

The Existence of the Internet as a Learning Resource for Civic Education Teachers

Roni Yudo Kuncoro¹, Triyanto², Rini Triastuti³

¹ Student of Post Graduate Civic Education Sebelas Maret University

^{2,3} Lecturer of Post Graduate Civic Education Sebelas Maret University

¹roniyudo@student.uns.ac.id, ²triyanto.staff.fkip.uns.ac.id, ³rinitriastuti@staff.uns.ac.id

Abstract: If we pay close attention, that Indonesian teachers have not placed their role based on their profession as educators. The purpose of this study was to find out how the existence of the internet as a learning resource for Civic education teachers. This study used descriptive qualitative method. The data sources used are informan (Civic education High School Teachers). The data collection technique used is interview. The data analysis used is an interactive model data analysis. The steps of the research procedure are the preparation stage, the data collection stage, the data analysis stage, and the drafting stage. The results of the study show that the Internet has a positive impact on teaching and learning activities in schools as a learning resource, where the teacher can take material that can be in the form of images, videos or doc on the internet.

Keywords: *internet, learning resources, civic education teachers*

INTRODUCTION

In the face of rapid technological and economic developments globally, teachers are challenged against new ideas, open to new practices and information and communication technology (Eugenia, Cher Ping Lim, 2010). Teacher learning is the core of the professional teacher development process (Roelande H. Hofman, Bernadette J, 2009). Teachers have important interests in education related to attitudes and their use in the internet field (Mehmet, 2011). The internet is a computer network that provides various information and communication that are interconnected (Oxford, 2010). The Internet began to be developed for military purposes, the Internet has become one of the challenges in human life with the widespread use of computers and special telephones (Kürşad Çağrı Bozkırlı, 2018). The internet has the functions of communication, information, educating and entertaining where children more easily adjust to the internet from parents (Tuncer, 2000). Teacher literacy is a skill to process information, analyze, work and present (Erdem and Akkoyunlu, 2002).

Data related to Indonesian literacy figures in 2016, submitted by Central Connecticut State University, United States. This study ranked Indonesia 60th out of a total of 61 countries sent (Word, 2016: <https://tirto.id/literasi-indonesia-yang-belum-merdeka-bBJS>). Low literacy ranking in Indonesia Curve Pearson, a world education rating agency in May 2014, released data on the ranking of the quality of world education. Indonesia sat in the last position of the 40 countries invited with a rating of minus 1.84. The phenomenon of low literacy and the quality of education in Indonesia is contrary to the development of information technology related to social media in Indonesia. On the world social networks like Instagram, Facebook, Path, and so on, users from Indonesia are ranked in the top 10 users of this site (Chandra, 2014: <http://www.kompasiana.-com-/10-peringkat-indonesia-in-the-world-this>).

Mulyasa argues (2008: 5), "Teachers have a strategic role in efforts to realize national development, especially in the field of education, so it needs to be developed as a professional and dignified profession". Iskandar (2010: 1) revealed, "Teachers are the spearhead of teaching

and learning activities, so the teacher has an important role as a source of learning in the transformation of the value of science".

However, if we pay close attention, Indonesian teachers have not placed their role based on their profession as educators. According to the Ministry of National Education Research and Development, teachers who are suitable for teaching at the primary and public levels are only 28.94%. State junior high school teachers 54.12%, private 60.99%, public school teachers 65.29%, private 64.73%, public vocational school teachers 55.91, private 58.26%. (Siti Fatonah & Hasan Qodri: 2014). Based on this consideration, researchers are interested in discussing how to Get Resources on the Internet as a Learning Resource for Citizenship Education Teachers.

METHOD

This research method, starting from 5-15 June 2019, the location of high school research in Surakarta, the approach used in this study is a qualitative approach. In the definition of qualitative research conducted to know and understand the phenomenon of what is experienced by the subject of the researcher and presented in the form of descriptive data in the form of written or oral words from people and observable behavior. The type of research used is descriptive qualitative research, because it exposes the object that the object under study (people, institutions or others) is based on facts. According to H, B Sutopo stated that "Sources of data in qualitative research can be human, events, or activities, places or locations, objects, various images, or recordings, documents or archives" (2002: 50-54), subjects are Civic education teachers and the object of learning resources research, data mining technique data analysis: H. B Sutopo (2002: 91) states that "in the process of data analysis there are 4 main components that must be understood by each qualified researcher. The four components are: (1) data collection, (2) data reduction, (3) data presentation, (4) conclusion drawing or verification.

RESULTS AND DISCUSSION

Results

The researcher obtained data from the interview by interviewing 3 different Civic education Teachers, Syahrur, Nindias, and Utami. From the interviews conducted with Syahrur who is a teacher from Surakarta Public High School 5, data shows that the internet view according to Syahrur is that the internet can have a positive and negative impact, where as a Civic education teacher the positive impact of the internet can be used as a learning resource for teachers and students. The internet can be used in searching for material or looking for an event both news and video according to the material being discussed and can also be used as learning through the internet. The negative impact is that students look for material without paying attention to the truth of the material (easy to believe the news that is not true), then open a website that does not match the material being discussed, become lazy to read material books because it is more practical looking directly from the internet. In high school 5 Surakarta the teacher allows students to browse the internet to search for material and as material for discussion in class. Syahrur uses the internet almost every hour except at night, for social media needs such as instagram, wa, etc. to read the latest news, to search for Civic education learning materials for high school and look for journals for learning needs in the UNS Civic education S2. Syahrur used the internet more often to learn about the latest developments in high school, to find the latest information on social media.

Furthermore, from the interviews conducted with Nindias, who is a teacher at Regina Pacis Surakarta High School, it was found that the internet was very easy in her work especially to open up knowledge that was not available for her students' children. Nindias really knows the internet as a source of learning because from school to being a teacher using the internet to study, to find books, articles or other materials that can help in teaching and learning activities, and also modules that are used to learn through the internet such as replaying via the internet, doing assignments through the internet, collecting assignments via email, downloading electronic books, then also to share videos that have been done by groups of students. In his daily life, Nindias often uses the internet starting from the beginning to the end activities, because if you do not bring material or books, you can use a mobile phone that is directly connected to the internet and if you want to inform something you can use the internet. Nindias in utilizing the internet that is often opened usually Google is a science that she wants to know at that time, about subject matter, for social media that is often used is Instagram, facebook, wa, twitter, all are active and used to share material sometimes, to repeat at home , for. Nindias in utilizing the internet is looking for teaching materials such as ebooks, news, journals, learning videos, and wikipedia.

Meanwhile, from the results of interviews conducted with Utami who is a teacher at Surakarta Muhammadiyah 1 High School, it was found that the internet had positive and negative impacts. The positive impact of the internet can make it easier for us to obtain information, but the internet also has negative impacts such as pornography and games that are not educational. According to Utami the teacher must know the internet as a learning resource, and the teacher must know which are positive and negative in order to be able to supervise students during teaching and learning activities that utilize the internet so students open the internet according to the material being discussed. Utami often uses the internet as if in a non-existent book he opens the internet to look for it. Usually what is opened is material in the form of documents, or videos that are suitable for learning. Utami in utilizing social media that is used is Facebook which is used to upload or download educational-oriented examples such as motivation.

Discussion

Utilization is the activity of using processes and resources for learning. The function of utilization is very important because it talks about the relationship between students and the material or learning system (Yusufhadi, 1994: 45). According to Allan (2005: 12) the internet is a collection of computer networks that are physically connected to each other and have the ability to read and describe certain communication protocols called the Internet Protocol (IP) and Transmission Control Protocol (TCP). So it can be interpreted that the use of the Internet uses a set of interconnected computer networks and has the ability to read and describe what is used as a learning resource.

Based on this theory, it can be seen that teachers in 3 different schools have the same view of the internet, namely the internet has positive and negative impacts, whereas as a teacher the positive impact that can be obtained is the teacher who facilitates access to information as can be used as a learning resource, things This is in accordance with his opinion Paul Libbrecht (2015) where the internet which is a source of learning can be utilized for the learning process such as exchanging or sharing information, then the internet also functions to search for material, such as his opinion Sabiha Heni (2012) where with the internet resources can be used to prepare content and subject matter. While the negative impact of the internet is related to

civic media literacy, which is about the ability to understand events or cases that originate in the digital world and the ability to evaluate these sources (James, Alexandra, 2017) or can be said to be untrue news, such as Wineburg, McGrew's opinion, Breakstone, & Ortega (2016) where in a recent study conducted there were challenges regarding misleading online information and this is also in accordance with Kahne & Bowyer's (2017) opinion which commented on the accuracy in online information regarding public issues in circulation. The next negative impact is related to the game, where according to Li and Kirkup (2007) whose research examines individuals aged between 18 and 25 male students mostly using the Internet to play games in learning this will certainly be an obstacle if students are told to look for material but instead playing games will adversely affect students, because playing games or excessive use of the internet will cause addictions for students and will affect their social communication (Ibrahima H. Çankayaa, Çetin Tan, 2010), so we as teachers must supervise students, so students in teaching and learning activities utilize the internet in accordance with the material discussed. The reason is why the use of the internet must be positive because the use of the internet will affect their thinking and behavior (Sinan, Alpaslan, 2011).

They use the internet in learning to find learning materials for learning activities such as searching journals, ebooks, news, videos related to learning, where they often use the internet in their daily lives to find information related to education. The social media they use like Instagram, WhatsApp, Twitter and Facebook.

CONCLUSIONS

Civic education teachers who are in 3 different schools have used the internet where of the three think that the internet has positive and negative impacts. One positive impact that can be obtained is to facilitate access to information, while the negative impact of the internet is that there is news that is not true, pornography, games that do not educate which of course will have bad consequences for students, so we as a teacher must supervise students, so that students in teaching and learning activities utilize the internet in accordance with the material discussed.

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