

**Boosting International Humanitarian Law Active Class Participation;  
Lesson Learned from Blended Learning Policy  
(Kemendikbud Circular No.4 2020)**

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**ABSTRACT**

University is required to adapt the teaching method, creativity, and innovation during the covid outbreak. The learning method used in Learning Management System (LMS) is mixed with online methods by utilizing both synchronous and asynchronous multimedia. This study developed into several steps; the first step is identifying the problem in class participation before applying LMS and comparing it with the class participation afterward. Problem identification is carried out with a learning survey currently being carried out at the International Humanitarian Law class in Universitas Sultan Ageng Tirtayasa while applying mobile LMS to enhance class participation. Untirta's bold LMS (SPADA Untirta) can be upgraded to a more practical level by implementing SPADA mobile LMS applications as a valuable embodiment of LMS;

**Keywords:** *Blended Learning Policy, International Humanitarian Law, Active Class Participation*

### **ABSTRAK**

Perguruan tinggi dituntut untuk beradaptasi dengan metode pengajaran yang kreatif dan inovatif selama wabah covid berlangsung. Metode pembelajaran yang digunakan dalam Learning Management System (LMS) adalah pembelajaran campuran dengan metode online dengan memanfaatkan multimedia baik synchronous maupun asynchronous. Penelitian ini berkembang menjadi beberapa langkah, dimana langkah pertama adalah mengidentifikasi masalah partisipasi kelas sebelum menerapkan LMS, membandingkan dengan partisipasi kelas sesudahnya. Identifikasi masalah dilakukan dengan learning survey yang di ambil dari kelas Hukum Humaniter Internasional Universitas Sultan Ageng Tirtayasa sembari menerapkan mobile LMS untuk meningkatkan partisipasi kelas. LMS Untirta (SPADA Untirta) dapat ditingkatkan ke tingkat yang lebih praktis dengan menerapkan aplikasi LMS seluler SPADA sebagai perwujudan LMS yang bermanfaat;

**Kata Kunci:** Kebijakan Blended Learning, Hukum Humaniter Internasional, Partisipasi Kelas Aktif

## Introduction

Although law lecturers are aware of blended learning, but their persistent dedication to the Socratic method and traditional face-to-face classroom education is uninspired.<sup>1</sup> Thus, left the blended learning in law school become secondary option.

This article highlights lessons learned related to technological support, pedagogical concerns, and assessment considerations as it addresses major challenges in the design, implementation, and evaluation of the "semi-flipped" or blended learning experience in educating sophomore law school students.

The Kemendikbud Circular No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (covid-19) and various teaching resources that can be used to support online teaching and learning activities govern education policies during the COVID-19 pandemic.<sup>2</sup>

Blended learning is not a new policy in higher education. Prior to the outbreak, Kemendikbud for specific purposes has introduce SPADA Indonesia. SPADA are Massive Open Online Courses (MOOC) developed as part of the Indonesian government's Merdeka Belajar initiative. SPADA provide a chance for college student from one university to join courses provided by another university

and the study result can be converted to the original university.

One of the best learning strategies during the Covid-19 epidemic, or the new normal time, is integrated learning. Blended learning is a kind of learning that combines in-person instruction with online study (webinars, LMS).<sup>3</sup>

In recent years, technology and information development have accelerated. Indonesia, a sizable nation with abundant natural resources and a sizable population, should be crucial to its development. As a result, Indonesia must modify its educational system in order for this to happen.<sup>4</sup>

This blended method is promoted as a technique of assisting students in exploring new concepts by increasing student participation and interaction with one another and their lecturers, so building a better link between pre-class, in-class, and post-class learning possibilities.<sup>5</sup>

As a result, the policy is a significant option in the online learning system, which is presently being implemented vigorously in the region of Kemendikbud and, in particular, at the Universitas Sultan Ageng Tirtayasa (Untirta).

Nowadays, it is simple to discover online meetings using conference call applications or lecturers that use the blended learning approach. During the

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<sup>1</sup> Zainal Amin bin Ayub Et.al, "Blended Learning in Substantive and Procedural Law Modules: Malaysia's Experience," *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 2021, <https://doi.org/10.17762/turcomat.v12i3.862>.

<sup>2</sup> Leni Marlina and Bashori Bashori, "Analisis Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Covid-19," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 5, no. 1 (November 8, 2021): 33-48, <https://doi.org/10.47766/idarrah.v5i1.1439>.

<sup>3</sup> Rasheed Abubakar Rasheed, Amirrudin Kamsin, and Nor Aniza Abdullah, "Challenges in the Online Component of Blended Learning: A

Systematic Review," *Computers and Education*, 2020, <https://doi.org/10.1016/j.compedu.2019.103701>.

<sup>4</sup> Rudi Haryadi, Robinson Situmorang, and Khaerudin Khaerudin, "Enhancing Students' High-Order Thinking Skills through STEM-Blended Learning on Kepler's Law During Covid-19 Outbreak," *Jurnal Penelitian Dan Pembelajaran IPA*, 2021, <https://doi.org/10.30870/jppi.v7i2.12029>.

<sup>5</sup> Monash University, "Monash University Annual Report 2016," 2016, [https://www.monash.edu/\\_\\_data/assets/pdf\\_file/0011/844508/monash-university-2016-annual-report.pdf](https://www.monash.edu/__data/assets/pdf_file/0011/844508/monash-university-2016-annual-report.pdf).

present epidemic, every educational institution must construct a Learning Management System (LMS) that is as creative and innovative as possible. At the moment, the learning approach employed is an online mixed learning LMS incorporating multimedia, both synchronous and asynchronous.

Based on the data acquired, Moodle-based e-learning may and should be utilized successfully to organize learning activities and tasks, as well as as a medium for carrying out learning through conversations, consultations, and reading and accessing content. Moodle-based e-learning is very useful for assessing both learning processes and outcomes.

Currently, the Moodle-based apps at the Untirta implementation level have not been socialized to be used massively. This is due to several technical constraints ranging from the high level of users at the same time to the lack of interactive media used by course lecturers.

However, the use of SPADA Untirta is largely accessed through desktop browser only via the website.

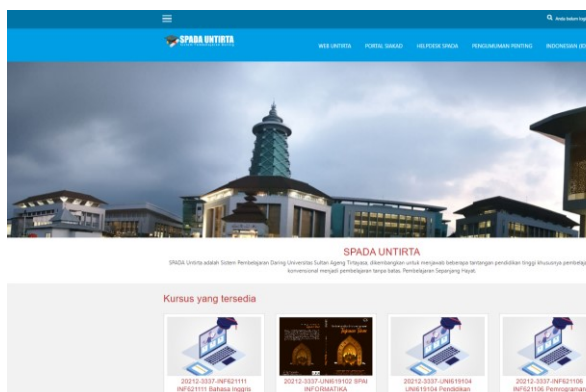


Figure 1. The Home Page of SPADA Untirta

The SPADA Untirta can be accessed through the address of <https://spada.untirta.ac.id/> figure 1 is the front page of SPADA Untirta. The front page of SPADA Untirta consist of home menu, offered course, course category, helpdesk menu and login tab. The dilemma arose when most of the students only accessed SPADA Untirta via smartphone where the preface of the SPADA Untirta is not user friendly from the cellphone web browser.

The specific objective that will be achieved in this study is to analyze the online learning system at the Untirta level, which is more user friendly and has a much better user experience. The current state of online learning can be said to have been able to fill the gaps during the pandemic. From the level of teaching staff to alumni, academics are familiar with the learning-based apps scattered around, whether it is just a conference call application or an online learning bundle.

## Methodology

This research is normative research. The paper aims to discussed the blended learning policy based on Circular No.4 2020 regarding learning policy during the covid outbreak by the Kemendikbud. In addition, this paper also applying the comparative study which adapted the development research steps of Borg and Gall (1986)<sup>6</sup>, where once the problems being identified the author will comparing the international humanitarian class participation before the blended learning using the SPADA Untirta website base and after Moodle Based Apps SPADA being implemented. Whether the blended learning via based apps SPADA effective in enhancing international humanitarian law class participation.

<sup>6</sup> W Borg and M Gall, "Educational Research: An Introduction 7th Edition Longman Inc," New York, 2003.

This research includes research that produces recommendations for improvement of a program (policy recommendation). This research intended to provide recommendations for blended learning policy in higher education level, especially for Untirta stakeholders. As per the covid outbreak, The Ministry of Education, Culture, Research, and Technology (Kemendikbud) enacted Circular No.2020 regarding Learning Policy in the time of covid outbreak.

This research is expected to explain the implementation of blended learning systems in the Untirta situation. Data were collected using interviews, observations, and questionnaires. The data were analyzed descriptively. Descriptive analysis was carried out to obtain an overview of the learning process that occurred in the trial and the impact of learning on students.

## Discussion

Circular Letter No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (covid-19) includes:

- a. Learning from home through online or distance learning is carried out to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
- b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic;
- c. Learning from Home learning activities and tasks may vary among students, according to

their interests and conditions, including considering access gaps or learning facilities at home;

- d. The evidence or product of the learning from home activity provides qualitative and valuable feedback from the teacher without being required to give a score or quantitative value.

Mobile learning promotes equitable opportunities for all by offering accessible learning across time zones, bringing location and distance closer to learners. Mobile learning is defined as a dynamic and systematic learning environment enabled by cellular technology, particularly in the sphere of education.<sup>7</sup>

Moodle is a web-based LMS (Learning Management System) tool that is commonly used to create e-learning applications. Anything that may be utilized to communicate messages from sender to recipient in order to stimulate ideas, feelings, attention, and student interests in order for the learning process to occur is referred to as media.

Currently, the Moodle-based apps at the Untirta implementation level have not been socialized to be used massively. This is due to several technical constraints ranging from the high level of users at the same time to the lack of interactive media used by course lecturers.

Untirta can realize Integrated Smart and Green (*Its Green*) University by developing more interactive mood-based apps to use. Given that the number of users is currently relatively high, this will affect an excellent online learning system's perception.

A Learning Management System (LMS) is software that is used to offer web-based learning materials and multimedia resources online, to manage

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<sup>7</sup> Jared Keengwe and Malini Bhargava, "Mobile Learning and Integration of Mobile Technologies in Education," *Education and*

*Information Technologies* 19, no. 4 (December 26, 2014): 737-46, <https://doi.org/10.1007/s10639-013-9250-3>.

learning activities and their outcomes, and to allow interaction, communication, and cooperation between lecturers and students. E-learning is a popular medium that is now being developed by a variety of educational organizations.

There are at least four advantages to embracing e-learning: personal learning experience, cost savings, ease of access, and the capacity to be accountable. One effort that may be made to overcome issues and make it simpler for students to access lecture materials is the usage of online learning platforms.

To converse and discuss online, as well as to receive instructional sharing support from instructors using online learning system media. Through discussion forums included in the media, the online learning system may improve interaction between lecturers and students.

Policies governing distance education Because of the Covid-19 epidemic, all educational institutions must conduct learning via the use of internet communication technologies. During the present epidemic, every educational institution must construct a Learning Management System (LMS) that is as creative and innovative as possible.

At the moment, the learning approach employed is an online mixed learning LMS incorporating multimedia, both synchronous and asynchronous. Its efficacy for completely online learning is a combination of 40% synchronous mode and 60% asynchronous mode. During a pandemic, many instructors prefer asynchronous learning using information from lecturers in the form of text, graphics, photos, audio, and video filmed

in audio-visual form with a file size that is not too huge.

The benefits of mobile learning include a faster path to information and technology that prioritizes speed, convenience, and attractiveness without sacrificing learning principles. It is possible to establish that mobile learning is employed without any pressure while learning inside the learner.<sup>8</sup>

Untirta has the Untirta SPADA platform as an answer to these challenges, but access options are still minimal via personal computers only. This research is intended to recommend developing the existing and available Moodle Based Apps but is still rarely used by Untirta academics.

Based on SPADA Overview Statistics data, there has been an increase in the number of SPADA Untirta users who logged insignificantly during the COVID-19 Prevention period, reaching up to 3,358 users per day, or a total of around 20,188 to 23,506 users in one week.

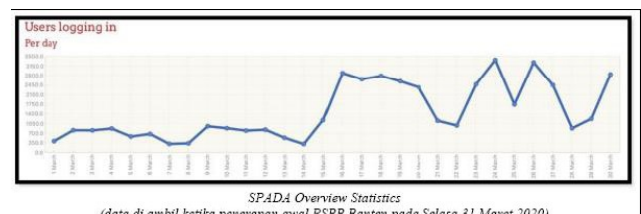


Figure 2. Overview Statistics March 2020

However, until writing this research progress report, the options available to access Untirta SPADA were only available via personal computers. There is a gap that can be filled if you look at User Devices Analytic, which shows mobile phones' use is at 60.16%. Moodle-based Apps is an option for a better LMS in the Untirta environment.

<sup>8</sup> Ence Surahman, "Integrated Mobile Learning System (Imoles) Sebagai Upaya Mewujudkan Masyarakat Pebelajar Unggul Era

Digital," *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran* 5, no. 2 (April 30, 2019): 50-56, <https://doi.org/10.17977/um031v5i22019p050>.



Mastery and use of technology will be an essential key in maintaining the existence of a university. So, the development of technology in education and learning in the form of moodle-based is essential and a must to be developed in addition to being used as a medium for planning, implementing, and evaluating learning Moodle-based e-learning can also be used to monitor learning. Students can supervise lecture activities carried out anytime and from anywhere.

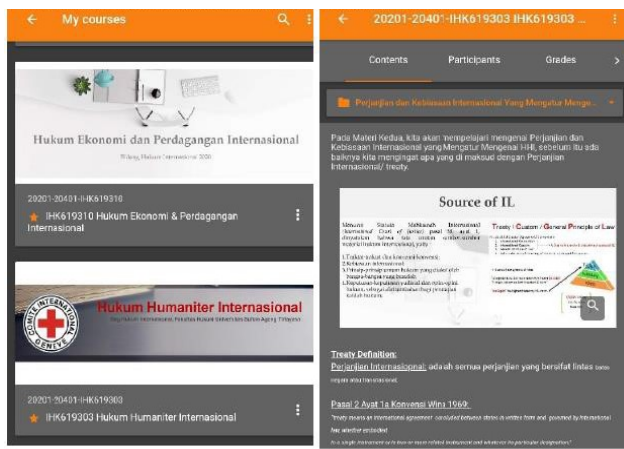


Figure 3. Synchronize Course on Each Session of International Humanitarian Law Class 2020

Figure 3 is a synchronized course in the current semester on moodle-based apps. With one login to this application, students will be made easy to oversee lecture activities that have been designed by the course instructor.

Lecture materials, which are generally in the form of e-books in pdf format, short videos configured with YouTube, and discussion forums can be monitored directly through one application, without changing devices. This will be of great benefit, considering that analytic user device data shows a high usage level via mobile phones.

Besides, students through e-learning can monitor the achievement and completion of assignments given by the lecturer. The supervisory function in learning management is an essential

element to ensure learning runs follow the curriculum's rules. For example, attached is a display of forum conditions in moodle based apps.

The process of developing moodle-based e-learning as a medium for monitoring lecture activities is carried out based on the intended function and based on the availability of features in the Moodle application.



Figure 4. Interface Forum Discussion International Humanitarian Law Class 2020 on Mobile Moodle

This media breakthrough is projected to make monitoring learning activities simple and effective. The development of e-learning media as a medium for supervising lecture activities would allow students to oversee every activity of lecture activities from beginning to conclusion, ensuring that students do not miss material connected to the lectures they are taking regardless of where they are.

Course participant can supervise every lecture activity organized by the lecturer. In addition to overseeing lecture

activities at each meeting, moodle-based e-learning can also be used to oversee the completion of assigned tasks. Students and lecturers will find it easier to monitor which assignments have been completed and which assignments have not been completed.

E-learning as a medium for supervising the completion of assignments can display any assignments that have been given and have been completed by students, along with those who have and have not completed the assigned assignments. These supervisory activities can all be done online from anywhere and whenever lecturers and students want to see the completeness of the assignments that have been given.

Based on the data acquired, Moodle-based e-learning may and should be utilized successfully to organize learning activities and tasks, as well as a medium for carrying out learning through conversations, consultations, and reading and accessing content. Moodle-based e-learning is very useful for assessing both learning processes and outcomes.

## Conclusion

The Untirta online learning system can be upgraded to a more practical level by implementing moodle based apps as a useful embodiment of LMS. Moodle-based apps can be integrated with Spada Untirta to realize an Integrated, Smart, and Green Campus vision. The survey respondents on International Humanitarian Class shows that the implementation of Moodle based apps in IHL class is more effective in comparison of conventional blended learning to boost class participation during the course. Effective LMS requires interactive learning; lecturer at Untirta must start to improve to learn interactive and user-friendly LMS presentations.

## Acknowledgement

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