

Online-Based Civic Education Learning During the Covid-19 Pandemic

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Abstract

This study examines the implementation of online learning at SMP Negeri 1 Tondon. The research focuses on the use of various applications, such as WhatsApp, Google Classroom, Google Meet, and Zoom, in delivering online lessons. The factors affecting online learning at the school are analyzed, including technology, teacher characteristics, and student characteristics. The findings highlight the challenges faced in terms of internet access, insufficient government assistance in providing internet quotas, and the need for improved technological skills among students. The study also emphasizes the importance of effective planning, diverse learning media, and strategies to enhance student participation in online classes. Recommendations are proposed to address these challenges, including the need for equitable internet access in remote areas, adequate government support, and awareness and readiness from both teachers and students. The study contributes to a better understanding of the implementation of online learning and offers insights for improving its effectiveness in SMP Negeri 1 Tondon.

Keywords: *Online-Based, Civic Education Learning, Covid-19 Pandemic*

Introduction

Education is always associated with the learning process in the classroom. According to Law No. 20 of 2003 concerning the National Education System, learning is interpreted as the occurrence of interaction between students, educators, and learning resources in one learning place. A good learning process will help influence students in achieving educational goals, which are to lead students towards positive changes in intellectual, moral, and social behavior.

Learning can also be seen as the efforts made by a teacher to enable students to learn. The achievement of a learning goal is through a good learning process. The learning process can be considered good if all learning components can function and integrate well with each other. As Komalasari (2010) defines, learning is a series of processes that systematically provide instruction to students, covering aspects of planning or design, implementation, and evaluation with the aim of creating more optimal learning.

The statement mentioned above states that the purpose of the learning process is to obtain good learning outcomes, which should include three aspects: cognitive, affective, and psychomotor.

Efforts to achieve these three aspects remain a challenge for teachers. Komalasari (2010) emphasizes that the changes that occur through learning not only encompass knowledge but also life skills in society, including thinking skills (problem-solving) and social skills, as well as values and attitudes. Learning is a process of attitude change in knowledge, attitudes, and skills acquired over a long period of time, and it is determined that the changes that occur are not caused by maturity or temporary changes due to a certain event.

Komara (2014) states that on the other hand, learning has a similar meaning to teaching but actually has different connotations. In the scope of education, educators train

students to learn and master the subjects until they achieve a predetermined goal (cognitive aspect). It can also influence attitude changes (affective aspect) and skills (psychomotor aspect) of a student. However, this teaching method has an impact as a one-sided activity, which is the teacher's activity alone. On the other hand, learning expects interaction between educators and students.

Quality learning can also be seen from the motivation of students and the creativity of educators. Learning that has high motivation, coupled with teachers who can facilitate that motivation, will lead to successful achievement of learning goals. Learning targets can be measured by changes in the attitudes and abilities of students during the teaching and learning process. A good learning design must be accompanied by adequate facilities and the creativity of the teacher to make it easier for students to achieve learning goals (Komara, 2014).

Teaching materials in the learning process are merely stimuli for the actions of educators or teachers and only act as motivation for learning aimed at achieving learning goals. The relationship between learning and teaching with education is not something separate or contradictory. On the contrary, the learning process is a structured aspect of the education process (Sagala, 2011).

The activity of the learning process takes the form of teaching and learning activities in an educative interaction atmosphere, which is an interaction based on goals, meaning interactions that have been planned for a specific purpose, at least the achievement of the formulated learning targets in a lesson. The programmed learning activities are integral activities between teachers and students. Methodologically, the learning activity starts from the teaching aspect, which is the teacher, and the pedagogical learning agenda occurs in the students themselves. According to Knirk and Gustafson (in Sagala, 2011), learning is a structured effort through the phases of design, implementation, and evaluation. Learning does not happen by itself but has gone through stages of learning design.

Knirk and Gustafson (in Sagala, 2011) propose that learning technology involves three main interacting components: the teacher (educator), the student (learner), and the curriculum. These components can complement the structure and formal learning environment. This highlights that the interaction between the teacher and the students is at the core of the instructional learning process.

In a systems approach, learning is a unified entity that cannot be separated from each other because they support each other. These elements can support the quality of learning. According to Hamalik (in Komara, 2014), learning as a system means it is a whole that originates from integrated and interconnected elements, working together to achieve predetermined learning goals.

The connection between learning and teaching can be depicted as a system. The learning and teaching process requires basic inputs (raw input) that can become experiences in the learning-teaching process, with the hope of transforming into outputs with specific capabilities. In addition, learning and teaching activities are also influenced by environmental factors that serve as environmental inputs, as well as instrumental inputs intentionally designed to support the learning and teaching activities and the desired outcomes (Komalasari, 2010).

However, it has become customary to perceive the learning process only as part of education when it occurs in schools. This means that the learning process is a fundamental process in educational activities at school, starting from the point when students acquire learning outcomes that are the result of a learning process, which

involves improving their mental abilities and the act of teaching, which is educating the students.

However, the ongoing non-natural disaster in the world, the COVID-19 pandemic, has brought urgent changes to various sectors of human life. It started in December 2019 when the first cases of mysterious pneumonia were reported in Wuhan, Hubei Province. The exact source of the outbreak is still unknown, but the initial cases were associated with a seafood market in Wuhan. From December 18 to December 29, 2019, five patients were treated for Acute Respiratory Distress Syndrome (ARDS). Since December 31, 2019, to January 3, 2020, the cases rapidly increased, marked by the reporting of 44 cases. In less than a month, the disease had spread to other provinces in China, Thailand, Japan, and South Korea. Initially, the disease was temporarily named 2019 novel coronavirus (2019-nCoV), and on February 11, 2020, WHO announced the new name as Coronavirus Disease (COVID-19) caused by the Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) virus. This virus can be transmitted from human to human and has spread widely in China and over 190 other countries and territories. On March 12, 2020, WHO declared COVID-19 as a pandemic (Aditya Susilo, et al., 2020).

This situation demands that everyone stay at home, work, worship, and learn from home. This includes educational institutions, which must adhere to government regulations and innovate in learning techniques during times of disaster or global pandemics by implementing online learning to improve the quality of education (Syarifudin, A.S., 2020). However, it should be understood that online learning comes with various challenges and constraints, including online learning for student teachers (Sanjaya, 2020). Therefore, various solutions and appropriate steps are needed, especially in the current situation, particularly in the process of online learning.

The constraints and solutions of online learning for student teachers need to be known, considering that this learning system is being used during the ongoing Covid-19 pandemic. Online learning is not only relevant during the Covid-19 outbreak, but it has also been a challenge in the education field in recent years (He, Xu, & Kruck, 2019). Furthermore, online learning is planned to become mainstream by 2025 (Palvia, et al., 2018).

The Indonesian government, through the Ministry of Education and Culture and the Ministry of Religious Affairs, implemented a policy of learning and working from home (Work from Home) starting in mid-March 2020.

The effectiveness of learning activities is not only assessed based on the level of learning ability but also from the aspects of process and supporting facilities. The effectiveness of teaching methods is a measure that is related to the level of success derived from a learning process. Effectiveness can be measured by understanding students' interest in the learning process (Nguyen, 2015).

Based on initial observations at SMP Negeri 1 Tondon, online learning for Pancasila and Civic Education has been conducted since March 2020 following instructions from the government or the North Toraja Education Office regarding the implementation of online learning. Online learning is carried out using technology such as WhatsApp, Google Classroom, Google Meet, and Zoom. Some of the challenges reported by students include unstable internet connections and difficulties in understanding the materials.

Based on the background and initial observations, the researcher wants to provide a general overview of online learning implementation for PPKn (Pancasila and Civic Education) students at SMP Negeri 1 Tondon during the Covid-19 pandemic, following existing studies and research findings. Therefore, we hope that this research

can provide information and solutions for institutions regarding the online learning process, to be considered in formulating appropriate regulations that have a positive impact on the effectiveness of the learning process during the Covid-19 pandemic.

Method

The researcher used a qualitative research method in this study. Qualitative research is a method that describes the object or research findings naturally. The selection of data sources is obtained purposively and through snowball sampling, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2010).

Furthermore, this research also used a case study approach, as stated by Creswell (2014). A case study is a type of qualitative approach that examines a specific "case" in the context of a contemporary real-life setting. This method is descriptive, so the data collected are primarily in the form of words or images rather than numerical data.

This research was conducted in the environment of SMP Negeri 1 Tondon. The research was carried out for 3 months (from April to June 2021). The focus of this research was on the process of online learning in Pancasila and Civic Education at SMP Negeri 1 Tondon, including lesson planning, implementation of learning, delivery strategies, and media and technology.

Data collection is an important activity in research because it determines the success of a study. Therefore, careful consideration should be given to the selection of data collection techniques. The data collection techniques used in this study were: (1) Structured interviews, where researchers asked a series of systematic questions that were prepared in advance to students and teachers about the implementation of online learning in Pancasila and Civic Education. (2) Observation, using both structured and non-participant observation. Structured observation involved preparing observation guidelines, even though they were simple and developed in the field. Non-participant observation involved the researcher being an observer and not actively participating in the activities. The researcher observed the implementation of online learning by observing the learning process through platforms like Google Meet, Google Classroom, or Zoom. (3) Documentation, which involved collecting secondary data from literature or documents such as newspaper articles, books, and scholarly works to assist in the research process.

The analysis process used in this study follows the model by Miles and Huberman in Prastowo (2012), which involves data reduction, data presentation, drawing conclusions, and triangulation.

Results

Information on the Implementation of Online Learning during the Covid-19 Pandemic for Grade VIIA Students at SMP Negeri 1 Tondon The results of this study were obtained through observation, interviews, and documentation studies, with 24 participants as research sources. To ensure data validity, source and technique triangulation were conducted. Source triangulation means obtaining data from different sources using the same technique, which includes interviewing and observing several students. Technique triangulation means using different data collection techniques to obtain data from the same sources, including observation, interviews, and documentation.

Before conducting interviews, the researcher prepared interview guidelines. The interviews were conducted using a structured interview method. The interviews about

the implementation of online learning covered various aspects such as lesson planning, learning activities, delivery strategies, and media and technology in learning. The interviews aimed to gather information about how online learning was implemented at SMP Negeri 1 Tondon.

1. Information on Lesson Planning

Lesson planning is the most important step before implementing a lesson. The interview results with the research informants regarding lesson planning for online learning at SMP Negeri 1 Tondon revealed the following: "The preparation is the same as teaching offline. Before teaching, I prepare teaching materials, both written and unwritten. I have sufficient references and I send them to the students. The preparation also includes preparing online teaching media as an innovation." Similar responses were given by other subject teachers, emphasizing the importance of sufficient teaching materials and online teaching media. Based on interviews with students, it was found that the teachers' preparation for online learning was not significantly different from face-to-face learning, as they prepared teaching materials and had Semester Lesson Implementation Plans (RPP).

2. Information on Learning Activities

After lesson planning and preparation, the next aspect is learning activities. The interview results indicated that the learning process for online learning is similar to offline learning. Students' understanding varied, with some finding it easier to understand in face-to-face classes, while others believed their understanding was the same in online classes. The overall response regarding learning outcomes was relatively good. The observations conducted by the researcher, who is also a PPKn (Pancasila and Civic Education) teacher, during online learning activities at SMP Negeri 1 Tondon showed that the learning activities were not significantly different from face-to-face learning.

3. Information on Delivery Strategies

The interview results with subject teachers regarding delivery strategies indicated that the focus could either be on the students or the teacher, depending on the presented material. Similar responses were given by other teachers.

a. Information on Media and Learning Technology

Here are the results of an interview with a research informant regarding media and learning technology: "For support facilities and infrastructure, there is internet quota assistance from the government. The school has also provided assistance. However, the choice of online learning applications depends on the agreement with the students. So, I teach through applications like WhatsApp, Google Classroom, Zoom, and Google Meet. The media used in learning include PowerPoint, voice notes, and recorded screen materials."

Based on the explanation above, it can be inferred that the government has provided internet quota assistance to both students and teachers to support online learning. Schools or universities have also prepared platforms for online learning, but teachers use applications like Google Meet, Classroom, WhatsApp, and Zoom. This is tailored to the students' ability to use the agreed-upon online learning applications. Additionally, here are some interview results with students: "There is internet quota assistance, but not all students, including myself, received it."

Based on the informant's response, it is known that not all students received internet quota assistance. A similar response was given by informant Jesen Sibanna: "There is actually internet quota assistance from the government,

but only some of my classmates received it, and I didn't. I even updated my phone number for registration, but it wasn't meant to be."

Based on the interview results, it can be concluded that the internet quota assistance from the government is still inadequate. This is known because there are still some students who have not received internet quota assistance from the government.

Information on Factors Influencing Online Learning at SMP Negeri 1 Tondon a. Information on Technological Factors Here are the interview results with informants regarding technological factors in the implementation of online learning at SMP Negeri 1 Tondon: "Access is not sufficient; there are still students facing network issues, and some students have not mastered the applications used in online learning, such as Google Classroom. Some are still confused."

A similar response was given by informant Yuni Tappi, stating that some students still face challenges in participating in online learning in terms of internet access: "Not yet, as there are still many students facing difficulties in participating in online learning due to unstable network connections."

Furthermore, the statements from informant Andika Tandil Payung are further supported by several student responses: "It's not sufficient, especially regarding network issues because it's difficult to get a stable network in our village. So, there are still classmates who struggle with technology, for example, when taking attendance, some classmates are late in submitting it."

Based on the explanations from multiple informants above, it can be concluded that students complain about network issues, which are sometimes unstable, especially when they are at home. Additionally, there are still some students who haven't fully understood the use of technology or learning applications, such as Google Classroom.

b. Information on Learner Characteristics

Information regarding learner characteristics, based on interviews with teachers and students, is as follows: "In terms of attendance, it's supposed to be similar to face-to-face learning. The level of engagement differs, though. Some students who rarely spoke in class before online learning started now participate more actively and speak up. However, there are also students who used to be very active during face-to-face learning but are now less active."

From the informant's statement, it is known that the level of student attendance is almost the same as during face-to-face learning in the classroom. However, there is a difference in the level of student engagement in class, with some students becoming less active. This is further reinforced by the statement of a PPKn (Civic Education) teacher: "The attendance rate is good. Students are more confident and active in class, but there are students who were active in face-to-face learning but are no longer active during online learning."

Meanwhile, the interview results from Ms. Farida, the researcher, are as follows: "The level of student attendance is low, as well as their participation. During virtual learning, we don't know if students are actually paying attention to my explanations because, on average, no one turns on their camera."

Based on the interviews with several teachers and students, it can be observed that the level of student attendance during online learning is not significantly different from in-class learning. However, there are classes where attendance decreases for certain subjects. Additionally, there are differences in student participation or engagement in class compared to before online learning.

Some students have increased their level of engagement, while others have become less active.

c. Information on Efforts to Overcome Challenges in Online Learning at SMP Negeri 1 Tondon

1) Information on the Advantages and Disadvantages of Online Learning

Here are the interview results regarding the advantages and disadvantages of online learning at SMP Negeri 1 Tondon: "The advantage is that it doesn't require much time and incur high costs to go to school. The distance and time are more flexible. The disadvantage is that it's difficult to measure students' abilities, especially their character."

Furthermore, there is an interview result from a student who complains about network issues: "The network in my village is not good, ma'am."

From the informant's statement, it is known that students complain about unstable network issues. Additionally, there is an interview result from a student who not only complains about network issues but also raises concerns about the teachers' discipline regarding the agreed schedule: "Besides the network issue, sometimes there are teachers who are inconsistent with their teaching schedule, arriving late while there are still remaining class hours."

Based on the interviews with several students and teachers, it can be concluded that online learning has its advantages, such as the flexibility to be done anywhere and anytime, but it also has disadvantages, primarily related to network issues.

2) Information on Efforts to Overcome Challenges in Online Learning at SMP Negeri 1 Tondon

Here are the interview results with an informant regarding efforts to overcome challenges in online learning at SMP Negeri 1 Tondon: "The government is preparing more or adequate internet quota facilities, and there is network equalization in remote areas, so that those in remote areas facing network challenges can be resolved."

A similar statement was also made by another teacher, emphasizing that the government should optimize the facilities for online learning: "The facilities for implementing online learning for students need to be optimized, and learning motivation should be established from the beginning of the learning process."

Furthermore, there is an interview result from a student as follows: "The network coverage should be expanded, and it would be better if teachers always send copies of the explained materials so that students can review them repeatedly."

A similar response was given by a student, suggesting that the government should pay more attention to the quality of internet access to support online learning: "The government should pay more attention to the quality of the network, and teachers who frequently change the schedule should be more consistent."

Based on the interviews conducted with teachers and students, it can be concluded that the solutions or suggestions for online learning challenges are for the government to pay more attention to remote areas with poor internet access, ensure adequate support and infrastructure such as internet quotas, and promote discipline not only among students but also among educators.

Discussion

Implementation of Online Learning during the Covid-19 Pandemic at SMP Negeri 1 Tondon. The implementation of online learning during the Covid-19 pandemic at SMP Negeri 1 Tondon is carried out through applications such as Google Classroom, Google Meet, Zoom, and WhatsApp. The implementation of online learning at SMP Negeri 1 Tondon covers several aspects, including lesson planning, learning activities, delivery strategies, and learning media and technology. According to the principles of online learning based on the SPADA 2019 guidelines by the Ministry of Research, Technology, and Higher Education (Kemenristekdikti), the aspects of online learning implementation include lesson planning, learning activities, delivery strategies, and learning media and technology. The discussion of these aspects based on the research results is as follows:

1. Lesson Planning In the context of online learning, lesson planning at SMP Negeri 1 Tondon includes the following preparations made by teachers:
 - a. Preparation of Lesson Implementation Plans (RPP)

Lesson planning in the SPADA context is included in the Semester Lesson Plan. The lesson plan is a SPADA program plan for one subject throughout one semester, serving as a guideline for implementing the subject. The semester lesson plan (RPS) prepared by teachers at SMP Negeri 1 Tondon includes the following information: a) Subject name, class name and code, semester. b) Learning outcomes assigned to the subject. c) Planned final abilities at each stage of learning to achieve the learning outcomes. d) Related study materials based on the planned abilities. e) Learning methods. f) Time allocated to achieve the abilities at each stage of learning. g) Student learning experiences expressed through tasks to be completed during one semester, including criteria, indicators, and assessment weights. h) List of references used.

- b. Preparation of teaching materials

Before implementing online learning, teachers at SMP Negeri 1 Tondon have prepared teaching materials to be delivered to students. The materials are created in the form of Word documents, PDFs, PowerPoint presentations, and recorded screen or video materials that can be downloaded by students. The lesson planning prepared by the PPKn (Civic Education) teacher at SMP Negeri 1 Tondon, as explained above, fulfills the meaning of planning and is in line with the Online Learning System (SPADA) by Kemenristekdikti. According to the observations, online learning has been implemented at SMP Negeri 1 Tondon since March 2020. This aligns with the government's recommendations in the circular letter from the Ministry of Education and Culture (Kemendikbud) No. 4 of 2020, which states that learning from home should be done through online/distance learning.

2. Learning Activities

Based on the interviews with teachers and students, it can be seen that online learning activities follow a similar structure to face-to-face learning in the classroom, including introduction, core activities, and closing activities. Before starting the learning process, teachers have made agreements with students regarding the schedule and the online learning applications to be used. Afterward, the teacher will send the code or password for the chosen application through the class representative or WhatsApp group. The students' understanding of the material during online learning varies. Some students

quickly grasp the material, while others take longer to understand it. Some students have suggested that teachers always send copies of the taught material so that they can review it repeatedly.

The types of assignments given by teachers to students are similar to those in the classroom, consisting of individual and group tasks. These tasks may involve creating essays, writing summaries, practical tasks recorded through video, or answering questions by recording videos. Final exams in online learning are conducted by the teacher sending the test or quiz questions to students, who are then given a certain amount of time to answer the questions. Thus, it is difficult to assess students' character and honesty during exams as there is no supervision. Some students expressed their enjoyment of online finals because they can freely search for answers on the internet. Some teachers have replaced final exams with alternative tasks, such as having students create handwritten material summaries or other assignments.

Based on the interview results, the students' learning outcomes, on average, were reported to be good, and some students mentioned an improvement in their grades. However, a few students admitted to having difficulty understanding the material during online learning but still achieved good grades. Some students stated that if they actively participate in online learning, it guarantees good grades. This highlights one of the weaknesses of online learning, where the focus is primarily on cognitive and psychomotor aspects, making it challenging to assess the affective aspect. This is in line with Munir's (2009) view that one of the weaknesses of online learning is that it tends to focus more on training than education, with an emphasis on knowledge or psychomotor aspects and less attention to the affective aspect.

3. Delivery Strategies:

Based on the interviews conducted with the informants, the delivery strategies used by teachers in online learning at SMP Negeri 1 Tondon are a combination of student-centered and teacher-centered approaches. However, it can be seen from the research results that online learning at SMP Negeri 1 Tondon has not fully implemented student-centered teaching strategies, in accordance with the quality standards for delivery strategies mentioned in the first point, which emphasizes the application of student-centered teaching principles.

d. Learning Media and Technology

According to the interviews with informants, online learning at SMP Negeri 1 Tondon is supported by internet quota assistance from the government for both teachers and students. However, the assistance provided by the government is considered inadequate, especially considering that the applications used can consume a significant amount of internet quota. Some students even mentioned that they did not receive internet quota assistance.

The applications used in online learning include WhatsApp, Google Classroom, Google Meet, and Zoom. The selection of applications is based on agreements between students and teachers to choose applications that are easily accessible by students. The learning media used include PowerPoint presentations, instructional videos, as well as materials in Word or PDF formats. This aligns with the quality standards for learning media, as mentioned in the first point, which emphasizes the use of diverse media in various formats.

2. Factors Influencing Online Learning at SMP Negeri 1 Tondon

Based on the interviews and observations conducted with teachers and students, three factors that influence online learning at SMP Negeri 1 Tondon are identified: the technology used, teacher characteristics, and student characteristics. This aligns with a previous study by Pangondian, Santosa, and Nugroho (2019), which identified these same factors

Under the technology indicator, it is evident that many students do not have adequate access, particularly in terms of internet connectivity, as many students come from areas where internet access is still limited. This can hinder the learning process. Moreover, some students are not fully familiar with the technology used in online learning, leading to delays in attendance or submitting assignments.

Regarding teacher characteristics, the teachers at SMP Negeri 1 Tondon do not face significant challenges in using technology or online learning applications, as the school has guidelines in place for online learning that do not require the use of WhatsApp for teaching. The choice of online applications is based on agreements between teachers and students to select user-friendly applications. Therefore, teachers at SMP Negeri 1 Tondon do not use WhatsApp in the online learning process.

In terms of student characteristics, the level of student attendance varies across different subjects. Some classes have similar attendance rates for online learning compared to face-to-face learning, while others experience decreased attendance. Additionally, the level of student participation or confidence in the learning process differs between online and face-to-face learning. Some students who were active in face-to-face classes become less active in online learning, while others who were less active in face-to-face classes become more active. This change can be positive as it increases students' self-confidence, as mentioned by Yazdi (2012), highlighting one of the benefits of online learning, which transforms students from passive to active learners.

However, it is unfortunate that some students who were previously active experience a decrease in their level of participation during online learning. Therefore, educators need to pay attention to rekindling the learning interest of students who previously had a good level of activity in the classroom.

3. Efforts to Overcome Online Learning Challenges

Based on the interviews, several solutions offered by teachers and students to overcome the challenges of online learning include:

- a. Equal distribution of internet access in remote areas with limited internet connectivity.
- b. Adequate internet quota assistance from the government.
- c. The need for awareness and preparedness from both students and teachers to support the quality of online learning.

Overall, addressing the challenges of online learning requires collective efforts from various stakeholders, including the government, educational institutions, teachers, and students. Ensuring reliable internet access, providing sufficient resources, and continuously improving teaching strategies can contribute to more effective and inclusive online learning experiences.

Conclision

Online learning at SMP Negeri 1 Tondon has been implemented since March 2020, utilizing various applications such as WhatsApp, Google Classroom, Google Meet, and Zoom. The factors influencing online learning at SMP Negeri 1 Tondon include technology, teacher characteristics, and student characteristics.

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