

Analysis of Online Learning Policy for Citizenship Education Subject Teachers in Digital Literacy Development

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ABSTRACT

This study aims to determine the online learning policies by educational institutions, both their implementation and their impact on Citizenship Education teachers in the development of digital literacy. This research method uses qualitative research with an analytic study approach to Civics subject teachers as objects of online learning policies by school institutions. Sources of data obtained through interviews, observation and documentation. Data analysis was carried out by reading the entire transcript to obtain information, compiling it, then obtaining the results of the general pattern of data, grouping the data, and carrying out sequences of events, categories and typologies. The results of the study illustrate that 1) school institution policies in implementing online learning have not fully facilitated Citizenship Education teachers to be able to take advantage of various online learning platforms. 2) Civics teachers do not fully understand the online learning design framework in the formation of attitudes, knowledge and skills based on Pancasila values. 3) Blended learning can develop students' digital literacy, namely through four learning steps which include planning, setting learning indicators and making teaching materials or teaching materials, learning delivery strategies, and evaluating the implementation of learning.

Keywords: Policy Analysis, Online Learning, Civics Teacher, Digital Literacy.

1. INTRODUCTION

The development of technology and information has a very broad and large impact on the implementation of the national education system. Globalization that continues to roll in the 21st century makes the role of humans required to be more innovative and creative in presenting various global skills [1]. Global skills are a provision for 21st century citizens in preparing themselves to become human beings who have global insight.

The development of technology in education is currently the most important part in preparing the design framework for the competency standards of graduates in the Education Unit, namely "developing skills to improve the competence of students so that they can live independently" [2]. The development of technology must

be balanced with the ability of the quality of human resources who are professionally independent in dealing with the various dynamics of global life.

The COVID-19 pandemic has become a benchmark for the development of technology and information in the learning process. Teachers are required to be able to reconstruct the online learning process well. However, the online learning process is still experiencing various obstacles including the lack of adequate facilities, the internet network is not optimal, the internet quota is limited and the teaching staff and students are still not familiar with it [3].

Online learning during the pandemic has its own challenges for teachers. Teachers are required to be more creative and innovative in presenting the learning they want to do. Likewise, Civic Education subject teachers

must place themselves more as facilitators in shaping the values of national character that are based on Pancasila wisely and professionally. Seeing that Citizenship Education is part of moral education and is mandatory for elementary schools to colleges [4].

21st century learning is currently an integral part in the development of digital literacy for students. Digital literacy is one of the important skills that must be mastered by students [5]. Information literacy skills can develop students' competencies in the application of information retrieval, the ability to access various sources of information as needed, especially in the use of social media [6].

Online learning that is currently being held, especially in the subject of Citizenship Education, must be able to contribute to realizing the function of national education, namely "to educate the nation's life through the development of the potential of every citizen without exception" [2], therefore there is a need for an analysis of online learning policies that have been implemented. implemented so that it can be used as an online learning evaluation material. So that a 21st century learning process will be formed that is oriented towards the development of digital literacy of students.

2. METHODS

This research design uses a qualitative descriptive research model by looking at how the implementation of online learning policies for Citizenship Education subject teachers at the elementary / vocational / high school level in Ponorogo Regency.

The data collection stage uses observation, interviews and documentation. Observation by observing the online learning planning design process. Interviews were conducted directly with educators regarding online learning activities that have been carried out. The documentation process by looking at the interaction activities both in the stage of observation, interviews and activities related to online learning activities.

The data analysis technique is done by data reduction, data presentation and verification. Data reduction by summarizing and analyzing the findings during the study. Presentation of data by reconstructing the results of data reduction to make it easier to understand in the form of presentation based on research indicator points.

Verification is carried out as the final stage for compiling research findings as material for conclusions from the research components.

3. RESULTS AND DISCUSSION

3.1. *Online Learning Policy*

Learning during the pandemic period is the initial part of implementing online learning in various schools, both elementary schools and universities. As the circular letter of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (covid-19) explains that "Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation" [7].

The implementation of online learning during the pandemic experienced various obstacles and problems, including parents turning into teachers until it was felt that the learning process was not running effectively. Not to mention that parents do not master the learning material optimally [8]. Not to mention the quality of the Indonesian people who have different geographical and demographic locations that have an impact on inequality in accessing technology infrastructure [9].

These problems arise because the government is not ready to prepare supporting infrastructure for the implementation of online learning. The government has not been able to provide ideas for effective online learning concepts to be used for the people of Indonesia. Online learning if it can be prepared optimally with the quality of professional human resources, it can provide direct experience for students and will not be a burden for teachers, parents, and students [10].

The current online learning policy is considered less than optimal due to the lack of special attention by regional education institutions in schools with limited facilities and infrastructure for learning technology and also the quality of teachers who still do not understand online learning [11]. This problem will have an impact on decreasing student learning outcomes in each subject as well as the quality of students both in terms of attitudes, knowledge and skills [9].

Online learning should not be a burden for students and teachers. The government should provide training and special skills for digital learning in various education sectors. This will have an impact on the skills development of 21st century learners [12]. Online learning is a vision of the goal of the national education system in an effort to develop digital literacy skills [13].

Digital literacy is an important part of today's online learning process. Online learning can also make things better, it can also make things worse. The role of parents is very important in this regard to monitor the behavior of children and adolescents. Poor understanding of digital literacy will affect the psychology of children and adolescents who tend to insult others, cause jealousy towards others, lead to depression, get carried away with negative comments, and are accustomed to speaking in impolite language [14].

For Citizenship Education teachers, online learning is an important part of carrying out the learning process during a pandemic. Utilization of technology and information in Civic Education learning can reconstruct 21st century skills [15]. Online learning policies certainly need to be evaluated thoroughly both in terms of planning, implementation and evaluation. The government through the ministry of education must provide maximum facilities and training so that the online learning process can be carried out effectively and efficiently. This of course can be started from Commission X of the DPR RI through the supervisory function, it is necessary to encourage synergies between various related sectors so that efforts to improve the quality of education, both in the Covid-19 emergency period and the implementation of sustainability education in the future can be optimized [11].

3.2. The Role of Citizenship Education Teachers in Online Learning

Online learning for Citizenship Education teachers during a pandemic is a challenge where not many are able to use online learning platforms. However, the success of online learning in Citizenship Education learning depends on the procurement of computer facilities and internet access which does require a large amount of money [16]. The online learning process must of course be carried out optimally and systematically, all requiring maximum cooperation and interaction between policy makers in school institutions.

Citizenship Education is a form of character education for students to be able to develop social moral values that are based on the Pancasila state basis [17]. Citizenship Education during the pandemic must remain oriented to the standard of the learning process where the formation of character values must be developed in the online learning process. Because basically the formation of learning patterns with a healthy way of life is part of character education, especially during a pandemic [18].

For Citizenship Education teachers, online learning is a medium in developing creativity and innovation to present the learning process in an interesting way. In order to produce an interesting learning process, the teacher must be able to develop digital learning patterns because digital learning can improve the professional competence of teachers [19]. Thus, the teacher's role in online learning is needed both from planning, implementation and evaluation. Because basically digital learning will be able to develop the character of students in the era of the industrial revolution 4.0 [20].

Online learning for Citizenship Education teachers has a major impact on the formation of the quality of students. There are several online learning concepts that need to be observed by civic education teachers including planning, implementation and evaluation. First, in planning online learning, civic education teachers must be able to determine the approach to be used. The learning approach is an important part of the learning process because it will have an impact on the methods, models and utilization of information technology media used [21].

Second, the role of Citizenship Education teachers in the implementation of online learning must be oriented to the learning objectives to be achieved and the steps of the learning model. In the implementation of online learning aspects of attitudes, knowledge, skills and digital literacy must be considered more by the teacher because the main problem points in online learning are still difficult for teachers to assess these aspects. Because basically the implementation of learning plays an important role in determining the success of student learning [22].

Third, the evaluation of online learning conducted by Citizenship Education teachers must focus on the assessment method used, both in terms of attitude, knowledge and skills assessment. Learning evaluation activities in Civic Education learning need a good and directed concept so that measuring student learning

outcomes will be good. Learning evaluation tool is a process or activity, data collection, and information that has many dimensions in the design of a systematic and sustainable learning program made by the teacher used as a basic consideration for making decisions, formulating policies, and preparing learning programs regarding student success in achieving goals. -learning objectives. The learning evaluation tool used can be in the form of paper (paper test) [23]. Paper test is a test which in its implementation uses paper and pencil/pen as the main media. This assessment is carried out in the form of direct and indirect observation sheets depending on the learning strategy used [24].

3.3. Digital Literacy Development

21st century learning has a major impact on the development of the quality of education today. The formation of critical thinking skills and problem solving, collaboration, communication as well as creative and innovative is part of the formation of skills in 21st century learning [25].

Digital literacy is also an important part of 21st century learning because it will provide skills in the use of information technology. digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers, and everyday life [26].

There are several stages in the development of digital literacy in online Civic Education learning, namely through the blended learning model. Blended learning is a learning strategy that calibrates face-to-face learning directly and indirectly or online (distance learning) [27].

There are several criteria in blended learning, especially in the development of digital literacy for students, including 1) planning, 2) setting learning indicators and making teaching materials or materials, 3) learning delivery strategies, 4) evaluating the implementation of learning [28]. These steps are a form of standard online learning process in the development of digital literacy of students.

Learning planning includes five stages including preparing learning objectives, material characteristics, learning process, facilities, media, learning resources, student characteristics, time used, learning evaluation [29]. These five stages are part of the standard for

preparing learning implementation plans based on the Minister of Education and Culture No. 22 of 2016 concerning the standard process for primary and secondary schools [30].

The determination of learning indicators and the manufacture of teaching materials or materials are developed based on the following stages: 1) Teacher centered teaching materials, namely learning materials that are procedural, declarative and well defined and clear. 2) Learning materials that are learner-centered are materials that present the results (outcomes) of learning focused on developing creativity, critical thinking skills and maximizing independence. 3) Provide work examples on learning content materials [29]. This step is part of the content standard process in primary to secondary school level learning [31].

The learning delivery strategy includes several stages including the use of learning media, personal interaction with students, and the mechanism of the learning structure that will be used [29]. The delivery of this learning will have a maximum impact if there is interaction both in contextual learning and student centered learning in every learning process carried out by blended learning [32][33].

Evaluation of the implementation of learning consists of several stages including 1) Aspects of knowledge and skills, as well as the learning environment and its effects. 2) blended learning is the process of analyzing the quality of the digital-based learning process [29]. This learning evaluation is also oriented to the assessment of aspects of students' attitudes, knowledge and skills as per Minister of Education and Culture No. 23 of 2016 concerning educational assessment standards [34].

These four criteria will serve as guidelines for Citizenship Education teachers in overseeing the implementation of online learning so that they will have a direct impact on the development of digital literacy of students. The concept of independent learning is a core part of the formation of digital literacy of students in the implementation of 21st century learning [30]. In order for this achievement to be formed properly, group and personal interactions are needed from educational institutions, school institutions and the community in contributing to creating an optimal online learning process. So that the online learning policy carried out by the government can be a material for teacher innovation

and creativity, especially Citizenship Education in developing digital literacy for 21st century students.

4. CONCLUSION

The government's online learning policy has a direct impact on the development of the learning and learning process. Not a few teachers have difficulties in preparing the online learning process, both from the lack of knowledge and skills in online learning, inadequate infrastructure and geographical and demographic barriers where students live, which are diverse, difficult to access the internet.

These various dynamics and problems will certainly become a material for the government's evaluation to find alternative solutions. Through the online learning policy, the government makes efforts through educational institutions at the regional and provincial levels to map and manage online learning training to provide internet quota package assistance to students and teachers. However, this form of solution is not optimal in solving various problems related to online learning that occurs.

For Citizenship Education teachers, the online learning process, especially during the pandemic, has an impact on the demands for developing skills in managing the online learning process. Until many teachers are more skilled in carrying out the online learning process, however, teachers also still experience various obstacles in assessing aspects of student attitudes.

Online learning for Citizenship Education teachers is considered to be able to develop students' digital literacy skills. This is because indirectly students are positioned to be able and master how to use technology and information in the learning process. One of the learning strategies used is through blended learning. Blended learning for the development of students' digital literacy is carried out through four learning steps which include 1) planning, 2) setting learning indicators and making teaching materials or materials, 3) learning delivery strategies, 4) evaluating the implementation of learning.

The analysis of online learning policies has a huge impact on the process of forming the skills of 21st century learners. Online learning is a necessity that must be carried out by educational institutions today in order to improve the quality of professional Indonesian human resources. In order to create quality professional human

resources, synergy is needed in various components of the nation and state, both in the family, school, community, nation and state environment.

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