Analysis of Online Learning Implementation and Student Learning Activities in the Covid-19 Pandemic Era and Its Problems

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ABSTRACT

Corona Virus Disease 2019 (COVID-19) has been declared by WHO as a pandemic and the Government of Indonesia based on Presidential Decree No.11 of 2020 concerning Determination of Public Health Emergencies. COVID-19 is a public health emergency that requires efforts to overcome it. In the education sector, the Covid-19 pandemic has accelerated education 4.0 with a distance learning system by utilizing information technology. In the education sector, teaching and learning activities, which usually take place face-to-face /offline, this time must be done online. The research aims to analyze the application of online learning at the Agricultural Development Polytechnic (Polbangtan) Malang and student learning activities in the application of online learning both from the aspects of independence and the development of critical thinking. The research method used is a mixed-method (mixing method). A qualitative approach is used to determine the implementation of online learning. A quantitative approach is used to determine student activities in online learning. The sample in this study were 105 students. This research was conducted in the Citizenship course. The results showed that the implementation of online learning at Polbangtan Malang was carried out through various platforms such as Google Classroom, LMS Moodle, WhatsApp, Gmail, and YouTube. In its application, there are several obstacles and problems faced by students such as internet network factors, internet quotas, and learning platforms that have not been mastered. Students in online learning activities are classified as very good in the interval $X \geq 11.7$, the level of independent learning and critical thinking of students is also classified as very good. The findings above indicate that student learning activities in the Citizenship course are classified as very good even though they are carried out online. The application of online learning must pay attention to several factors of constraints and problems faced by students. With these findings, the application of online learning in the future can be carried out wisely by paying attention to the effectiveness of activities, the efficiency of internet quota, and the substance of the material being taught.

Keywords: Online Learning, Learning Activities, COVID 19 Pandemic, mixing method

1. INTRODUCTION

Corona Virus Disease 2019 (COVID-19) has been declared by WHO as a pandemic and the Government of Indonesia based on Presidential Decree No.11 of 2020 concerning the Determination of Public Health Emergencies. COVID-19 is a public health emergency that requires efforts to overcome it. In the education sector, the Covid-19 pandemic has accelerated education 4.0 with a distance learning system by utilizing information technology. In the education sector, teaching and learning activities, which usually take place face-to-face / offline, this time must be done online.

The Covid-19 pandemic has strengths, challenges, and obstacles for educational institutions, especially universities. Not a few universities have responded quickly to orders issued by the government. Through the Ministry of Education and Culture, issued a Circular Letter of Kemendikbud Dikti No. 1 of 2020 which prohibits universities from carrying out face-to-face (conventional) lectures and instructs them to hold lectures boldly. This of course, conforms to a call from the World Health Organization (WHO) for ways that lead to crowding.

One alternative learning that can be applied amid during in the Covid-19 emergency is online learning. Online learning as explained by Moore, Dickson-Deane, &

Galyen (2011) is learning by utilizing internet networks that prioritize aspects of accessibility, connectivity, flexibility, and the ability to generate various learning interactions. The demand for technology integration in learning activities makes the world of education require innovation and creativity in the learning process. To achieve these things, online learning can be done by utilizing the internet and multimedia technology.

Keengwe & Georgina (2012) stated that the rapid development of technology also has a significant impact, especially in the implementation of learning activities. In practice, with the development of technology, the Covid-19 pandemic has changed learning activities that are usually carried out face-to-face online. Not all parties can carry out online learning optimally. Looking at the research results of Firman & Rahayu (2020), it shows that in online learning practices there are elements that are important to note, namely basic facilities in the form of internet service availability and additional costs that must be incurred by students.

Also besides, according to Gikas & Grant (2013), learning that is carried out online requires several devices that support its implementation, such as smartphones (smartphones), tablets, and laptops that can be used to access information anywhere, and anytime. The existence of technology such as smartphones has a major contribution to the world of education, namely, it includes distance learning objectives [5].

The availability of facilities in online learning is important to note. Especially in media, that is easy to use. In research Mustofa, Chodzirin, Sayekti, & Fauzan, (2019), it is stated that in the implementation of online learning several pre-conditions must be met specifically, namely the existence of a frame that unites lecturers and students so that the learning system and media can be used by all students and the evaluation process in learning activities can take place well, and the feedback mechanism in learning activities can be done.

Kuntarto (2017) states that online learning should be more active, innovative, creative, effective, and not boring by utilizing various features of social media applications. The effectiveness of online learning, apart from not having to do it in person, also has a non-technical impact, which can reduce the negative impact of using social media. The use of social media recently has been misinterpreted by various groups, especially the millennial group. Therefore, the use of social media in the current pandemic condition can be used as a means of online learning so that it has implications for the use of social media positively. Modern learning systems based on information technology are as easy as suitable for millennials because they are by their conditions who are flexible to access information and are integrated with social media.

Seeing the urgency of the online lecture system simply can be said to be a new model of interaction patterns between lecturers and students. With online learning, it is hoped that it will make communication easier in learning. Also, online can form a knowledge-sharing community space that is not limited to one location and learning resources. The success of online learning systems does not depend on information technology alone, but also on several other components such as students, lecturers, and learning resources. These components should be able to integrate properly to achieve the expected learning objectives.

Looking at several previous studies, which have researched a lot about online learning practices with most of the emphasis on the formulation of online learning models, the effectiveness of online learning, and online learning media. Conditioning the absence of research that writes about online learning by paying attention to student learning activities which are also viewed from a problematic point of view both from learning independence and students' critical thinking level. So that this study aims to analyze the implementation and problems of online learning that take place at Polbangtan Malang, and to determine student learning activities both in terms of learning independence and students' critical thinking levels in the Citizenship subject.

In learning civics education, students tend not to take this subject seriously. Often the Civics Education course is presented as a boring subject, the teaching method that is often used is teacher-centered (using the lecture method rather than the scientific method). Based on these conditions, learning in the Citizenship Education course requires creativity and innovation so that learning objectives can be achieved. The purpose of Citizenship Education Learning is to educate citizens to become good citizens [8]. In line with the development of information and communication technology (ICT) and the current pandemic conditions, Citizenship Education learning should take advantage of technological sophistication so that the form of good citizens continues to exist following the times.

2. METHOD

The research method used is a mixed-method (mixing method). The qualitative approach is used to determine the implementation of online learning. The quantitative approach is used to determine student activities in online learning. This research was conducted at the Agricultural Development Polytechnic (Polbangtan) Malang Sustainable Development Agricultural Study Program for the second-semester students of 2019. This research was conducted in the Citizenship course. The sample in this study amounted to 105 students. Students as research samples came from various regions, including from the Riau Islands 1 person, Lampung, 1 person, West Java 1 person, Central Java 1 person, East Java 81 people, Bali 3 people, West Nusa Tenggara 8 people, East Nusa Tenggara 3 people, North Kalimantan 2 people, South Kalimantan 1 person, Central Sulawesi 1 person, South Sulawesi 1 person, and Papua 1 person.

Data collection techniques in this study using a qualitative approach, namely using interviews and documentation conducted online using google form. Meanwhile, with a quantitative approach, namely using a questionnaire. The type of question in the questionnaire posed is closed, that is, a questionnaire that is structured to obtain data about

the respondent's condition. The scale used in this research questionnaire is the Guttman scale. The questionnaire instrument used was tested by experts so that its validity was tested.

The data analysis technique in this study used qualitative data analysis techniques and quantitative data analysis techniques. The data analysis technique in this study used a qualitative approach, namely by collecting data, reducing data, presenting data, and drawing conclusions. To obtain valid data, in the data analysis process above, a data review process was carried out. The review process in this study was carried out using the source triangulation technique. Meanwhile, by using a quantitative approach, namely by using the help of Microsoft Excel and Statistics programs.

3. RESULT AND DISCUSSION

3.1 Implementation of Online Learning in Polbangtan Malang and its problems

Agricultural Development Polytechnic of Malang is a college that applies an online learning model during the current Covid-19 pandemic. This can be seen from the research data which shows that all students said their college had implemented online learning during the Covid-19 Pandemic. Online learning which is applied in the Citizenship course uses several platforms such as Google Classroom, LMS Moodle, WhatsApp, Gmail, and YouTube. The use of the Moodle LMS platform is an appeal from the college besides that it also uses various other platforms to make it easier for students to learn online. The application of online learning during the Covid-19 Pandemic by Malang Polbangtan made students of the Sustainable Agricultural Extension Department feel happy and unhappy.

3.1.1 Student Feelings of the Application of Online Learning

Based on the research results, students who feel happy with the application of online learning have a reason, namely, learning can be done at home so that students can gather with their families. Coupled with learning from home, students can learn more things about social life, the economy, and agriculture, namely by directly practicing the knowledge gained during college.

Students in the online learning process also feel comfortable because they can learn from home and the learning process becomes more relaxed, in the middle of learning students can rest adequately. Students can save energy and save time. Students will be more selective in arranging their time management, both for studying the

material provided, doing assignments, and practicing the knowledge they have obtained.

During the pandemic, students are not able to study directly. Interaction in learning between lecturers and students does not take place effectively but with the online learning model students feel helped in their learning. Students think that online learning is better to continue so that they don't miss course material. Students mentioned that online learning was a solution that was quite effective and flexible to be applied during a pandemic like this. According to research by Sun, Tsai, Finger, Chen, & Yeh (2008), there are several components in online learning that affect student satisfaction, such as flexibility in time, location, and learning methods. The absence of physical barriers and space and time limitations make it easier for students to communicate with their lecturers. Students also do not feel awkward so that students can express their thoughts and ask questions freely.

Students quickly adapt to their learning activities by implementing online learning. Based on research data, it shows that students can adapt quickly by utilizing technology which is indeed demand in this 4.0 era. Students use many interesting application features that can support the learning process and the completion of their assignments. Students are quite enthusiastic about online learning because according to one student, online learning can prepare us to compete in the digital era. In online learning, many students are given the task of making counseling vlogs or videos. This form of assignment, students feel happy because they will better master technology.

The Covid-19 Pandemic resulted in the learning process having to take place online so students had to follow these instructions to learn from home. With the current condition, students not only feel happy but also feel unhappy with learning carried out online. The results showed that online learning made it difficult for students to accept or understand the material because there was no direct learning practice. For students, not all material can be understood by reading, especially in civics courses which should be done with a lot of discussions. Learning takes place less intensively because it is only done online, students cannot interact directly such as being able to speak or express opinions in front of lecturers and other students. One of the students said that "while doing it online we only get theory without practice even though the output that must be obtained from lectures is being able to go into society, then how can we be able to go down to society if we only get theory because we all know that theory is not necessarily correct in society. field".

Students feel that learning that takes place online makes more and more assignments, resulting in feeling lazy in learning because they feel bored. Especially when the assignment given coincides with the deadline for

collection with other courses. One student argued that "with online learning sometimes students only get assignments without any explanation regarding the material from the lecturer so that in answering assignments they are forced to look for answers via internet media such as Google".

Thus, researchers can conclude that there are feelings of joy and displeasure from students with the implementation of online learning in the Covid-19 Pandemic. The reasons students feel happy, first, because they can be close to family and can learn directly about social life; Second, students will be more selective in making time management; And third, students are increasingly mastering technology. Meanwhile, students' displeasure is motivated by several reasons, such as: first, because of the difficulty of receiving or understanding the material due to the absence of direct learning practices. Second, there are more student assignments, which causes them to be lazier in studying because they feel bored. And third, the existence of an online teaching and learning system that is not systematic, resulting in greater student spending to buy internet quotas. Plus there are some students who live in rural and mountainous areas who experience network or signal difficulties.

3.1.2 Online Learning Constraints

Online learning implemented by the Malang Agricultural Development Polytechnic has obstacles faced by its students. The research results show that there are several obstacles faced by students in implementing online learning. Some of the obstacles include network or signal factors, internet quotas, learning platforms, and mastery of the material.

The first obstacle, namely the network or signal factor. Many students mentioned that in online learning, network connections or signals were often the main influencing factor. Especially when the weather is not supported such as rain, the network connection or signal is getting disturbed. This results in the slow process of online learning carried out by students. Students of the Malang Agricultural Development Polytechnic of the Department of Sustainable Agricultural Extension come from rural and mountainous areas so that online learning is quite difficult to get a signal. Firman & Rahayu (2020) also mentions the same thing that students in the regions, who do not have good internet network connectivity, have different tendencies. To be able to take part in online learning, students must go to certain areas such as hills, district centers where internet networks are available.

Second, the problem faced by students is internet quota. By unsystematic learning carried out by lecturers, the use of quotas is getting bigger. As a result, the need for quota

is increasing. The increasing need for expenditure quota is increasing. Even though in a pandemic like this, family finances are decreasing.

Third, the obstacles faced by students are learning platforms that have not been mastered. The platforms used in online learning are google classroom, LMS Moodle, and WhatsApp. The Youtube and Gmail platforms are supporting media. The use of the Moodle platform suggested by the college often has problems for students because students are not too familiar with this media. The use of the Moodle platform in online learning also requires a strong signal so that this is an obstacle for some students. Sometimes when students work on assignments through the Moodle platform and the network signal is unstable, the task must be repeated. Besides, lecturers also use the google classroom platform to carry out learning online. Although many students are familiar with this media, there are still some students who are still confused about using this media.

Fourth, the obstacles faced by students are in mastering the material. The existence of online learning causes less interaction between lecturers and students. Lecturers who deliver material through various online platforms, such as LMS Moodle, Google Classroom, YouTube, WhatsApp, are sometimes not given feedback reviews with students so that students find it difficult to understand the material and it is not uncommon for students to misinterpret the material presented by the lecturer. Sometimes the lecturer also only gives assignments. This is what causes obstacles for students in mastering the material, besides because students are accustomed to receiving material from the lecturer directly or face to face. Nakayama, Mutsuura, & Yamamoto (2014) revealed, indeed in online learning, not all participants can be successful in the learning process, this is due to differences in learning environmental factors and participant characteristics in online learning.

3.1.3 Efforts to Overcome Obstacles to Online Learning

Online learning implemented by the Agricultural Development Polytechnic of Malang has several obstacles faced by students, such as network or signal factors, internet quota, learning platforms, and mastery of the material. In overcoming these obstacles, there are several efforts made by students. Students can quickly adapt to overcome these obstacles.

First, in overcoming network connection or signal problems, students try to position themselves where there is a good network signal to carry out online learning. A student looking for a stable network signal has to go to the

banks of rivers and rice fields. If the weather is bad or the network connection is unstable, the student's effort is to find a wifi hotspot to a relative who has a good connection. Another effort made by students to get a stable network connection is to go to a shop in the village that has wifi. Sometimes it is not uncommon for students to be late in submitting assignments due to network constraints, so they have to confirm with the supervisor.

Second, in overcoming internet quota constraints, students try to use internet quotas as needed. Students in overcoming this problem have to replace the provider card with a better network to use in their place. It is not uncommon for students to have to take their savings to buy internet quotas because students feel uncomfortable asking their parents. After all, their family's economic conditions are unstable.

Third, in overcoming the lack of mastery of the learning platform by students, students often share among students in the use of media used as an online learning platform. If still confused, students will contact the lecturer. The students' efforts in overcoming the learning platform constraints are specifically shown in the following explanation.

3.1.3.1 Google classroom

Students in overcoming the constraints of using the google classroom platform are applied in online learning, namely by researching deeper, learning, and understanding what features in google classroom through searching on the internet. If students still experience problems, they will communicate with the lecturer concerned or ask other students how to use it because it is the first time new students use google classroom media. If the google classroom system does not work properly, students upgrade the application to make it easier to access and look for good network signals so that they can quickly receive notification of material information and assignments given by the lecturer. Another alternative that is done when students experience problems in downloading material/assignments is that students ask for help from other students to send materials/assignments via WhatsApp. And if there are obstacles in sending assignments using Google Classroom, students will send assignments via WhatsApp or e-mail.

3.1.3.2 LMS Moodle

Students in overcoming the constraints of using the Moodle LMS platform, which is applied in online learning are by looking for good signals to access this media. Because according to students this media requires a strong signal. Often when students access this media, the loading takes a long time. So, when using this media, students must carefully check deadlines and send assignments well before the deadline for the work to avoid trouble. And, because this is the first time students use this platform, students often experience confusion. According to students, this platform is difficult to understand. Students in overcoming this obstacle are communicating with the lecturer, concerned, and asking other students.

3.1.3.3 WhatsApp

Students in overcoming the constraints of using the WhatsApp platform which is applied in online learning are by looking for good signals so that access to this media is smooth. According to students, WhatsApp is a medium that is effective enough to use in online learning because it can have discussions using the chat feature and share video material. WhatsApp media is easier to use than other applications because it is often used and is more familiar. However, when learning through WhatsApp, of course, some many material files and assignments are shared and this will cause the phone memory capacity to become full, to overcome this, students transfer the material files and assignments to the laptop. Another obstacle faced by students is the accumulation of material and assignments given by the lecturer so that students must be more careful in checking the WhatsApp group and being observant in looking for material or assignments. Besides, so that students do not miss online learning through WhatsApp media, students activate class WhatsApp group notifications so that incoming information can be responded to quickly.

Fourth, in overcoming the problem of mastery of the material, students usually ask lecturers and ask other students by using class groups to hold discussions. One student sometimes also makes notes about the material that has been studied and then shares it with other students. Besides, in strengthening the material, students force themselves to be more diligent in reading to better understand the material.

In implementing online learning has several benefits, including (1) it can increase the intensity of learning interactions between students and lecturers; (2) Learning is possible to do from anywhere and anytime; (3) the reach of students is getting wider (potential to reach a global audience); (4) Has a fairly easy and large material storage space [6].

3.2. Student Learning Activities in Online Learning and its Problems

Student learning activities in this study are the variables studied, consisting of several indicators such as the enthusiasm for learning in online learning, literacy activities towards technology in online learning, the ability to communicate intrapersonal in learning, the ability to collaborate with both teachers and classmates when implementing learning, and The skills for independent study in students can be seen from the student's independent learning activities outside the busy online lecture schedule. For online learning activities to take place optimally, it is important to prepare several things such as self-confidence in using computers and the internet, learning to be carried out independently, the existence of strong learning motivation, and confidence in online communication [11].

From the results of data analysis, it can be seen that the average value of student activity in learning is 12.13 in the interval $X \geq 11.7$, which means that the level of student activity in learning at Polbangtan Malang, Department of Sustainable Agricultural Extension is classified as very good. The student learning activities in online learning can be seen from the area of origin which is shown in Figure 2 below.
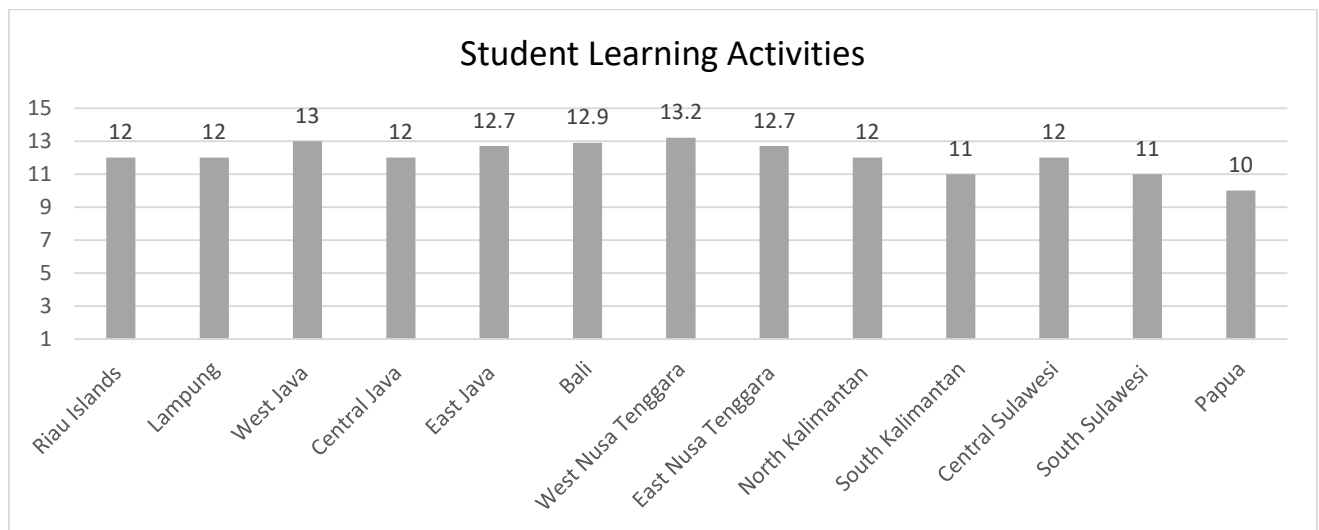

Figure 1. Graph of Student Activities in Online Learning

From the results of data analysis based on the student's regional origin, that is, students from Java and outside Java did not have a significant difference in online learning activities. Students from outside Java and Java both have very good levels of learning activity. Based on the results of data analysis, it can be seen that 24 students come from outside Java who has an average activity in learning of 12.28 with the lowest value of 7 and the highest of 15 with a range of 8, and a standard deviation of 2.072. From the results of data analysis, it can be seen that the average value of student activities in online learning originating from outside Java is 12.28 in the interval $X \geq 11.7$, which means that the level of activity of students from outside Java is classified as very good.

Based on student data from Java, 81 students had an average activity in learning of 12.09 with the lowest score of 7 and the highest of 15 with a range of 8, and a standard deviation of 2.183. From the results of data analysis, it can be seen that the average value of student activities in online learning originating from Java is 12.09 in the interval $X \geq 11.7$, which means that the activity of students from Java is classified as very good. The difference in the average value of activities in student learning from outside Java with Java is 0.19 or not significant. To find out the form of student learning activities during online learning, it can be seen from the activities they do. First, how independent students learn. Second, what is the student's critical thinking level during the online learning process.

3.2.1. Student Learning Independence

Student learning independence is one of the variables studied, consisting of several criteria such as student learning independence before the implementation of blended learning strategies, increased student learning independence by implementing blended learning strategies, student learning independence (consisting of several indicators such as being able to take the initiative to diagnose learning needs, able to formulate learning objectives, be able to identify learning resources, be able to choose and implement suitable learning strategies, and be able to evaluate learning outcomes), and whether there

is an increase in students' ability to study independently between before and after the blended learning strategy is implemented.

From the statistical data that has been analyzed, it can be seen that the number of respondents as many as 105 students claimed to have independence before the implementation of the blended learning strategy. It can be seen from 105 students having an average of 2 with the lowest score of 2 and the highest of 2 with a range of 0, and a standard deviation of 0. Based on these data, it shows that all students who answered "yes" had independence in learning.

Furthermore, based on the analyzed statistical data, it can be seen that there is an increase in student learning independence by the application of the blended learning strategy. Respondents as many as 105 students had an average of 1.92 with the highest score of 2 and the lowest score of 1 with a range of 1, and a standard deviation value

of 0.267. Based on these data shows that 97 students answered "yes" and 8 students answered "no" there was an increase in student learning independence by the application of distance learning through blended learning. A study explains that there is a significant relationship between independent learning and learning outcomes, both direct learning and online learning [12]. In other studies, it was emphasized that the indicators of student learning independence were being able to answer and do the assignments given by the lecturer well [13]

From the results of data analysis, it can be seen that the average value of student learning independence of 9.6 is in interval $X \geq 8.33$ which means that the level of student learning independence at Polbangtan Malang, Department of Sustainable Agricultural Extension is classified as very good. The independence of students in online learning is seen from their area of origin shown in Figure 2 below.
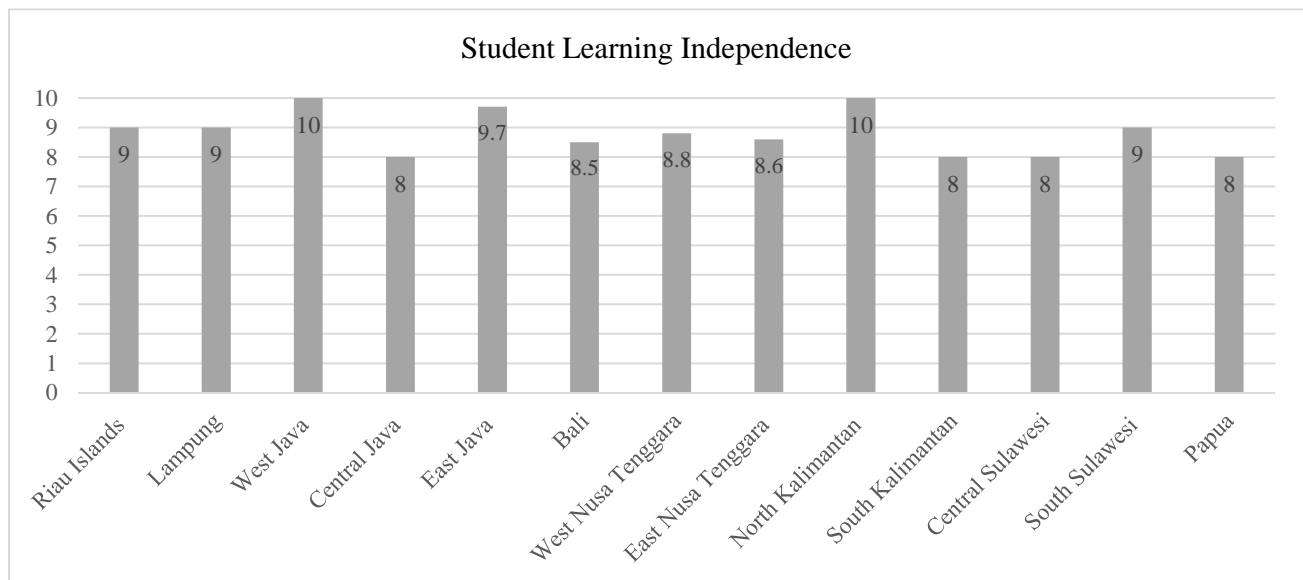

Figure 2. Graph of Student Independence in Online Learning

Based on the student's area of origin, that is, students from Java and outside Java do not have a significant difference in learning independence. Students who come from outside Java and Java both have a very good level of independent learning. Based on the results of the data analysis, it can be seen that 24 students come from outside Java who has average learning independence of 9.56 with the lowest score of 7 and the highest of 10 with a range of 3, and a standard deviation value of 0.917. From the results of data analysis, it can be seen that the average value of student learning independence of 9.56 is in the interval $X \geq 8.33$, which means that the level of independent learning of students from outside Java is classified as very good.

Meanwhile, based on student data from Java, 81 students had average learning independence of 9.61 with the lowest score of 7 and the highest of 10 with a range of 3, and a standard deviation value of 0.72. From the results of data analysis, it can be seen that the average value of student learning independence of 9.61 is in the $X \geq 8.33$ interval, which means that the level of learning independence of students from Java is classified as very good. The difference in the average value of student learning independence from Java and outside Java is 0.05 or not significant.

Based on the data analysis, it can be seen that there is an increase in the ability of students to study independently between before and after the implementation of the blended learning strategy which has been analyzed, it can

be seen that as many as 105 students have an average of 1.92 with the highest score of 2 and the lowest score of 1 with a range of 1, and a standard deviation value of 0.267. Based on these data, it shows that 97 students answered "yes" and 8 students answered "no" there was an increase in students' ability to study independently between before and after the implementation of the blended learning strategy.

3.2.3 Students' Critical Thinking

Students' critical thinking is also included in the variables studied, consisting of several indicators such as being open-minded, taking a stand when evidence and reason are sufficient, considering the whole situation, equipping oneself with information, seeking as much truth/accuracy as possible, solving problems with systematic and comprehensive, looking for alternatives, looking for

reasons/causes, looking for a clear statement of a problem, remembering the main/fundamental thing, using credible sources & mentioning it, trying to be relevant to the main idea, and sensitive to feelings, levels knowledge, and the ability level of others. Indriyani (2019) said that the ability to think critically is one of the characteristics of being a good citizen. With the ability to think critically, students can place themselves in the phenomena that exist in society.

From the results of data analysis, it can be seen that the average value of students' critical thinking is 24.91 in the interval $X \geq 21.67$, which means that the level of critical thinking of students at Polbangtan Malang, Department of Sustainable Agricultural Extension is very good. The level of critical thinking of students in online learning can be seen from the area of origin which is shown in Figure 3 below.
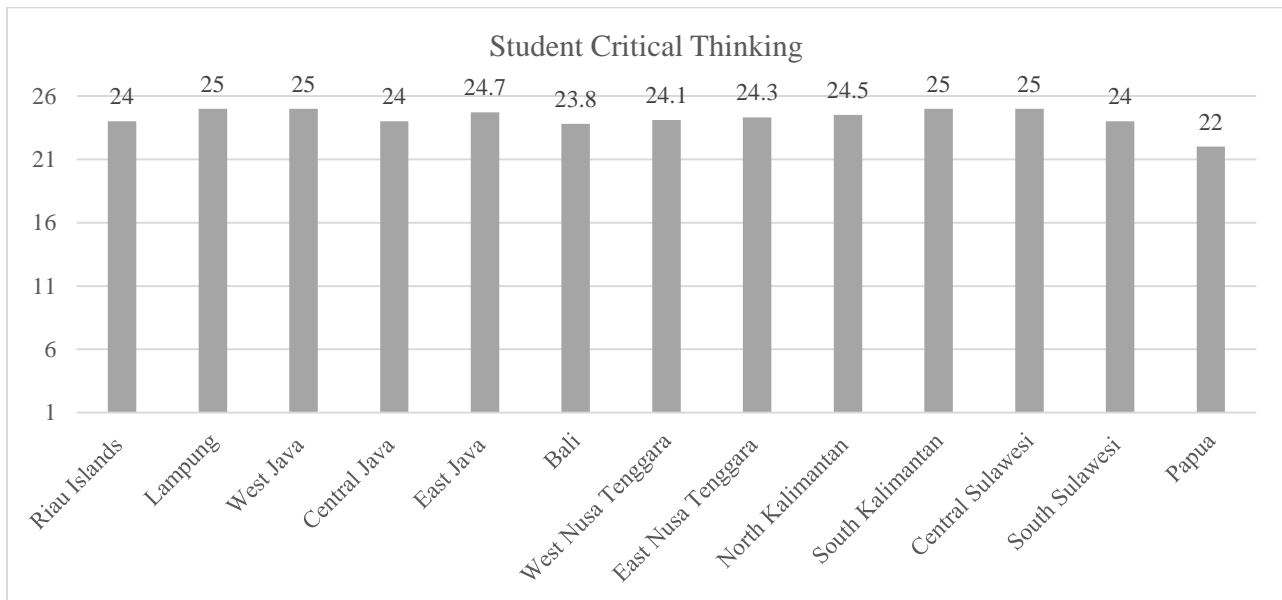

Figure 3. Graph of Students' Critical Thinking Level in Online Learning

From the results of data analysis based on the student's regional origin, that is, students from Java and outside Java did not have a significant difference in critical thinking skills. Students who come from outside Java and Java both have a very good level of critical thinking. Based on the results of data analysis, it can be seen that 24 students come from outside Java who has average critical thinking of 22.84 students with the lowest score of 20 and the highest score of 24 with a range of 4, and a standard deviation value of 1.405. From the results of data analysis, it can be seen that the average value of critical thinking students who come from outside Java is 22.84 in the $X \geq$

21.67 interval, which means that the critical thinking level of students from outside Java is classified as very good. Meanwhile, based on student data from Java, there were 81 students with average learning independence of 23 with the lowest score of 18 and the highest of 24 with a range of 6, and a standard deviation value of 1.283. From the results of data analysis, it can be seen that the average value of critical thinking students from Java is 23 in the interval $X \geq 21.67$, which means that the critical thinking level of students from Java is classified as very good. The difference in the average value of critical thinking students

who come from Java and outside Java is 0.16 or not significant.

The ability to think critically among students is an important skill. Students are required to be able to carry out many studies, not just learning textually. Students as subjects in learning in a college environment, get a series of lessons using the pedagogical method which is usually done by adults. Therefore, students are expected to be able to face the development of science, technology, and information maturely.

Critical thinking skills are important to be built in citizens because the ability to think critically will support a citizen's ability to identify and describe problems, explain and analyze problems, evaluate, and determine and maintain attitudes or opinions regarding public problems [15]. This is in line with the Citizenship Education orientation mentioned by Fesnic (2016), which is to prepare citizens to have critical thinking skills and be able to act democratically.

4. CONCLUSIONS

Based on the description of the results and discussion above, it can be concluded that (1) the implementation of online learning in the Citizenship course at Polbangtan Malang Sustainable Agricultural Development Study Program uses the Google Classroom platform, LMS Moodle, WhatsApp, Gmail, and YouTube. In the implementation of online learning, students feel happy and unhappy. The obstacles faced in implementing online learning include network or signal factors, limited internet quota, online learning platforms have not been mastered, and mastery of the material is not optimal. Students' efforts to overcome obstacles in online learning are by adjusting the obstacles they face. (2) Student learning activities in online learning in the Citizenship course at Polbangtan Malang Sustainable Agricultural Development Study Program are classified as very good. The average score of student learning activities in online learning was 12.13 in the interval $X \geq 11.7$. Student learning independence in online learning is also classified as very good. Also, student learning activities that are classified as very good can be seen from the aspects of learning independence and students' critical thinking levels. The average score of student learning independence in online learning is 9.6 in the $X \geq 8.33$ interval. The level of critical thinking of students in online learning is also classified as very good. The average critical thinking score of students in online learning is 24.91 in the $X \geq 21.67$ interval. Based on the results of the analysis, it shows that the implementation of online learning has a side that needs to be addressed, especially in overcoming obstacles to online learning. The existence of obstacles in online learning causes students to

feel unhappy. By paying attention to the constraints of online learning and students' conditions, online learning should be planned more effectively, creatively, and innovatively so that online learning can take place systematically. So that student activities in online learning will run more optimally and learning objectives can be achieved.

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