

Pandemic Pedagogy; Struggle and Dilemma Pancasila and Civics Education Teacher in Serving Students' Right to Learn

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ABSTRACT

To face the COVID-19 crisis, the Ministry of Education and Culture launched a Freedom of Learning policy which was strengthened by local government policies and the local education office as a policy to fulfill the right to education, including the right to obtain learning. However, teachers of Pancasila and Civics Education (PPKn) as the main players in implementing policies must struggle to overcome various dilemmas they face, in the form of mastery and digital learning skills, limited supporting facilities, physical and social environmental conditions, awareness of parents and students. All the factors faced by the teacher gave birth to various creativity and innovations in PPKn learning including material design, delivery methods, interaction with students, and learning and evaluation media.

Keywords; *Merdeka Learning, COVID-19, PPKn Teaching and Learning, Teachers, Students.*

1. INTRODUCTION

The Covid-19 pandemic, suddenly threw us into an increasingly chaotic and out-of-control atmosphere, requiring us to adjust, and adapt to the so-called new reality [1]. The Covid-19 pandemic is a global crisis that has spawned an unprecedented disruption to basic institutions in the public health sector and the economy. Given that 190 countries have mandated school closures in whole or in part – actions that have affected more than 1.7 billion students worldwide [2]. This pandemic should also be considered a global education crisis. Audrey Azouley, Director-General of UNESCO, has stated that Covid-19 has caused "the most unprecedented disruption in the history of education" [3].

With hundreds of millions of students forced to stay at home, education policymakers are working to ensure that classes continue, and the most vulnerable are not left behind. Technology is one of the most important tools to support distance learning when students need to stay out of the classroom. Many different approaches are being taken by countries around the world, the Covid-19 crisis is an opportunity for policymakers to learn from each other and work together to reduce the impact of the pandemic and maybe even "build back better" [3].

To deal with the Covid-19 crisis, the Ministry of Education and Culture launched the Independent Learning policy which gives freedom for every educational unit to

innovate. But also pay attention to diversity as an essential condition in which the teaching and learning process runs, both in terms of culture, local wisdom, socio-economic and infrastructure," the essence of Merdeka Learning is to explore the greatest potential of teachers and students to innovate and improve the quality of learning independently. only following the educational bureaucratic process, but truly educational innovation. Merdeka Learning will not be possible without technology. This technology is not all online but can be of various kinds. Likewise, with using TVRI as a learning medium. So all the so-called technology will be used in implementing the Freedom of Learning [4].

In addition to the rights and needs of children, learning strategies are applied at home and face-to-face learning with the application of strict protocols. Policies in fulfilling rights Children's education during the pandemic is carried out in two periods. First, the implementation of education during the pandemic. Second, the implementation of the teaching process for the new 2020/2021 school year, in a pandemic atmosphere, but colored with the discourse of implementing a new normal situation and the development of the spread of Covid-19. One of the policies issued by the government is the Circular Letter of the Minister of Education and Culture 4/2020 followed by the Circular Letter of the Secretary-General of the Ministry of Education and Culture 15/2020 concerning Guidelines for the Implementation of Learning from Home (BDR), which is addressed to the education office, heads of education units, educators, students, to

other people, elder/guardian. These guidelines ensure the fulfillment of children's rights in obtaining educational services during the Covid-19 emergency. BDR is implemented in two ways, namely e-learning and face-to-face following the availability and readiness of facilities and infrastructure [5].

The Free Learning Policy in its implementation is further strengthened by policies from the local government and local education offices as a policy to fulfill education rights, including the right to learn. However, subject teachers as the main players in implementing policies must struggle to overcome the various dilemmas they face, mastery, skills, and implementation of e-learning, limited supporting facilities, physical and social environmental conditions, awareness of parents and students. This article will discuss the struggles, dilemmas, and innovations of teachers in PPKn learning during the pandemic Covid-19 in South Kalimantan.

2. THEORETICAL REVIEW

In order to face the crisis Covid-19, the Ministry of Education and Culture launched the Independent Learning policy. The essence of The Free Learning Policy is the freedom to innovate, pay attention to diversity, and use technology to accelerate the development of the potential of teachers and students in the learning process. However, the overall policy of Merdeka learning is to innovate in terms of technology through e-learning and face-to-face [4].

The development of e-learning seems very impressive and phenomenal, especially in developed countries. However, e-learning is not without challenges and disappointments. E-learning according to analysts and experts as a medium in the future may have difficulty being actualized effectively in developing countries [6], including in Indonesia [7]. Long before the Covid 19 outbreak, the main challenge of e-learning in Indonesia was the stark gap between technology and human interaction [8]. Many students, lecturers, teachers, and students in schools find it difficult to adapt and stutter with e-learning technology [9],[10], especially in rural and remote areas, which are struggling to catch up with digital learning services [11],[12], facing various obstacles [13], thus giving birth to an understanding of parents [14], and students that online learning is difficult [15], no matter the existence of e-learning and face-to-face for various reasons [16], so not necessarily effective in saving students [17]. E-learning policy, in the end, shows the inequality of education in Indonesia, especially for regions and remote areas of the country that have not yet accessed the government service network [18].

As a newly developing country, Indonesia is capable of adapting and technologically ready to welcome new trends in teaching and learning modes. The significant adoption of computer-supported e-learning in

the country, however, has not been recognized at a rate and impact similar to that of developed countries. One of the crucial reasons why computer-supported e-learning has not been widely accommodated in Indonesia is the lack of adequate examinations to find out what variables drive and influence user behavior towards the application of computer-supported online learning [19].

Various researchers have recognized the importance of culture in embracing innovation in educational settings [20],[21] It has even been empirically proven how culture influence lecturers' intention to use technology [19], and can have a major impact on increasing the availability of online learning from students and can affect communication and learning systems in the classroom. Although the effect can fluctuate among learners, there is no denying that culture can hinder or energize e-learning [22]. Culture is part of diversity as an essential condition in which the teaching and learning process takes place, in addition to local wisdom, socio-economics, and infrastructure faced by teachers in the Covid-19 pandemic era.

On the other hand, because of the need for e-learning, it grows seller market in ed-tech, which hurry provides support and even "free" solutions for commercial digital learning platforms. Commercial digital learning solutions whose designs may not always be driven by best pedagogical practices, but their business models that leverage user data to generate profits. Therefore, this is a critical moment to reflect on how the choices that educational institutions make today can be influence Covid-19 education and e-learning: Is it reinforcing the instrumental capitalist view of education or promoting holistic human growth? [23].

Teachers as the main players in implementing policies must also struggle to overcome various dilemmas [24],[25],[26], and struggled against [11],[12] in learning during the Covid-19 pandemic, in the form of mastery, skills, implementation of learning [27],[28], assessment [29],[16], limited supporting facilities [28], physical and social environmental conditions, awareness of parents and students [30],[31]. The current need for teachers is to innovate alternative education systems and assessment strategies [32],[33].

3. METHOD

This study uses a qualitative approach, with a descriptive method. The data collection technique used an open interview instrument. The interview instrument explores the conditions, dilemmas and innovations carried out in Civics learning during the COVID-19 pandemic in their respective regions. Interviews were conducted online, chat via What Apps, and Google Meeting. Respondents were PPKn teachers at the junior high and senior high school levels consisting of 6 boys and 6 girls, representing urban (4), suburbs (4), and remote (4) areas, with each school consisting of SMP (2) and High School

(2). Analysis and test the validity of the data using qualitative analysis techniques [34].

4. RESULTS AND DISCUSSION

4.1. PPKn learning in urban areas

4.1.1. Condition

Learning is carried out using Google Classroom (GC), What Apps (WA), and Messenger applications. Materials in the form of concept maps, reading materials, and videos sourced from LKS and Youtube. Presentation and explanation of the material according to the structure using videos made by the teacher, and PowerPoint. Interaction with students using cellphones, using GC, WA applications, videos, and books, by forming groups for each class, and subject teachers being included in the class group, while assignments and answers are sent via the WA group of each class. The teacher schedules each class in one week to come to school, asking for obstacles in online learning in that one week. Interaction with students is very limited, even if there are only a few moments, due to limited face-to-face time. Evaluation is carried out after learning one chapter is complete, take quizzes/tasks in the form of written questions using Google Quiz (GQ) and WA, and give feedback. Attitude evaluation is very lacking because it cannot assess students online, it can be done occasionally with video calls or zoom (SF, NM, NN, NR).

4.1.2. Dilemma

There is a feeling of dissatisfaction, forced, awry with learning without face-to-face, a lot of discomforts, delivery of material is not optimal. Learning objectives cannot be seen directly, especially the attitudes of students. Moreover, some students cannot follow the lesson, not all of them have gadgets and internet quotas, and the signal is difficult, the economic limitations of parents of students, and students while working. From a student's perspective, easier face-to-face than online learning (SF, NM, NN, NR).

4.1.3. Innovation

Online learning uses variations of the GC, WA, and Messenger applications. The material in the form of concept maps, reading materials, and videos sourced from LKS and youtube. Interaction with students using cellphones, using GC, WA applications, videos, PPT, and books. Evaluation using Google Quiz (GQ) and WA, but evaluate attitude is very lacking, because it cannot assess students online, it can be done occasionally with the video call or zoom. Schools make their own uniform online learning applications for all teachers, teachers just need to prepare material to be taught to students, the material is entered into the application, students just need to be given a link, to enter the application to follow the learning process according to their respective class learning schedules, available also student attendance, and evaluation. Applications made by internal schools are easier to use than applications from outside parties (SF, NM, NN, NR).

4.2. PPKn learning in the suburbs

4.2.1. Condition

Learning is carried out online, through digital classes, and face to face. Learning is carried out online for students whose cellphones can be used for WA and GC, facilitating explanations for children who do not understand or submitting assignments. In Digital classes, teachers prepare and produce learning videos that will be broadcast on district government TV, each subject is scheduled for broadcast, to make it easier for students to receive lessons during the pandemic. Face-to-face classes, only for students who do not have cellphone/internet facilities, are scheduled to come to school in a limited number, to take assignments manually, borrow books, and explain the material directly with a limited time. Online materials with assignments are delivered using WA and GC, or printed materials with their assignments were sent via WA friends near their homes, given 1 week or month, they were told to gather and then given another assignment for the next meeting Presented related to life, to stimulate reason, and think curiously. The material from youtube is sent a youtube link about cases that are under the material, with questions, how is the response, why does it happen, what is the solution, but only students who have a quota, and do not require those who do not have one. The material presented may not be completely complete, like we face to face, even the assignments given for deepening the material are sometimes not submitted by students. The evaluation uses GQ, but achieving the target seems very difficult, sometimes when the evaluation is carried out people can be lost given 1 week or month, they were told to gather and then given another task for the next meeting. Presented concerning life, to stimulate reason, and to think curiously. The material from youtube is sent a youtube link about cases that are by the material, with questions, how is the response, why does it happen, what is the solution, but only students who have a quota, and do not require those who do not have one. The material presented may not be completely complete, like we face to face, even the assignments given for deepening the material are sometimes not submitted by students. The evaluation uses GQ, but achieving the target seems very difficult, sometimes when the evaluation is carried out people can be lost given 1 week or month, they were told to gather and then given another task for the next meeting. Presented about life, to stimulate reason, and to think curiously. The material from youtube is sent a youtube link about cases that are following the material, with questions, how is the response, why does it happen, what is the solution, but only students who have a quota, and do not require those who do not have one. The material presented may not be completely complete, like we face to face, even the assignments given for deepening the material are sometimes not submitted by students. The evaluation uses GQ, but to achieve the target seems very difficult, sometimes when the evaluation is carried out people can be lost they were told to gather and then given another task for the next meeting Presented relating to life, to stimulate reason, and to think curiously. The material from youtube is sent a youtube link about cases that are

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4.2.2. Dilemma

Students still do not understand the use of WA and GC applications, so it is difficult to ask for an explanation of material that has not been understood, the material is not completely completed, even the assignments given for deepening the material, many students do not submit, have not responded on time to their assignments, due to signal problems, have a limited HP memory and quota. Students think it is better to study face-to-face at school because

they are bored and do not understand when online. The economic conditions of his parents are mediocre, working to help their parents, not doing chores. The tasks that teachers give to students are more than face-to-face, so many parents are confused with their children's assignments. Evaluation to achieve the target seems very difficult. sad, sober, patient, dilemmatic, sorry, it's understandable that they can't give what they should receive, when they meet face-to-face, even though they are personally aware at the time of face-to-face, they are not perfect, but communication can be direct. Because the actual circumstances and backgrounds of students are not optimal for online learning. On the one hand, still have to carry out learning, on the other hand, many of them come from poor families, have to work alone to buy quotas. Many parents think that online learning is a holiday because they don't go to school. Students are also stressed because of many assignments (MSK, IH, YD, LR).

4.2.3. Innovation

Online learning for those who have cellphones, using GC and WA. Students who do not have cellphones are scheduled to come to school on a limited basis, take assignments manually, borrow books, explain material with a limited time, or are given prints of materials and assignments, or sent via WA friends who are near their homes, are given 1 week or month, they were told to gather and then given another task for the next meeting. Other innovations, to collect assignments, are told to use school wifi at school, open youtube, or come to the teacher's house asking for an explanation of the material that he does not understand (MSK, IH, YD, LR).

4.3. PPKn Learning in Remote Areas

4.3.1. Condition

Online learning cannot take place normally, cannot demand students like normal learning, so learning is forced to be designed simply and not too burdensome for students. Some use WA and face-to-face. The subject matter is still being pursued, even though it is not on target, the material delivered is not optimal, due to various limitations. For those who have cellphones, through WA, materials, assignments, and attendance are sent to students, told to study, given questions, answers are sent with photos via the teacher's WA. If someone is unable to submit assignments in WA, they can be sent to school, or teachers are assigned to visit students' homes, even to remote areas in the mountains. Learning is done by visiting students who have been formed in groups by the teacher. Student groups that have been formed just waiting for their turn to be visited by the teacher according to a mutually agreed schedule. The condition can run because the number of students is not many, 22 people per class. The student's parents were very happy to be visited by the teacher and their children's friends, some even prepared village snacks (cassava, bananas, and dried fish). How to teach a lot of discussions, just makeshift media, using worksheets, even almost not using media. The evaluation continues according to the PBM stages, through questions that have been reproduced by teachers (normal as there is

no COVID-19 pandemic) How to teach a lot of discussions, just makeshift media, using worksheets, even almost not using media. The evaluation continues according to the PBM stages, through questions that have been reproduced by teachers (normal as there is no COVID-19 pandemic) How to teach a lot of discussions, just makeshift media, using worksheets, even almost not using media. The evaluation continues according to the PBM stages, through questions that have been reproduced by teachers (normal as there is no COVID-19 pandemic) (YES, MN, MS, HH)

4.3.2. *Dilemma*

Only a small number of students have cellphones and can buy quotas, and even then they are shared with their parents, their cellphones cannot receive materials when using applications, because the RAM is small Networks are limited, students have to look for certain locations with strong signals, have to climb up high trees, have limitations and economic difficulties during a pandemic, work to help the elderly. Forced learning is designed to be simple and not too burdensome for students. The material does not match the target and is not optimal due to various limitations (YES, MN, MS, HH).

4.3.3. *Innovation*

The use of cellphones with limited WA applications, mostly face-to-face, with a home visit mode, both individually and in groups that have been formed, the positive thing is that parents are happy with the visit, even providing snacks during the teacher's home visit learning activities (YES, MN, MS, HH).

PPKn learning conducted in remote areas shows a variety of conditions, which give rise to dilemmas and innovations based on local wisdom, socio-economic and infrastructure. Various dilemmas encountered in the implementation of e-learning, have been proven to experience problems difficulties to be actualized effectively in developing countries [6], including in Indonesia [7]. The main challenge of computer-assisted learning in Indonesia is the stark gap between technology and human interaction [8]

The dilemma faced by both teachers and students in schools is that they find it difficult to adapt and stutter with e-learning technology [9],[10], especially in rural and remote areas, which are struggling to catch up with digital learning services [11],[12], facing various obstacles [10], 13].

Constraints from the teacher in the form of feelings; dissatisfied, forced, awry, lots of discomforts, sad, improvised, lots of patience, dilemma, pity, that's understandable because forced learning is designed to be simple and not too burdensome for students, as a result, students are stressed, the material achievement is not optimal, interaction with students very limited, the tasks are given by the teacher to students is more than face-to-face, and the evaluation to achieve the target is difficult to

achieve, especially the evaluation of attitudes is very lacking, finally the learning objectives in the aspect of attitude cannot be seen directly. This is due to the unpreparedness of teachers to adapt and adopt e-learning [27], the quality of content, and the methodology of using information technology [28], dilemmas encountered in the implementation [29], and assessment [16].

The problem with students is that not all of them have HP. Even if you have, you don't understand the use of WA and GC applications, limited memory, quota, and signal. So it is not possible to follow the lesson, it is difficult to ask for an explanation of material that has not been understood, even the assignments are given for deepening the material, many are not submitted by students, have not responded on time to their assignments, due to signal problems, have limited cellphone memory and quota, and while working. The lack of active students is due to network and quota limitations [28]. Such constraints give rise to the student's perspective that online learning is boring because they do not understand it, it is easier and better face-to-face learning than online. For students learning online is difficult [15], even if there is e-learning and face-to-face for various reasons [16],[30].

Obstacles from parents are the economic conditions of their mediocre parents. The tasks that teachers give to students are more than face-to-face, so many parents are confused with their children's assignments, and parents understand that online learning is difficult [14]. Many parents think that online learning is a holiday because they don't go to school. These constraints are related to the limitations of supporting facilities [28], physical and social environmental conditions, parental awareness [30].

Despite facing various dilemmas in e-learning, teachers still try to make various innovations according to the diversity of learning conditions, regions, culture, local wisdom, socio-economics, and infrastructure. It can be seen that e-learning in urban areas, innovation is almost dominant based on e-learning. Using WA, GC, Messenger, GQ, video call, and Zoom applications, even schools provide homemade online learning applications or use applications from providers. However, this online learning application from outside, after being used, is no longer used, because it is not under the learning conditions at the school. Learning applications offered by outsiders, the design may not meet the rules of best pedagogical practice but is more oriented towards a business model to generate profits.

Innovation in suburban areas, there are more variations, e-learning, distance classes (TVRI District Government), and face-to-face are limited at school, or students visit the teacher's house. However, e-learning in remote areas is forced, little implemented, the dominant ones are teacher visits to students' homes individually or in groups based on a mutually agreed schedule, and a warm welcome from parents with 'light snacks' during

learning, teacher visits for face-to-face learning groups in students' homes is an innovation that is in accordance with local culture and wisdom. Innovation in the periphery, especially in remote areas is a manifestation of the recognition of the importance of culture in embracing innovation in educational settings [20], [21], [19], [22].

5. CONCLUSION

PPKn learning conducted in urban, suburban, and remote areas shows a variety of conditions, which give rise to dilemmas and innovations based on regional characteristics and supporting elements, including diversity as an essential condition in which the teaching and learning process takes place, both in terms of local wisdom culture, socio-cultural - economy, and infrastructure. Teachers as the main players in implementing e-learning policies have proven capable of struggling to overcome various dilemmas and produce innovations in learning during the COVID-19 pandemic following the characteristics of the region and school where they work.

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