

Network Learning Based on Integrated Online Learning System in Criminal Law Subject to Increase Learning Quality

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Abstract—Advances in information and communication technology is a form of rapid social change brought numerous changes in people's lives. The role of information and communication technologies are increasingly felt in various sectors, including in the field of education. Information and communication technologies into a means of supporting improved quality of learning. Massive Open Online Course (MOOC) or college online open and massive is an embodiment of the functions of the information and communication technology in education. Learning college online (online) are expected to provide learning that is engaging and effective. Criminal law courses at the Department of civic education is a course that has a high complexity, on the subjects of criminal law there are lecture materials are solid nature, resulting in 16 times Lecture still felt lacking in giving of material provided a lecturer to student. In this study the researchers then try to examine an innovation learning in online learning-based system integrated online learning courses on criminal law to improve the quality of learning.

Keywords: *quality of learning, the learning of criminal law, e-learning*

I. INTRODUCTION

Education aims not only at the process of cultural transfer or transfer of knowledge, but also at the same time as the transfer of value. This means that education, in addition to the process of linking and transmitting knowledge, is also concerned with the process of development and formation of the personality or character of society. Formal education carried out has the aim of preparing and equipping new generations who will lead the Indonesian nation.

Renewal of the national education system is carried out to renew the vision, mission, and national education development strategy. National education has a vision of the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactively respond to the challenges of an ever changing era. With this vision of education, national education has the following mission:

1. Strive to expand and equalize opportunities to obtain quality education for all the people of Indonesia;

2. Helping and facilitating the development of the potential of the nation as a whole from an early age to the end of life in order to realize a learning society;
3. Improve input readiness and the quality of the educational process to optimize the formation of a moral personality;
4. Increasing professionalism and accountability of educational institutions as a center for civilization of knowledge, skills, experience, attitudes, and values based on national and global standards; and
5. Empowering the participation of the community in the implementation of education based on the principle of autonomy in the context of the Unitary State of the Republic of Indonesia.

The course of criminal law is a course that examines a legal event in the field of criminal law and is later linked to the theory of criminal law materially, the scope is complex because it is directly linked to events that occur and then linked to the articles contained in legislation - invitation. In studying the subject of criminal law students need to analyse a social phenomenon, then relate it to the theory of criminal law and finally do a juridical analysis.

Students who study criminal law academically are not necessarily and cannot immediately apply it in practice. Satjipto Rahardjo created a concept that offers renewal in legal education, namely the concept of progressive legal education. Progressive legal education is expected to produce progressive thinking graduates. Characteristics of progressive legal education is education that is creative, responsive, protagonist, liberating character, and oriented to Indonesia and Indonesia's needs.

In the learning process, the difficulties experienced by one of them are related to the subject matter [1] states students often need verbal instructions that guide them to meet answers related to problems in learning material, but the instructions can be given by the teacher itself. One of the instructions can be given by giving a media that is used by lecturers to help students understand the subject matter. The accuracy of the media used by lecturers can assist in absorbing subject matter. The media used in this study is concrete media, namely a media, which is in accordance with the reality that is used to assist students

in absorbing the material of a lesson.

Online Learning is learning held through web networks. Each subject / lesson provides material in the form of video recordings or slideshows, with weekly assignments that must be done with a predetermined time limit and a variety of assessment systems. Online learning can take the form of learning without attendance and without communication, online learning without attendance but with communication, online learning combined with occasional attendance, and online learning as a tool in teaching in the classroom. The emergence of online learning is an implication of the rapid development of technology, so that demanding technology users always update their knowledge. Online learning provides scientific contributions for educators to keep up with the present. Improving the quality of learning is done by choosing, establishing, and developing optimal learning methods to achieve the desired results. To improve the quality of learning carried out by learning designers with a foundation of assumptions about the nature of learning design [2]:

1. Improving the quality of learning begins with learning design;
2. Learning is designed using a systems approach;
3. The design of learning is based on knowledge about how a person learns;
4. The design of learning refers to learners individually;
5. Learning outcomes include direct results and accompanying results;
6. The final goal of learning design is to facilitate learning;
7. The design of learning includes all variables that affect learning;
8. The core design of learning is to establish the optimal method for achieving the intended goals.

Thus, the selection of methods with online learning is expected to improve the quality or quality of learning. The choice of online learning also takes into account future learning tendencies, which are related to the strategies and content of learning. The tendency of learning strategies has changed the traditional learning approach towards future learning which is called the century of knowledge, that students can learn anywhere. This means that students can study in class, in the library, or at home and do it at any time not according to the scheduled school (morning, afternoon, evening or night). Learners can learn with anyone and use any learning resource (internet, radio, television, laboratory, and direct experience).

Future educators can act as actors and scientists in designing and implementing learning and managing learning resources that are deliberately designed and utilized. Therefore, it requires knowledge, attitudes, and skills of educators in designing learning especially in learning so that the quality of learning increases and follows the development of science and technology. In other words, online learning that has been designed is not only face-to-face, but combined with sources that are both offline and online.

The advantages of E-Learning described above provide a thought to researchers to try to do research on Online- Based E-Learning Learning in Criminal Law Courses to Improve Learning Quality. This research will be carried out in the Introduction to criminal law courses aimed at improving the quality of student learning at the Department of Citizenship Education, Faculty of Social Sciences Education, Indonesian Education University. Thus, it is felt necessary to hold learning that carries out the offline and online learning processes. Online learning as a development of traditional learning and completing learning resources and media. Online learning is also expected to improve the quality or quality of learning.

In accordance with the background of the problem, the main problem in this study is "How is an Online Learning Based on Integrated Online Learning System in Criminal Law Courses Can Improve Learning Quality". The researcher recounts the sub-sub formulation of the problem as follows: "How is the application of Integrated Online Learning Based Online Learning System in Criminal Law Courses to Improve Learning Quality for Students of the Citizenship Education Department of the Faculty of Social Sciences Education, Indonesian Education University?"

II. THEORETICAL REVIEW

2.1 Overview of Online Learning

The term e-learning has a very broad understanding, so many experts describe the definition of e-learning from various perspectives. One definition that can be accepted by many parties, as stated e-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the Internet, Intranet or other computer network media [3]. E-learning is defined as follows: e-Learning is a generic term for all technologically supported learning using array of teaching and learning tools as telephone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer aided instruction is also commonly referred to as online courses [4].

Online education is a new teaching and learning method that uses computer and internet network media that is used to support teaching and learning activities.

1. Online Forming Components

Online education can be implemented well if supported by its constituent components. The components that make up the online system include: Online infrastructure, systems or online applications, and online content. Some of these components can be explained as follows: (1) online Education Infrastructure: Can be a personal computer (PC) or smart phone, computer network, and internet. (2) online systems and applications: Can be a software system that runs conventional teaching and learning virtualization processes such as classroom management, material or content creation, discussion forums, scoring systems, online examination systems. The name for this online system and application is the Learning Management

System (LMS). (3) online Content: Can be in the form of content and teaching materials in the form of interactive multimedia or in the form of text. The content is stored in the LMS so students can access the content anytime and anywhere. Actors in online education are the same as in conventional teaching and learning processes, namely lecturers who guide, students who receive teaching materials and administrators who manage the administration and teaching and learning process. Each of the roles of the following components in the elaboration of these components must be clearly defined before implementing the online learning method.

Online learning interactions are carried out independently by utilizing information and learning technology that has been prepared electronically and can be done anytime, anywhere. Online learning only involves instructors and students as participants. During the learning process, participants were guided and facilitated online by the instructors (Ministry of Education and Culture-Dirjen GTK, 2016). Defines theory as a group of principles that are systematically integrated which are intended to explain and predict learning phenomena. Thus, learning and learning theories must be possessed by the field of Educational Technology to support practice, especially those related to this research [5].

The application of behaviouristic theory provides opportunities for lecturers to carry out learning with the concept of (a) Ready-to-Serve Teaching Materials, namely the application of the paradigm of behaviourism theory to the lecturers who use it to prepare teaching materials in the form of ready material. Learning design using the web should provide ready-made teaching materials, so students can access anytime and anywhere. (b) Objectives are broken down into small ones, namely the learning objectives are divided into small parts which are marked by the achievement of a particular skill. After one goal is reached then move to the next destination. The design of learning design using the web is recommended so that it meets the needs of learning outcomes that are observable and measurable, must be made with small goals that are easily achieved at each stage. (c) Correcting Errors As Immediately As Possible, this means that behaviouristic theory also recommends that planned learning should provide evaluation as soon as possible towards the achievement of student learning outcomes. Learning that is designed can provide facilities to provide feedback on the learning process that students follow. (d) Repetition Exercises Become a habit.

Thus, the application of behaviouristic theory in blended learning is very suitable because the central role of lecturers in the course is assisted by the internet. Based on the description it can be concluded that learning with the blended learning method using the basis of behaviouristic theory is a must. online learning through the internet that can be accessed anytime, anywhere 24 hours a day, 7 days a week. As quoted from [6] which states, "Over time, the class evolves in a way I know now that is called Blended learning where the content is taught

using face to face and on-line methods." In this statement stated that blended learning integrates face-to-face traditional learning and learning that uses online learning resources and a variety of communication options that can be used by lecturers and students. The implementation of this learning allows the use of online learning resources, especially web-based ones, without leaving face-to-face activities. With the implementation of blended learning, learning takes place more meaningfully because of the diversity of learning resources that might be obtained.

So it can be concluded that online learning itself means doing learning without face-to-face support with an electronic format or internet learning activities carried out online. In developing online learning devices that are used as learning media as learning media and as learning resources, first there must be consideration of the characteristics of the learning objectives to be achieved, relevant learning activities and choosing and determining which activities are relevant to conventional and which activities are relevant for on -line learning.

The above statement explains that blended learning can fail because poor planning is therefore a integrated learning solution that will work well when all components of learning are holistically considered, by combining face to face online or online. E-learning is a web-based learning activity. Not much different from that [7] simply say that e- learning is a learning activity that utilizes networks (internet, LAN, WAN) as a method of delivery, interaction, and facilities supported by various other forms of learning services.

At least there are 3 (three) functions of electronic learning on classroom learning activities (classroom instruction), namely [7]:

1. Supplements (additional)

It is said to function as a supplement, if students have the freedom to choose, whether to use electronic learning material or not. In this case, there is no obligation/obligation for students to access electronic learning material. Even though it is optional, students who use it will certainly have additional knowledge or insight.

2. Complement (complement)

It is said to function as a complement, if e-learning material is programmed to complement the learning material that students perceive in the classroom [8]. As a complement it means that e-learning material is programmed to become enrichment or remedial material for students in participating in conventional learning activities. If students can quickly master or understand student material delivered by the teacher face-to-face given the opportunity to access e-learning material that is specifically developed for them. The goal is to further strengthen the level of student mastery of the subject matter presented by lecturers in the class. As a remedial, if students experience difficulties in understanding the subject matter delivered by lecturers face to face in class. The goal is for students to more easily understand the lecture material presented by lecturers in the class.

3. Substitution (substitute)

The purpose of e-learning as a substitute for conventional classes is so that students can flexibly manage lecture activities according to the time and other activities of the day. There are 3 (three) alternative models of learning activities that can be followed by students:

- a) Fully face to face (conventional);
- b) Some face to face and some through the internet, or even;
- c) Fully through the internet

2.2 Overview of Learning Quality

Quality according to the Indonesian Dictionary (KBBI) is interpreted as a measure of good or bad for an object, level or degree. This definition of quality according to KBBI emphasizes quality in terms of goods or services. Quality is a dynamic and not absolute idea. In general view, quality is an absolute concept. In the context of integrated quality management or total quality management, quality is not only an idea, but also a philosophical and methodology in helping institutions to manage changes in totality and systematics through changes in values, vision and goals of Education Quality with relative definitions having two aspects, that is measuring the ability of graduates in accordance with the goals of the university set by the curriculum, measuring the fulfillment of the needs and guidance of customers, namely the parents of students and the community. Quality is not an easy concept to define especially for the quality of services that can be perceived in various ways [9]. Quality can be defined vary based on its own criteria such as:

1. Exceeds what is imagined and desired;
2. Conformity between wants and values;
3. Very suitable for usage;
4. There are always improvements and improvements;
5. From the start there were no errors
6. Happy customers; and
7. There is no defect or damage

Quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared quality if ready to process. Quality education process if able to create an atmosphere that is PAKEM (Active, Creative and Fun Learning). In an effort to improve the quality of education at least since the beginning of the first long-term national development period, the quality of education means the ability to protect education in utilizing educational resources to improve learning abilities as optimally as possible. Improving the quality of education is closely related to improving student learning outcomes and can even be said the quality of education is reflected in student learning outcomes. Aspects that need to be considered to improve the quality of student learning outcomes are teaching and learning situations. An effective teaching and learning situation will result in an increase in the quality of education. Quality in the context of educational outcomes refers to the results or achievements achieved in lectures. So quality education is

education that can produce graduates who have the basic ability to learn, so they can take lessons, even become pioneers in renewal and change by empowering educational resources optimally through good and conducive learning.

The concept of improving the quality of education according to Umaedi aims to: Socialize the basic concepts of quality improvement management to the public, get input so that this management concept can be implemented easily and in accordance with Indonesian environmental conditions that have cultural diversity, socio-economic community and geographical complexity, broaden knowledge the community, especially the school community and individuals who care about education, especially the improvement of the quality of education, motivate the school community to actively and dynamically participate in the success of improving the quality of education, motivating the emergence of new thoughts in the successful development of education from individuals and school communities in the foremost line in the development process, raising awareness that improving the quality of education is the responsibility of all components of society, with a focus on continuous quality improvement (rus) at the school level, sharpen the insight that the quality of education in each school must be clearly formulated and with a quality target that must be achieved every 5 years, so that the school mission is achieved in the future.

In order to improve the quality of education, the increase in material needs to be very much noticed because the full range of material provided will certainly add more knowledge. This will enable students to carry out and practice the knowledge that has been obtained properly and correctly. The material delivered by educators must be able to describe what is stated in the curriculum. Educators must master the material by adding material or other sources that are related and more actual and warm. So that students are interested and motivated to learn lessons.

In addition, an increase in the use of methods is a tool used to achieve goals, so as one indicator in improving the quality of education there needs to be an increase in the use of methods. What is meant by the improvement of the method here is not creating or creating a new method, but how to implement it or use it in accordance with the material presented, so that it can obtain satisfactory results in the teaching and learning process. The use of this method should vary according to the material to be delivered so that students will not feel bored and bored or monotonous. For this reason, in the delivery of methods educators must pay attention to the purpose, not only bound to an alternative, using various methods as a combination, for example: the lecture method with question and answer. The effort made in improving the quality of education is an effort to improve the quality of education in students who are increasingly modern in the world.

In order to realize a quality learning process, the

government issued Government Regulation No. 19 of 2005 concerning National Education Standards (SNP) as a further elaboration of the National Education System Law, which contains process standards. In Chapter I General Provisions of SNP, what is meant by process standards is the national education standard relating to the implementation of learning in educational units to achieve graduate competency standards. Chapter IV Article 19 Paragraph 1 SNP more clearly explains that the learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and abilities according to their talents, interests and physical and psychological development of students.

Learning quality can be said as an illustration of the merits of the results achieved by students in the learning process carried out. Schools are considered quality if they succeed in changing the attitudes, behaviors and skills of students associated with their educational goals. The quality of education as a system then depends on the quality of the components that make up the system, as well as the learning process that goes on to produce results.

Learning quality is the main thing that must be addressed in order to improve the quality of education. In this case the teacher becomes the focal point. Regarding this, [10] suggests that learning is basically an academic activity in the form of communication interactions between educators and students, this process is a professional action that rests on scientific principles. This activity is a teacher's activity in activating the learning process of students by using various learning methods. Regarding quality learning, [11] states that the concept of learning quality contains five references, namely:

1. Conformity includes the following indicators: commensurate with the characteristics of the students, harmonizes with the aspirations of the community and individuals, fits the needs of the community, in accordance with environmental conditions, is in harmony with the demands of the times, and in accordance with new theories, principles and / or values in education.
2. Quality learning must also have a strong attraction, the indicators include: scattered learning opportunities and because of that they are easily achieved and followed, the contents of education are easily digested because they have been processed in such a way that opportunities are available to anyone at any time necessary, the message given at the right time and event, high reliability, especially because the performance of the institution and its graduates are prominent, the diversity of resources both intentionally developed and available and can be selected and utilized for the benefit of learning, and a warm and friendly atmosphere and stimulate the formation of the personality of students.
3. The effectiveness of learning is often measured by achieving goals, or it can also be interpreted as the

accuracy in managing a situation, or "doing the right things". This understanding contains characteristics: systematic (systematic), which is carried out regularly, consistently or sequentially through the stages of planning, development, implementation, assessment and improvement, sensitive to the need for learning tasks and learning needs, clarity of objectives and therefore can be collected for achieve it, departing from the abilities or strengths of those concerned (students, educators, society and government).

4. Efficiency of learning can be interpreted as a correspondence between time, cost, and energy used with the results obtained or can be said to do something right. The characteristics contained include: designing learning activities based on models referring to interests, the condition of the needs of students organizing neat learning and learning activities, such as the environment or background attention, the use of various resources with a balanced division of tasks, and the development and use of various learning resources according needs, the use of shared learning resources, innovative businesses that are savings, such as distance learning and open learning that do not require building construction and appoint regularly paid educators. The essence of efficiency is developing various internal and external (systemic) factors to develop alternative actions and then choose the most beneficial actions.
5. Productivity is basically a situation or process that allows better and more abundant results. Learning productivity can contain meaning: changes in the learning process (from memorizing and remembering to analyzing and creating), adding input to the learning process (using various kinds of learning resources), increasing the intensity of student interaction with learning resources, or combining the three in learning activities learning so as to produce better quality, participation in broader education, more graduates, graduates who are more valued by society, and reduced dropout rates.

Quality learning will lead to the ability of teachers in the learning process. In simple terms the abilities that must be possessed by the teacher are the ability to plan learning, the learning process, and the evaluation of learning. Learning quality is a measure that shows how high the quality of teacher interaction with students in the learning process in order to achieve certain goals. This process of interaction is possible because humans are social beings who need other people in their lives. [12] gives an understanding that interaction in education is called educative interaction, that is, interactions that take place within the bond of educational goals. The teaching and learning activities are carried out in a certain atmosphere with the support of certain learning facilities and infrastructure. Therefore, the success of the learning process is very dependent on the teacher, students, learning facilities, class environment, and class culture.

All these indicators must support each other in a quality learning system.

In the quality learning process involved various input learning, such as students (cognitive, affective, or psychomotor), teaching materials, methodology (varies according to the ability of teachers), school facilities, administrative support and facilities and other resources and creating a conducive atmosphere. The quality of the learning process is determined by methods, input, atmosphere, and the ability to carry out the management of the learning process itself. The quality of the learning process will be determined by how much ability to empower existing resources for students to study productively. School management, class support, serves to synchronize various inputs or synergize all components in the interaction (process) of teaching and learning both between teachers, students, and supporting facilities in the classroom and outside the classroom. Both in the scope of academic and non-academic substance in an atmosphere that supports the learning process.

Refer to PP No. 19 of 2005, the standard learning process that is being developed, the scope of activities for the implementation of effective and efficient learning processes includes planning the learning process, implementing the learning process, evaluating learning outcomes, and monitoring the learning process. Quality learning is produced by qualified teachers. The skills of pre- school teachers managing the learning process are at the core of the problem. The stages in the learning process must at least include the following phases [12]:

1. Establish learning goals that are not achieved;
2. Selecting and implementing the right method and according to the subject matter and taking into account the reasonableness of the method with other methods;
3. Choose and use tools or media to help achieve goals; and Conducting assessment or evaluation of learning

III. RESEARCH METHOD

The research method guides researchers about the order in which the research was conducted. The hypotheses that have been formulated need to be tested for truth. To obtain answers to the formulation of the hypothesis, a research methodology is needed. There are several known research methods. Classifies it into a descriptive method (approach to the present state), historical method documents (something historical research) and experimental methods. Each type of research method has its own characteristics that are different from one another. Research method is a framework, pattern, or design that describes the flow and direction of research, in which there are steps or stages that show a sequence of work.

For this research, the method used is the correlational method. This is because to find relationships between variables, test hypotheses, and answer the formulation of the problem according to existing phenomena. Correlational calculations also aim to determine the reciprocal relationships and interactions of

research variables. The selection of e-learning learning is tailored to the purpose of research, namely to test its influence in improving the quality of learning in the Criminal Law course.

IV. RESULTS AND DISCUSSION

4.1 Application of Online Learning Based on Integrated Online Learning Systems

Online learning activities must be supported by internet access, especially related to the implementation of online learning strategies that will be developed, as communication carried out by students in doing tasks online through spot-up, and helping students to obtain the knowledge needed in order to do tasks [13].

The online learning process includes administration and learning processes, starting from learning planning, implementing learning, evaluating results and learning processes, to monitoring learning. Learning planning in the subject matter of criminal law lecturers in courses preparing by filling out SPOT UPI in full:

1. Fill in the dashboard with a description of the course
2. Determine the class leader, on the student menu
3. Enter lecture law from the first to seven meetings and nine to fifteen meetings in the course material menu, files that can be attached in the form of Doc, Pdf, Excel and PowerPoint files.
4. Inputting the task by filling in the description and uploading the tuition every week, and determining the start and end time of the collection of assignments for criminal subjects.
5. Input lecture monitoring on the monitoring menu from the first to sixteenth meeting.
6. Make lecture evaluations on the new test menu, choose quiz categories, midterms, final semester examinations. Determine the duration of time and type of essay or multiple choice questions, then click save, then input the questions in the column.
7. For open discussion activities, it can be inputted from the forum menu between students and lecturers about topics of interest to be discussed. The lecturer first provides a new discussion topic by clicking "Create a New Thread".

Chart 1. UPI SPOT Flow For Lecturer



<http://spot.upi.edu/welcome>



Chart 1. UPI SPOT Flow For Student
<http://spot.upi.edu/welcome>

V. CONCLUSION

One of the most important skills for lecturers and students is the ability to critically evaluate existing and new instructional media technologies. Online learning based on an integrated online learning system is a breakthrough that was damaged by the University of Education in Indonesia in order to erode the barriers of space and time between lecturers and students. The online learning process includes administration and learning processes, starting from learning planning, implementing learning, evaluating results and learning processes, to monitoring learning.

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