | James AF Stoner | George Terry | Koontz & O Donelly | Nicckels & Mc.Hugh |

Teori Manajemen George Terry

Teori Belajar yang digunakan:
1. Konstructivisme (Jean Piaget dan Lev Vygotsky)
2. Behaviorisme (Thorndike & Skinner)
3. Kognitivisme (Bruner)

Perpaduan Perpaduan model pembelajaran *Blended Learning*, CBL (*Case Base Learning*) TEL (*Technology-Enable Learning*)

Dimensi Kompetensi
1. **Pengetahuan**
   - Pendidikan
   - Pengalaman
   - Minat
2. **Keterampilan**
   - Pendidikan
   - Pengalaman
   - Minat
3. **Kemampuan**
   - Pendidikan
   - Pengalaman
   - Minat

Perencanaan

Perorganisasian

Pengendalian

Pelaksanaan

Uji Kelompok Kecil

Analysis
Landasan Model:
1. Teori Belajar
2. Teori Pembelajaran
3. Teori Manajemen
4. Teori Informasi & Komunikasi
5. Metode Belajar
6. Strategi Belajar
7. Pendekatan Belajar

Design
Pengembangan Model Pelatihan:
Tujuan, proses, isi dan evaluasi

Development
Kerangka Kerja model pelatihan "Blended Learning", Garnisun, DR, & Vaughan, ND

Implementation
Pengembangan berkelanjutan pasca "*post Doktoral* "

Kurikulum Pelatihan
- Tujuan Pokok Bahasan
- Silabus
- Metode/Cara Penyampaian
- Media Belajar
- Evaluasi Belajar
- Alokasi Waktu

Prototype

E-Learing System (LMS -Web)

Media Pembelajaran

Simulasi Video

Chatbotter

Bonk & Graham, 2006 dan Garnisun, DR, & Vaughan, ND