

The Use of Smartphone-Based K4P Citizenship E-Learning as Civic Literacy Strengthening in Civic Education Courses

Arum Putri Pertiwi^{1,*}, Iffah Nurhayati²

¹ Department of Pancasila and Civic Education, Faculty of Social Science, Yogyakarta State University

² Department of Pancasila and Civic Education, Faculty of Social Science, Yogyakarta State University

*Email: arum63pasca.2019@student.uny.ac.id

ABSTRACT

The selection of smartphone-based e-learning media in civic education courses is a learning medium used to strengthen civic literacy. This article uses a qualitative approach with a descriptive type. The data obtained through interviews via Google Forms and literature studies on maintaining civic literacy through smartphone-based e-learning in civic education courses. Six people were used as sources using a purposive technique. Data analysis used started from data reduction, data presentation to withdrawal. This article discusses smartphone-based K4P e-learning, which is used as a learning medium in the learning process in civic education courses to improve civic literacy. The results of this article are as follows. First, it is necessary to strengthen civic literacy in the form of smartphone-based e-learning. Second, smartphone-based e-learning is one way of enhancing civic literacy for college students. Third, the process of strengthening civic literacy uses K4P e-learning through college students who are giving civic content in K4P e-learning; college students are expected to analyze and synthesize examples of cases of state defense and issues of state defense by collaborating content. The K4P e-learning realizes the importance of civic literacy for college students.

Keywords: Civic Education, Civic Literacy, and K4P e-learning.

1. INTRODUCTION

E-learning is a form of learning that is carried out online. The e-learning process can be done anywhere. The material used as teaching material in e-learning must be based on knowledge, not actualization. E-learning aims to be a medium that can make learning easier anytime and anywhere. The learning process during the Covid-19 pandemic can be done by e-learning. Online education through e-learning during the COVID-19 pandemic can be used to break the chain of the spread of the COVID-19 pandemic [1]. E-learning can be used as a solution for choosing suitable media online.

Civic education is a course that aims to strengthen citizenship knowledge, citizenship attitudes, and citizenship characters. Civic education courses and Pancasila education are compulsory courses taken by every college student in higher education. However, the material in civic education courses is not all knowledge-based. However, it needs the actualization of citizenship knowledge and attitudes so that e-learning cannot use as a learning medium capable of strengthening the character

of citizenship. The selection of e-learning media is not appropriate for supporting citizenship characters' actualization [2]. Based on this problem, e-learning needs exciting and innovative ideas to overcome various online learning processes.

Civic literacy is a way to invite each individual to read the concept of citizenship and actualize citizenship. If each individual wants to read reading material, then each reading interest will increase. There are several forms of literacy, namely digital literacy and conventional literacy. Digital forms of civic literacy include e-learning, applications, and social media. The traditional form of civic literacy is newspapers and magazines ready to be read in person and held.

The strengthening of civic literacy by academic units can improve critical student attitudes based on civic knowledge [3]. Strengthening civic competencies can be through civic literacy [4]. The types of civic competence include the competence of citizenship knowledge, citizenship attitudes, and citizenship characters. Civic literacy has citizenship knowledge. The readers will

understand citizenship and motivate them to act according to the concept of citizenship.

The use of smartphones in the learning process can distance education from students [5]. Smartphone applications with laboratory activities can be used to develop student communication skills [6]. Smartphones are a tertiary need and can be used as a primary need in the learning process. Each individual must be able to use the smartphone applications so that each individual can meet their needs.

Smartphones can be used as a medium for obtaining information and data sources, both natural and hoaxes. The use of smartphones has an impact on its users. First, smartphone users' positive effect is that smartphone users obtain information quickly and make daily activities more accessible using existing smartphones. The negative impact of using a smartphone is that smartphone users become lazy to do exercises and be individualistic. Every individual must be wise in the use of smartphones in everyday life. However, the use of smartphones per day is higher than not using smartphones, so that many cellphone users feel lazy to do activities. They are commonly done in the surrounding environment. So, the use of smartphones must be wise and selective.

The use of smartphone-based e-learning is an effort to strengthen civic literacy. College students are accustomed to reading civic literacy via smartphones. However, there are still college students who are not used to familiarizing themselves with civic literacy. Most college students use smartphones only limited to social media use. The habituation for civic literacy needs to be improved for college students so that attractive and innovative learning media through smartphones is required.

The spread of hoaxes is used to convey information that is not credible and is not factual. The higher the number of hoax news spread about citizenship, the more problems must be fixed [7]. The cause of the spread of hoax news is the lack of reading civic literacy, so it is easy to give info and accept less credible information. Based on this problem, this article's writing provides a solution to this problem by using smartphone-based K4p citizenship e-learning, which is used as a strengthening of civic literacy in civic education courses. K4P citizenship e-learning can be used to stop the spread of hoaxes because K4P citizenship e-learning can increase civic literacy with civic education courses.

This article discusses the selection of smartphone-based citizenship e-learning, which is used as a learning media solution and strengthens civic literacy in civic education courses through smartphone-based K4P citizenship e-learning. The purpose of writing this article is that civic education courses need the proper selection of learning media because learning media can strengthen civic literacy. This article's novelty is that smartphone-

based K4P citizenship e-learning can support civic literacy through civic education courses.

2. RESEARCH METHOD

The approach used in this research is qualitative with descriptive type—the data obtained in this study using structured interviews via a google form. This study's primary data are the results of structured interviews and secondary data through literature studies on strengthening civic literacy in state defense material using smartphone-based K4P citizenship e-learning. The study's resource persons consisted of three college students from the program study of fashion engineering education A and automotive engineering education class 2020, Yogyakarta state university. The data collection technique using a purposive technique with the following criteria. First, the resource persons consisted of three college students from each study program of fashion engineering education A and automotive engineering education A class of 2020 Yogyakarta State University. Second, the criteria for each resource, namely the first resource person must have the requirements with the highest score at the pre-test, the second informant must have the conditions with an average score at the pre-test, and the third resource person must have the criteria with a small score at the pre-test.

Data analysis in writing this study consists of data collection, data reduction, data presentation, and concluding. First, researchers collected data from six sources online via google form and secondary data through a literature study. Because at this time, the learning process was carried out online, so data collection was carried out using Google Forms. Second, the researcher presents the data by reducing data, sorting, analyzing each information obtained per source, and reviewing literature studies to validate the data used using triangulation of sources to validate the data obtained. Third, researchers conclude from primary and secondary data that this study's results regarding smartphone-based K4P citizenship literacy in citizenship education courses impact strengthening citizenship literacy for students.

3. RESEARCH METHOD

Based on the speakers' results, strengthening civic literacy through civic education courses with smartphone-based K4P e-learning can be used for students and provides literacy support. The essential aspects of the content contained in smartphone-based K4P e-learning are a defense of the Indonesian state, the juridical foundation of state defense, implementation of Pancasila values by students in the scope of higher education, implementation of multicultural education based on religious values and unity values for improving the character of tolerance, and a comparison of the theory

of political ethics of nationalism, the idea of political ethics of democracy, and the theory of political ethics of Pancasila. The purpose of strengthening civic literacy through smartphone-based e-learning is that students must be aware of individuals as citizens, aware of citizens' rights, aware of citizens' obligations, understanding of citizenship issues, aware of contributions to the state and citizens, and awareness about interacting ethically

3.1. Civic Education Courses

The civic education course is one of the compulsory courses that every student at universities in Indonesia must take. Based on Law No. 20 of 2003 concerning the Indonesian Education System, Indonesia's higher education curriculum must contain compulsory subjects, namely religious education, civic education, and Indonesian language education [8]. Civic education in higher education focuses more on strengthening citizens' understanding, contributing to the Indonesian state, and self-actualizing. The civic education process is already in adult learning to take concrete actions that impact progress in society.

The civic education learning process can be carried out in the family, school, and community environment. Civic education in the family environment is the first civic education process to introduce individuals to the basic concept of citizenship. The process of civic education in the school environment is the second civic education process for integrating citizenship and actualizing the simple idea of citizenship in the school environment. Civic education in the community is a civic education process in which individuals must be ready to contribute to the state and actualize citizenship. So, civic education can be carried out in families, schools, and communities.

Civic education in tertiary institutions can be used as one of the civic education processes in education units that aim to increase civic literacy and actualize citizenship in the community. Civic education is a preparatory process to form a civil society that contributes to the state [9]. The concept of citizenship in civic literacy in universities is strengthening citizenship content that college students need to implement. So, civic education in tertiary institutions is the strengthening of citizenship through civic literacy and actualizing the concept of citizenship in the community.

3.2. Civic Education Courses

Civic literacy is a form of strengthening college student reading interest in citizenship content. Strengthening reading interest in citizenship content needs to be improved by every college student because civic literacy contains citizenship concepts that need to be implemented in everyday life. Civic literacy not only

contains citizenship content but also provides awareness about the need to actualize citizenship. The actualization of citizenship content through civic literacy manifests active citizens in the nation's life and state.

Civic literacy has a role in fostering a sense of social empathy and civic engagement for young people [4]. There needs to be an increase in reading interest through civic literacy—this exciting thing builds civic literacy skills and young people's involvement [10]. The development of civic literacy can be done with a combination of citizenship projects [11]. The civic engagement of youth is significant in the process of strengthening citizen awareness. Every individual involved in civilly developing a country can be done with civic literacy. One example of a learning process that supports civic literacy is the citizenship project. Project-based learning can enhance literacy and creative thinking [12]. The citizenship project consists of activities for individuals to understand existing problems and concepts of citizenship, so the process of civic literacy must precede the citizenship project [13].

The strategy of strengthening civic literacy through digital development is one-way individuals are interested in reading about citizenship. Digital literacy consists of citizenship knowledge through the HOTS and 4C learning processes [14]. There is one example of digital literacy using digital media. Digital media is an alternative that is used as a means of providing citizenship awareness to every student. Every content for citizenship needs to be made in an attractive, accurate, credible, and up-to-date manner. So, digital media is necessary at this time to strengthen civic literacy for college students.

Digital literacy can reinforce aspects of skills and attitudes for a student [15]. Digital civic literacy can be used in the learning process in online education units and the learning process outside the academic company. Strengthening aspects of college students' skills through digital literacy can be seen in actualizing the concepts of citizenship and actualizing the idea of citizenship, which can be used as a character for college students. Strengthening college students' attitude aspect through digital literacy can be seen in how college students respond to citizenship news, both using hoaxes and credibility. Digital civic literacy can aim to strengthen parts of skills and characteristics of attitude.

The use of digital literacy as a learning resource is used as a quality of learning. Indicators of digital literacy utilization include basic information technology skills, media awareness indicators, and computational thinking indicators [16]. One example of strengthening digital literacy is e-learning [17]. The use of e-learning media in Pancasila and civic education learning can enhance civic literacy. Digital literacy education can increase political engagement and increase diversity perspectives [18].

The education unit is a means of formal education that imposes civic literacy on individuals. The academic department is an institution to form citizens who must have an awareness of the state ideology and the values that develop from society and the concept of citizenship through a literacy process carried out by the school [19]. Strengthening civic literacy is supported by individual involvement in everyday life [20]. There is a need for collaboration between schools to enhance civic literacy so that schools are used as a formal means of improving civic literacy.

3.3. Learning media in the form of Smartphone-based K4P E-learning

E-learning is one of the media used in the learning process to make it easier to understand a concept. The learning process in an educational environment can be done with smartphone media selected as a learning medium and aims to increase college students' understanding [21]. The example of using e-learning through google classroom with civic education courses can provide an increase in critical, creative, and innovative thinking [22].

E-learning is a learning process that is interactive, interesting, entertaining, and can replace paper book media so that e-learning can be of interest to the younger generation [23]. E-learning with a conceptual model can be used for the quality of learning and the quality of college student performance systems to measure the e-learning system's success [24]. One example of e-learning in the online learning process is the use of WhatsApp. WhatsApp can give college students interest in learning online and can be used as a learning medium [25].

The e-learning process problems are social, teaching problems, accessibility problems, college student motivation, academic problems, general problems, college student intentions, and demographics [26]. First, social, demographic, accessibility, and general problems are external problems of a lecturer and college student. The external problem creates problems in the e-learning process. Second, the teaching problem is teachers who have not fully implemented e-learning properly in the learning process. Third, the problem of motivation, student intention is a problem of a student who is less motivated through the learning process by e-learning. So, the e-learning process's problems consist of three factors: lecturers, college students, and externals.

Smartphone-based learning media are used as media that can be used in the learning process with smartphones. Learning media are made attractive to readers with the aim of readers reading the content. E-learning is an example of smartphone-based learning media. The use of smartphone-based e-learning in actuarial requires an android-based e-learning product

design [27]. It is intended that the use of android-based e-learning contains teaching materials. The content in e-learning is made according to the times, and E-learning K4P is one of the learning media that can be used for the learning process of civic education. K4P is the name of learning media in the form of e-learning. K4P e-learning stands for the values of divinity, humanity, unity, populism, and justice with the K4P e-learning. It is hoped that readers will experience a strengthening of civic literacy.

Making smartphone-based K4P e-learning consists of three stages: the content creation stage, making smartphone-based K4P e-learning, and using K4P e-learning. First, the content creation stage is carried out by collecting citizenship content that is relevant to current teaching materials and citizenship problems. Second, making e-learning by making e-learning designs as desired, needed, and each range is combined into one. Third, the use stage is carried out when K4P e-learning is ready for college students in the learning process.

The K4P e-learning consists of three menus—first, the manual user menu, which aims to provide instructions for readers about e-learning. Second, the song menu aims for readers to sing and listen to Indonesia Raya songs with 3 Stanza. Third, the citizenship content menu seeks to enable readers to read citizenship content. The five contents consist of the citizenship content menu are In the K4P citizenship. They are defense of the Indonesian state, the juridical foundation of state defense, implementation of Pancasila values by students in the scope of higher education, implementation of multicultural education based on religious matters, and the importance of unity to increase the character of tolerance, and comparison of theories nationalism political ethics, democratic political ethics theory, and Pancasila political ethics theory, so that K4P e-learning is one of the online learning media that can be used in the civic education learning process.

D. Using of Smartphone-based K4P e-learning through Citizenship Education Courses with State Defense Materials as Strengthening Civic Literacy

Learning civic education courses with K4P e-learning is a way to strengthen students' civic literacy. The material used in the civic education learning process is state defense. The method of enhancing civic literacy through civic education courses using K4P e-learning is as follows.

First, students are given civic content in the K4P e-learning. Students read the consecutive civic content that has been available on K4P e-learning starting from a defense of the Indonesian state, the juridical foundation for state defense, implementation of Pancasila values by students in the scope of higher education, implementation of multicultural education based on religious values and the value of unity to increase the character of tolerance,

the comparison of the theory of political ethics of nationalism to the theory of political ethics of democracy, and the idea of political ethics of Pancasila. The purpose of reading citizenship content in K4P e-learning is to understand the concepts of citizenship well. After understanding the concept, college students will be given examples from state defense cases. So, students need to read and understand the concepts of citizenship in K4P e-learning.

Second, lecturers provide examples of cases of state defense and issues of state defense. Students are then expected to analyze and synthesize examples of state defense cases and state defense problems by collaborating on citizenship content in K4P e-learning. At this stage, college students must be accustomed to analyzing and synthesizing points of citizenship that circulate in everyday life. However, students must first understand the theories of citizenship correctly and adequately so that students can argue credibly and solve problems well and fairly.

Third, giving awareness about the importance of civic literacy for college students is a way to strengthen civic literacy for students. During the civic education learning process, college students must be accustomed to reading civic literacy through K4P e-learning. There is a way to accustom college students to reading by being forced to read citizenship content. Awareness of the importance of civic literacy must be preceded by the compulsion to read. It is intended that college students be aware of individuals as citizens, awareness of citizens' rights, awareness of citizens' obligations, understanding of citizenship issues, awareness of contributions to the state and citizens, and awareness of ethical interactions. College students accustomed to reading civic literacy will easily understand citizenship theory by connecting other citizenship theories and current citizenship problems. When college students can understand, collaborate on every view of citizenship and citizenship problems. College students will have the awareness always to read civic literacy and be wise about citizenship problems that are currently developing. So, college students must have the understanding to read civic literacy.

4. CONCLUSION

Based on the results study and discussion, it is necessary to strengthen civic literacy in each individual. The learning process of civic education courses in tertiary institutions is limited to citizenship theories and needs the actualization of citizenship in everyday life. Strengthening civic literacy in civic education courses is one of the solutions to improving civic literacy. The selection of smartphone-based K4P e-learning media is an alternative for enhancing civic literacy in civic education courses in tertiary institutions.

How to strengthen civic literacy by using smartphone-based K4P e-learning in civic education courses as follows. First, it is necessary to enhance citizenship literacy in the form of smartphone-based e-learning. Second, smartphone-based e-learning is one way of strengthening civic literacy for students. Third, the process of strengthening civic literacy through the use of K4P e-learning using students being provided with civic content in K4P e-learning, students are expected to be able to analyze and synthesize cases of state defense and issues of state defense by collaborating content-Citizenship content in K4P e-learning, and providing awareness about the importance of civic literacy for students. This article's writing is limited to choosing smartphone-based K4P e-learning in civic education courses to strengthen student civic literacy, so it is necessary to continue writing this article. The next researcher is expected to explain the selection of other learning media and support civic literacy.

REFERENCES

- [1] A. Sadikin, Pembelajaran Daring di Tengah Wabah Covid-19 (Online Learning in the Middle of the Covid-19 Pandemic," vol. 6, no. 1. pp. 214–224, 2020.
- [2] B. Husain, Y. N. Idi, and M. Basri, Teachers' Perceptions on Adopting E-Learning during COVID-19 Outbreaks; Advantages, Disadvantages, Suggestions, *J. Tarb*, vol. 27, no. 2, pp. 41–57, 2020.
- [3] E. Yuliadari, Rusnaini, and Y. Ariana, Penguatan Civic Literacy dalam Pembelajaran Demokrasi dan Pemilu dan Implikasinya terhadap civic Attitude Mahasiswa, *PKn Progresif*, vol. 13, no. 2, pp. 115–122, 2018.
- [4] M. E. Hylton, The Role of Civic Literacy and Social Empathy on Rates of Civic Engagement Among University Students, vol. 22, no. 1. pp. 87–106, 2018.
- [5] Y. Zhou, Impact of Mobile Learning on Distance Education, 2nd Int. Conf. Teach. Comput. Sci. (ICTCS 2014, pp. 165–168, 2014.
- [6] A. Malik and M. Ubaidillah, The Use of Smartphone Applications in Laboratory Activities in Developing Scientific Communication Skills of Students, *J. Pendidik. Sains Indones. (Indonesian J. Sci. Educ*, vol. 9, no. 1, pp. 76–84, 2021.
- [7] S. U. Santuraki, Trends in the Regulation of Hate Speech and Fake News: A Threat to Free Speech?, *Hasanuddin Law Rev*, vol. 5, no. 2, pp. 140–158, 2019.

- [8] R. Indonesia, Law of The Republic of Indonesia Number 20 The Year 2003 concerning National Education System. 2003.
- [9] L. Ho and K. C. Barton, Preparation for civil society : A necessary element of the curriculum for social justice, *Theory Res. Soc. Educ*, vol. 48, no. 7, pp. 1–21, 2020.
- [10] R. Yusuf, S. Sanusi, M. B. Lukman, I. Putra, and I. Fajri, Tinjauan Literasi Budaya dan Kewarganegaraan Siswa SMA Se-Kota Banda Aceh, *J. Pendidik. Kewarganegaraan Undiksha*, vol. 8, no. 2, pp. 91–99, 2020.
- [11] L. A. Morgan, Developing Civic Literacy and Efficacy: Insights Gleaned Through the Implementation of Project Citizen, *iE Inq. Educ*, vol. 8, no. 1, pp. 1–18, 2016.
- [12] K. C. Suryandari, S. B. R. Sajidan, Z. K. Prasetyo, and S. Fatimah, “Project-Based Science Learning and Pre-Service Teachers’ Science Literacy Skill and Creative Thinking,” *Cakrawala Pendidik*, vol. XXXVII, no. 3, pp. 345–355, 2016.
- [13] A. Bentahar and J. L. O’Brien, Raising Students’ Awareness of Social Justice through Civic Literacy, *J. Soc. Stud. Educ. Res. Sos*, vol. 10, no. 1, pp. 193–218, 2019.
- [14] R. A. Saputri, T. Muchtarom, and Winarno, Reinforcing Civics Literacy in Sustaining Students’ Learning in the Industrial Era 4.0, *Univers. J. Educ. Res*, vol. 7, no. 9A, pp. 36–43, 2019.
- [15] N. B. Hamutoglu, M. Savasci, and G. Sezen-gultekin, Digital Literacy Skills and Attitudes towards E-Learning Digital Literacy Skills and Attitudes towards E-learning *, *J. Educ. Futur*, no. 16, pp. 93–107, 2019.
- [16] E. F. Rusydiyah, E. Purwati, and A. Prabowo, How To Use Digital Literacy as a Learning Resource for Teacher Candidates in Indonesia, *Cakrawala Pendidik*, vol. 39, no. 2, pp. 305–318, 2020.
- [17] A. Abdulkarim, N. Ratmaningsih, and D. N. Anggraini, Developing Civicpedia as a Civic Education E-Learning Media To Improve S students’ Information Literacy, *J. Soc. Stud. Educ. Res*, vol. 9, no. 3, pp. 45–61, 2018.
- [18] J. Kahne, N.-J. Lee, and J. T. Feezell, Digital Media Literacy Education and Online Civic and Political Participation, *Int. J. Commun.*, vol. 6, pp. 1–24, 2012.
- [19] O. Zapotocna, Literacy as a Tool of Civic Education and Resistance to Power, *Hum. Aff*, vol. 22, pp. 17–30, 2012.
- [20] H. Martens and R. Hobbs, How Media Literacy Supports Civic Engagement in a Digital Age, *Atl. J. Commun*, vol. 23, no. 2, pp. 120–137, 2015.
- [21] O. Yilmaz, E-Learning : Students Input for Using Mobile Devices in Science Instructional, *J. Educ. Learn*, vol. 5, no. 3, pp. 182–192, 2016.
- [22] M. Japar, D. N. Fadhillah, and S. Syarif, Civic Education through E-Learning in Higher Education, *1st Int. Conf. Educ. Soc. Sci. Humanit. (ICSSHUM 2019)*, no. January, pp. 505–511, 2019.
- [23] S. Goyal, E-Learning : Future of Education, *J. Educ. Learn*, vol. 6, no. 2, pp. 239–242, 2012.
- [24] M. H. Riandi, H. Respati, and S. Hidayatullah, Conceptual Model of User Satisfaction as Mediator of E-Learning Services and System Quality on Students’ Individual Performance, *Int. J. Res. Eng. Sci. Manag*, vol. 4, no. 1, pp. 60–65, 2021.
- [25] U. Rahmawati, Whatsapp: The Contribution of A Smartphone-Based Application As Media during Online Learning, *UHAMKA Int. Conf. ELT CALL*, pp. 90–96, 2020.
- [26] E. Aboagye, J. A. Yawson, and K. N. Appiah, COVID-19 and E-Learning: the Challenges of Students in Tertiary Institutions, *Soc. Educ. Res*, vol. 2, no. 1, pp. 1–8, 2020.
- [27] A. F. Suherman and Yerizon, Development of Actuarial E-Learning Based on Android Applications,’, in *2nd International Conference Innovation in Education (ICoIE 2020)*, 2020, vol. vo. 504, pp. 241–246 2020.