

The Effect of Online Citizenship Education Learning on Improving the Civic Disposition of Class XI Students at SMA Negeri 3 Manado

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ABSTRACT

This study aims to determine the effect of online Citizenship Education learning on the improvement of the civic disposition of class XI students at SMA Negeri 3 Manado. Research on the Effect of Online Citizenship Education Learning uses a research method with a quantitative approach. This type of associative research. The data collection tool uses a questionnaire questionnaire. The data analysis technique uses normality test, homogeneity test and analysis using parametric statistics with the help of the SPSS (Statistical Product and Service Solution) program. The sample of this research is class XI IPA 2 consisting of 32 students for the academic year 2020-2021. The results showed that the data were normally distributed, it can be seen from the results of the t test calculation at a significant level that $t_{count} > t_{table}$ was $2.431 > 2,309$, then H_0 was rejected and H_a was accepted which stated that there was an effect of online Civic Education learning on civic disposition. The results of simple linear regression analysis obtained the equation $y=13.377+0.429X$. From this equation, it is known that the online learning regression coefficient has a positive sign, so it has a positive relationship between online learning and civic disposition.

Keywords: online; education; citizenship; civic disposition.

Introduction

The Indonesian nation has experienced many problems, it can be seen from the strong current of globalization which is currently experiencing national de-characteristics such as corruption, violence in the name of religion, riots between students and so on. The problems faced by Indonesia lead to the low quality of Indonesian

Human Resources (HR). The uncertainty of the identity and character of the Indonesian nation according to the master design for the development of the nation's character (2010:2), namely (1) disorientation and the lack of appreciation of the values of Pancasila as the nation's ideology, (2) the limitations of integrated policy tools in realizing the essence of Pancasila, (3) shifting ethical values in the life of the

nation and state, (4) awareness of the nation's cultural values begins to fade, (5) the threat of disintegration and (6) the weakness of the nation's independence.

All the problems faced by the Indonesian people demand a policy that is accommodated by the values of national character. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is carried out democratically by upholding human rights, religious values, culture and national pluralism. Furthermore, it is explained that education is carried out as a process of civilizing and empowering students that lasts a lifetime.

In Law Number 20 of 2003 concerning the National Education System Article 37, civic education is the name of a compulsory subject for the primary and secondary education curriculum and as a compulsory subject in the higher education curriculum. This explanation is emphasized again that civic education is intended to shape the character of students into human beings who have a sense of nationality and love for the homeland. If it is examined in article 37, it can be seen that civic education plays a central role in educating Indonesian people to become good citizens and respect differences in ethnicity, religion, taste and language.

Civic education is one of the fields of study that carries out a national mission to educate the life of the Indonesian people through value-based education. The configuration or systematic framework of Civics is based on the paradigm (Suryadi, 2008:68), namely (1) curricular Civics is designed as an object of learning with the aim of developing individual potential to become citizens of noble character, intelligent, participatory and responsible, (2) Civics is designed as a subject of learning by containing confluent cognitive, affective and psychomotor

dimensions, (3) Civics is designed programatically some learning subjects that emphasize content that carries values and learning experiences in various forms of behavior that need to be realized and become the demands of citizens' lives in life of society, nation and state.

The development of citizen characteristics according to Cogan (1998:117) is constructed in a multi-dimensional citizenship education policy which is described in 4 interacting dimensions, namely the personal, social, spatial and temporal dimensions. These four dimensions are divided into citizenship attributes which may differ in each country according to the country's political system, namely: (1) a sense of identity; (2) the enjoyment of certain rights; (3) the fulfillment of corresponding obligations; (4) a degree of interest and involvement in public affairs; and (5) an acceptance of basic societal values. For Indonesia, the character of a citizen will have a specificity in accordance with the ideology, namely Pancasila, and the 1945 Constitution of the Republic of Indonesia (Dikdik Baehaqi Arif, 2008: 8-9).

From the explanation above, it is concluded that Citizenship Education (Civic Education) plays a very central role in improving students' civic competence. Citizenship competence by Branson (1998) is divided into 3, namely: 1) Civic Knowledge, relating to the content or what citizens should know; 2) Civic Skill, is the intellectual and participatory skills of relevant citizens; and 3) Civic Disposition (Citizenship Character) which implies a public and private character that is important for the maintenance and development of constitutional democracy.

In pandemic conditions, there are so many things that must be considered to support activities, including the learning

process. It cannot be underestimated for the condition of education during Covid-19, a technology is urgently needed to support learning. One of the supporting technologies is a smartphone. But the problem is that not all students have smartphones so that learning is uneven, besides that many students do not know how to use the technology so that the learning process is hampered. The limited quota and unstable network also affect the smoothness of learning. Even the lack of parental supervision of students affects learning.

Civic disposition which is a basic component in Civics learning which refers to private and public characters that are useful in the maintenance and development of constitutional democracy. Private character includes moral responsibility, self-discipline and respect for human dignity. While the public character includes caring as a citizen, politeness, heeding the rules of the game (rule of law), critical thinking and the ability to listen, negotiate and compromise (Winarno, 2013: 177-178). From this explanation, it is very clear that Civics learning with dimensions of civic knowledge, civic skills and civic disposition is very useful for character building for students.

In Civics learning, teachers need to understand how to determine the learning model that will be used and be able to develop civic knowledge, so it is very important in designing approaches, strategies, methods and techniques that can develop students' cognitive domains.

Seeing the current conditions, online-based learning is one effective way to see and create student learning participation, because students will still get teaching rights even though the learning process is not carried out in schools. Siahaan (2003) argues that online learning has a function as a supplement (additional), complement (complementary) and substitution (substitute). This will greatly assist the

learning process, although in practice it is not carried out face-to-face directly so that it will take advantage of existing technological media on smartphones that are easily accessible by students, such as the WhatsApp, Google Meet and Zoom Meeting applications as well as other easy-to-use applications. Teachers must also have media literacy in order to support online learning, in this case being able to use technology (Tetep and Suparman, A. 2019).

Based on the results of observations made at SMA Negeri 3 Manado in class XI IPA before the government policy regarding circulars by the Ministry of Education and Culture Number 3 of 2020 regarding the prevention of covid-19 in education units, so that researchers can find out that the implementation of Civics learning has been implemented in several learning methods, but the participation of students in learning is still lacking, seen from the lack of willingness and willingness of students to pay attention to the material in the learning process and the lack of student involvement in every learning activity so as not to cause interaction between teachers and students during the learning process.

Based on the above background, the researcher is interested in specifically researching "The Influence of Online Citizenship Education Learning on Improving Civic Disposition of Class XI Students at SMA Negeri 3 Manado.

Based on the research problem above, the following research questions are formulated: Can online Civics learning improve civic disposition?

Method

This research is a causal associative research using a quantitative approach. Causal associative research aims to determine the effect between two or more variables. The variables studied in this study were divided into two, namely

the independent variable and the dependent variable. The independent variable is civics learning online (X) and the dependent variable is civic disposition (Y), namely the odd semester civics report card value archive, with consideration that the assessment carried out by the school is based on the student's character.

This research was conducted at SMA Negeri 3 Manado in the 2020-2021 academic year. The population in this study were all students of class XI SMA Negeri 3 Manado, amounting to 364 students, in this study the researchers used a random sampling technique or random sampling without regard to the strata in the selection of population members. The population in this study is N=309 and the precision level is set as 30% so n=100 students using the formula from Yamane (Riduwan: 2006) $n = \frac{N}{N.d^2+1}$ where n=number of samples, N=number of population, d²=set precision.

The research instrument used a questionnaire to determine the effect of X data (Online Civics Learning) on increasing civic disposition. The data on the questionnaire used consisted of 30 items arranged in a structured manner. The data analysis technique used regression analysis and then continued with correlation.

Results and Discussion

The descriptive results of student data using online Civics learning and civic disposition from 100 students are described as follows:

	Civics Learning Online (X)	Civiv Disposition (Y)
Total Number	6375	6379
Maximum Value	80	88

Minimum Value	40	40
Average	63,75	63,79
Variance	89,44	94,73
Standard Deviation	9,45	9,54

The research data in the form of Online Civics Learning (X) and Civic Disposition (Y) learning questionnaires for class XI SMA Negeri 3 Manado were obtained by 100 out of 209 class XI students at SMA Negeri 3 Manado for the 2020-2021 academic year.

Testing the validity of the questionnaire was carried out using the help of a Microsoft Excel computer. The online Civics learning questionnaire consists of 30 questions and from the results of the validity analysis using the help of Microsoft Excel with a significant level of 0.05 there are 21 valid questions that have a calculated correlation coefficient greater than the table correlation coefficient, which is greater than 0.374. As for the decision-making requirements, if $R_{hit} < R_{tab}$ then the item is invalid. Items that are not valid are 3,4,10,12,24,26,28,29. Complete data can be seen in the appendix.

Testing the reliability of the instrument on each question using the Alpha formula and the value of the reliability coefficient is 1.038. Because the reliability coefficient is more than 0.381, the instrument has high reliability with the condition that $r_{11} > r_{table}$ means the instrument is not reliable. Complete data can be seen in the attachment.

The linear regression equation uses $Y=a+bX$, where the regression coefficients a and b for linear regression after being calculated by the formula are obtained $Y=28.02+0.561X$.

The significance test of the regression equation using the F test statistic was obtained $F_h=51.767$ and from the distribution list F_t obtained $F_{(1,98)} 3.94$. The test calculation can be seen in the attachment. Because $F_h > F_t$ is

obtained, then H_0 is rejected and H_1 is accepted, thus the regression coefficient is significant.

Regression linearity test using F test statistic obtained $F_h=41.37$ and F_t distribution list obtained $F_{(0.95)(24,74)}=1.67$. Calculations can be seen in the attachment. Because $F_h < F_t$ then H_0 is accepted and H_1 is rejected. Thus there is an effect of online Civics learning with an increase in civic disposition.

Determining the correlation coefficient obtained $r = 0.5448$ thus the determinant coefficient (R^2) = 0.2968 or 29.68%, the complete calculation can be seen in the appendix.

Based on the results of the study, it was found that there was a significant influence between online Civics learning and an increase in civic disposition.

Conclusion

Starting from the theoretical description and the results of data analysis, it can be concluded that online Civics learning affects civic disposition, meaning that online Civics learning at SMA Negeri 3 Manado in the Civics study area is determined by how online learning is carried out by twenty-nine percent while the rest is influenced by other factors. . It can be concluded that online Civics learning has a significant effect on civic disposition.

From the conclusion above, the researcher suggests that to improve civic disposition, it is necessary to optimize how to study at home well, especially in online learning. In addition, Civics teachers must always provide direction and motivation and provide explanations about civic disposition. Likewise with parents of students to provide motivation, support and encouragement to their children so that they can do learning so that civic disposition increases.

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