

# Citizenship Education Online Learning During A Covid-19 Pandemic

Muhammad Faizal<sup>1\*</sup>, Rusnaini<sup>2</sup>, Dewi Gunawati<sup>3</sup>

<sup>1</sup>Sebelas Maret University, Indonesia

<sup>2</sup>Sebelas Maret University, Indonesia

<sup>3</sup>Sebelas Maret University, Indonesia

\*) Corresponding author: mufaza125@gmail.com

## Abstract

*The world is currently being attacked by a virus that is very fast spreading so that it becomes a threat to the world. The virus, which is named Corona Virus Disease 2019 (Covid-19), is able to change all aspects of world life including education. This condition is very worrying considering that most of the learning process is carried out in class. Based on these conditions, as an alternative is to use technology, such learning in Indonesia is known as Online Learning or e-learning. This research is entitled Lectures in Networks During the Pandemic Corona Virus Disease 2019. The formulation of the problem in this study includes the process, constraints, and solutions to the implementation of online lectures during the Covid-19 pandemic period for students of the PPKn FKIP UMS study program. The type of research used in this article is qualitative. The validity of the data used is the validity of the flow model. The results showed that the online lecture implementation process in PPKn FKIP UMS study program was going well. However, in its implementation there were obstacles that were found so that the implementation could not run optimally. The solutions offered are based on the obstacles faced.*

Keywords: Online Lectures, Covid-19, Pancasila and Civic Education.

## Introduction

The world of education is a tiered process. Education is not only seen as a necessity to fill leisure time, but is a definite need for someone. Education takes place in three environments, namely the family, school, and community environment. Education is seen by the general public as a formal process. Society has not fully realized that every human interaction is a process which then produces a change. Each of these changes in the educational paradigm is the result of learning. Learning is a systematic mechanism experienced by a person so that later that person can use his intellectual, emotional, and social skills to carry out learning activities (Arifin, 2017:10). Likewise, Sugandi said that learning is the giving of freedom to students in order to choose learning materials and how to study them as desired (Hamdani, 2011: 23). Based on the previous two theories, it can be concluded that learning activities which are the essence of education can be carried out in all environments, not only in formal institutions.

The teaching and learning process over time undergoes many changes and developments. The teaching and learning process develops from all aspects of time, place, media, and learning methods. One of the facts is shown by the Finnish country with the best quality education in today's contemporary era. The Finnish country revolutionized their education system starting with changing the learning paradigm. One of them was a revolution with a concept that shook the world at that time, namely the brain rest program. This program applies in one hour of lessons students are given a break of 15 minutes. So it can be said that the teacher only provides material for 45 minutes. The results can be proven that Finland was able to achieve the highest score at the *Program for International Student Assessment* (PISA) event in 2001 by its students who were only 15 years old (Walker, 2020: 7-10).

In line with technological developments, strategies or methods also develop following technological developments, more specifically information and communication technology.

This is in sync with learning the concept of the humanization and liberation movement which is able to integrate with various new concepts or inventions. The development of information technology also contributes to the learning process with this technology making it possible to bring together teachers and students in different locations. Technology is able to connect students and teachers in all places, regardless of distance and time.

*(distance learning)* is a concept of teaching and learning activities that make it possible to bring together teachers and students in different locations without having to make physical contact. Students who are in different locations from the teacher can *indirectly* carry out teaching and learning activities as well as learning in the classroom. Interaction utilizes the internet network to connect in *real-time* or *archived* (Hamdani, 2011: 116). The distance learning process requires students and educators to interact connected to a synchronized information and communication technology-based platform based on the principle of openness (Ministry of Technology Research and Higher Education, 2019:11). Based on this, it can be described as if there is a student or several students who live in the city of Semarang and the teacher is in the city of Jakarta, learning can still be done by utilizing network connectivity to connect and then interact while still applying the principle of openness. In line with innovation and technological developments in the world of education, its development and application found its momentum when the Covid-19 pandemic was endemic in the current era.

The world is currently being attacked by a virus and it is designated as a pandemic. The determination of this status is due to the very rapid mutation of the virus so that it becomes a threat to the world. The virus, named *Corona Virus Disease 2019* (Covid-19), is able to change all aspects of world life. Starting from the educational, economic, social, cultural aspects.

If a vaccine has not been found, people are expected to keep their distance so that the transmission of Covid-19 can be stopped and life can return to normal. *“Unless there is a revolution, policies of social isolation in one form or another are expected to continue until a vaccine is available 6, 12 or 24 months from*

*now. The cumulative impacts of social distancing will be truly profound* (Sandford in Matias, Domisnki & Marks, 2020).

The statement above states that until a vaccine is found, the policy regarding social isolation is predicted to continue to be implemented for the next two years from now on. Then some of the effects of social distancing policies will really be felt.

Such conditions, especially for the world of education, are very worrying considering that most of the world's learning process is carried out in the classroom with direct contact between teachers and students. Based on these conditions, the alternative that can be done is to use or utilize technology, such learning in Indonesia is known as Online Learning or e-learning.

Based on this, it is hoped that the implementation of distance learning through guidelines formulated by the government, namely:

"Learning in universities in all zones must be carried out online for theoretical courses, as well as for practical courses as far as possible continue to be done online. In the event that a course cannot be conducted online, the course will be placed at the end of the semester." (Joint Decree of the Ministry of Education and Culture Ministry of Religion Ministry of Health Ministry of Home Affairs, 2020)

Furthermore, the issuance of policies or rules that can reduce the occurrence of transmission is expected to stop the rate of transmission of the virus. Various agencies have formulated policies to instruct all students to study at home. Muhammadiyah University of Surakarta, in order to stop the transmission of Covid-19, has also formulated policies. Through a notice issued on March 14, 2020, the Chancellor of UMS instructed:

"Replace face-to-face lectures/learning by maximizing lectures/learning in online/hybrid/online/e-learning applications using Schoology, Zoom, Skype, Google-Classroom, or other electronic devices by maintaining the substance without reducing the learning outcomes that have been planned." (Declaration of the Chancellor of Muhammadiyah University of Surakarta, 2020)

Since the policy was issued, access to an *website* has started to surge. Various complaints about the constraints of online lectures also emerged as a consequence of the surge.

This study attempts to describe Online Lectures during the *Corona Virus Disease* 2019 (Covid-19) with a case study on students of the Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta. This study will describe the implementation, constraints, and solutions for implementing online lectures during the pandemic. This research is also related to the subjects of Computer and Internet, Civics Learning Media, and Education Management. It is hoped that the results of this research can be a reference for the development of study programs for the development of better study programs and the State of Indonesia.

### **Method (for original research)**

This research uses qualitative research. Qualitative research itself is based on naturalness which focuses on the construction of the latest knowledge that does not yet exist based on events that have occurred (Moleong in Nugrahani, 2014: 22-23). This research uses interview, observation, and documentation data collection techniques. The research was conducted at the Pancasila and Citizenship Education study program, Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta. The object of research is online lecture activities for students of the PPKn FKIP UMS study program.

### **Result and Discussion**

Online lectures during the Covid-19 pandemic for PPKn FKIP UMS students have been carried out well. Online lectures during the Covid-19 pandemic started from the preparation stage, continued with the implementation of lectures using strategies or models, then continued with assessments, as well as socializing some information both academically and administratively. Preparations made prior to implementation are preparing communication media and infrastructure used, including personal

devices/computers/laptops, availability of signals and networks, as well as procurement of quotas. Then proceed to the application of models or strategies that allow them to be used in online lectures. The model or strategy includes lectures, *forum group discussions*, assignments, and well-applied quizzes. The assessment mechanism used uses a system that is applied in each university. The assessment is taken from attendance with a percentage of 10%, assignment 30%, E-UTS 25%, and E-UAS 35%. The assistance services available when conducting online lectures are divided into two categories, namely academic and administrative. Academic assistance services include requests for remote guidance and complaints of technical problems through online communication as well as information regarding the implementation of E-UTS, E-UAS, re-implementation of face-to-face lectures in the *new normal* for the new academic year and the announcement of scholarships. As for administrative assistance services in the form of regular deductions of course credits of 200 thousand rupiah for all students.

Broadly speaking, the obstacles faced by PPKn FKIP UMS students when carrying out online lecture activities lie in the resources they have and coordination with the lecturers. The resources in question are limited signal and internet networks owned by students which affect the implementation of online lectures that are not optimal. Then the coordination that is not massive with the lecturers in the form of no news or response creates a confusion of information that creates a dilemma for students because it will affect the score that is not optimal because they do not get clear information about online lectures.

The solution that can be offered based on the constraints of online lectures for PPKn FKIP UMS students in general is the empowerment of online communication applications that do not require students to have adequate communication media and infrastructure at least to be connected to the internet even though it is not stable. The application in question is Whatsapp Messenger. Based on the narrative of the informants in this study, it is recognized that the application does not require a perfect internet network for its use as long as the user's communication media is still connected

to the internet even though it is not stable. Then students are expected to coordinate well with lecturers, especially communication by prioritizing good manners and grammar.

## Conclusion

Based on the results of the research above about online lectures during the COVID-19 pandemic with case studies on students of the PPKn FKIP UMS study program, it can be concluded that the process of implementing online lectures at the PPKn FKIP UMS study program has been going well. The process in question includes the communication media and infrastructure used, the model or strategy used, the assessment mechanism implemented and the available support services. However, in its implementation there were obstacles that were found so that its implementation could not run optimally. The solutions offered are based on the constraints encountered..

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