

Hybrid Learning in Civic Education During Pandemic Covid-19 in International School

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ABSTRACT

One of the challenges in civic education during the pandemic Covid-19 for students is learning lost. Learning lost is students loss focus and motivation when participating in learning activities because face to face learning was replaced by distance learning. This is due the fact that distance learning is not effective enough in developing students motivation in learning. So during pandemic covid-19 government and school try to design hybrid learning for making learning more effectively. Hybrid learning is an effort to increase students focus and motivation in learning by combining limited face to face learning and distance learning by applying of technology-based learning. This research uses a qualitative approach with a case study method which is carried out at the High School of Bandung Independent School. The data collection techniques used are through observation, interviews, documentation studies with data analysis techniques using data reduction, testing the validity of data through construct validity and triangulation of findings and conclusions. The result show that hybrid learning in civic education in Bandung Independent School was divided into: 1) Synchronous (40 minutes) with some students learning face to face limited at school and other students studying through zoom meetings and 2) Asynchronous (40 minutes) used for developing students understanding independently related subject by providing structured assignment for individual, group works, projects or portfolios through Managebac (School Learning Management System). Hybrid learning in civic education more effectively to increase students motivation in learning during pandemic covid-19.

Keywords: Civic Education, Hybrid Learning, International School.

1. INTRODUCTION

Since the enactment of circular letter number 4 of 2020 by the Ministry of Education and Culture of the Republic of Indonesia regarding education in the emergency period of the spread of COVID-19, learning activities in schools have shifted from face-to-face learning to distance learning. This is an effort by the government to reduce the spread of the COVID-19, especially in the school environment [1]. The situation of the transition from face-to-face learning to distance learning during the covid-19 pandemic felt by students and teachers caused unpreparedness in designing learning schemes. This causes students to experience demotivation in learning. The daily contact or communication routines carried out by teachers and students are directly shifted through online platforms [2].

Long-term distance learning caused increased physical and psychological stress on students, especially feelings of anxiety, loneliness, stress and fear of the future [3]. This arises because during distance learning students experience social isolation which causes a lack of communication intensity with the social environment.

During distance learning, students' concerns about changes and uncertainties in the implementation of face-to-face learning cause students to experience stress and depression which will affect academic achievement, non-academic and health threats [4, 5]. One of the things that causes stress to students during distance learning is school assignments given by the teacher [6]. The existence of school assignments given to students during distance learning encourages the loss of student motivation to learn, this causes students to be in a crisis that they are unable to overcome. When students face a critical situation, they will experience a loss of psychological homeostasis, namely disturbances that result in difficulties and functional disturbances which are motivators for students to find solutions [7].

Students stated that the most difficult part of distance learning is the lack of motivation to learn, this is due to several factors including: (1) students do not find intrinsic motivation, (2) cannot access teacher or peer help directly as an extrinsic motivator, (3) students do not have time management skills in doing assignments independently, (4) students experience fatigue spending time staring at screens during online learning, (5) use of

technology that is less effective and does not motivate students [8].

The implementation of distance learning during the COVID-19 pandemic is carried out using various learning resources through communication technology, information and other learning media. In particular, most schools today have access to digital technology where schools ensure that every teacher and student has a computerized device [9]. However, the use of better technology can make students feel uncomfortable, especially when there is a delay between teachers and students in communicating and responding so that students become less pleasant during learning. One of the efforts to support the success of learning at home is that teachers design learning through technology that is able to help, motivate and support students [8]. Based on this, it is necessary to use the right technology to help cope with changes in the distance learning environment for students [10].

In Indonesia, since the COVID-19 pandemic, the government has always evaluated the effectiveness of distance learning. Although the use of technology is designed as well as possible in distance learning, students are more likely to choose hybrid learning [11, 12]. Therefore, based on considerations in various aspects and conditions of the covid-19 pandemic in Indonesia, the government has taken a policy to implement hybrid learning, namely limited face-to-face learning (PTMT) by implementing health protocols and parental permission combined with distance learning, this is as stated in joint decree (SKB) of 4 ministers Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, Number 440-717 2021 regarding Guidelines for the Implementation of Learning in the 2019 Coronavirus Disease (Covid-19) Pandemic [13].

The policy is a government step to increase the learning motivation of students who experience physical and psychological problems due to taking long distance learning. As many as 91% of education units are allowed to run limited face-to-face learning using a hybrid learning strategy in new normal era. Hybrid learning encourages effective learning strategies, namely limited face-to-face, online learning and the use of technology that encourages student motivation in learning by developing data literacy, technological literacy and humanist literacy.

In hybrid learning there is no one perfect method to balance face-to-face learning and online instruction in every situation, therefore in hybrid learning teachers must develop skills in managing the learning environment [14,15]. Hybrid learning provides a transformative experience for students so as to encourage the creation of innovation in learning [16]. The use of technology in learning can provide opportunities for students to be able to learn independently, personally and

sustainably [17,18]. However, this does not mean that all students can be motivated during learning, therefore the best learning design currently is hybrid learning where student motivation can be encouraged through face-to-face learning, online learning and the use of technology, all three of which are effective learning strategies to be applied during the pandemic covid-19.

2. THEORETICAL REVIEW

2.1 Civic Education

The term citizenship education according to Cogan can be interpreted as citizenship education, civic education and democracy education [26]. Epistemologically, civic education has goals in accordance with the national goals of each country. The purpose of civic education is to form good and smart citizens who are prepared for the future. The main mission of civic education is to develop the basic values of society, namely the values of patriotism and democratic values. More deeply the purpose of civic education is to strive for every citizen to become a good citizen, therefore citizens must have spiritual, intellectual, emotional and social intelligence (civic intelligence), participate in the life of society, nation and state (civic participation). and have civic responsibility. the mission of civic education in Indonesia as according to Winarno as follows: (1) civic education in order to prepare students to have deep knowledge and understanding of national insight; (2) Civic education as democracy education; and (3) civic education as state defense education [27].

Citizenship education is a compulsory subject at every level of the education unit, both at the elementary, junior high, high school and college levels. Cogan explains that civic education is a subject that aims to equip the young generation to play an active role in the life of the nation and state [28]. The juridical foundation of civic education in Indonesia is the 1945 Constitution. contained in Law Number 20 of 2003 concerning the national education system which is described in more detail in article 37. According to Nu'man Somantri explaining that the class is a democracy laboratory that provides civic education as a means of fostering "creative dialogue" [29]. The mission of citizenship education is multidimensional, including:

- 1) The pedagogical mission is to develop the potential of students to develop in a sustainable and progressive manner
- 2) The psycho-social mission is to facilitate students to have maturity in being good in life in the community, nation and state.
- 3) The socio-cultural mission is to build civility and citizenship culture as a reflection of democratic life [30]

According to Branson, civic education has three important components including civic knowledge (civic knowledge), civic skills (civics skills) and civic disposition (civic character) [31]. In the 21st century the purpose of citizenship education is more broadly

formulated functionally, it aims to help students have the ability to make decisions and solve problems in personal, community, nation and state life so that students are able to become smart citizens in dealing with the environment. especially in the era of globalization.

2.2 Hybrid Learning

Hybrid learning is a pedagogical approach by combining face-to-face learning with online learning and using technology-based learning [19]. The innovation of hybrid learning is to use a face-to-face approach and the use of information and communication technology that is integrated in digital classroom activities such as computer media, digital learning applications, video conferencing and others so as to increase learning effectiveness [20,21]. This facilitates and encourages students to learn independently, this is because learning is adapted to the characteristics and orientation of students' needs during learning. Therefore, hybrid learning is a learning system by applying student interaction and participation in learning by integrating innovation and technological advances that allow it to influence students' metacognitive awareness [22,23].

The delivery of learning content in hybrid learning is done through face-to-face learning both offline and online and using technology. Hybrid learning combines one or more methods, media, and learning models. The advantages of hybrid learning that integrates E-learning include: (1) more interactive and challenging learning by using E-learning so that student activity and involvement is higher; (2) students' motivation to learn is increased; (3) the learning process spans space and time; (4) repetition of tasks quickly and precisely; (5) ICT can provide various interesting and potential sources of information; (6) ICT can make it easier to visualize complex models; (7) learning design is more creative, innovative and interactive [24]. In addition, hybrid learning enhances learning through Synchronous and Asynchronous learning which are modifications of time, space and place that have different pedagogical benefits and goals [25]. Hybrid learning is a step that is used as an intermediary between face-to-face learning and online learning.

2.3 International School

International school is an organization that offers international learning [32]. The role of international school is to fulfil the educational needs especially for the younger generation in increasing knowledge and understanding in the context of global citizenship. International school as a school whose students are made up of many countries and culture and recognize that students have different goals [33]. This reflect that the diversity of students background consist from many countries is the reason for the establishment of an international school.

International school is the school for expats from different country that operating in another country [34]. There are four main requirements for a school to be classified as an international school are the majority of students coming from others countries, teaching staff, staff and directors consisting foreigners and local citizens, cultural adaptation and the use of an international curriculum [35]. The Curriculum that used in international school is different with national school. So it will be different with the subject of lesson, syllabus, and learning system in class.

In Indonesian based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 31 of 2014 that Indonesian citizen students (WNI) are required to study Pancasila and citizenship education subjects, religious education lessons, and Indonesian language. The compulsory subjects for Indonesian citizen students (WNI) must be integrated with the national curriculum. Citizenship education is a compulsory subject for Indonesian citizens in international schools with the aim that citizens continue to receive national education in order to develop students who are good and smart citizens but also develop an understanding of global citizenship or in other words "think globally act locally" and develop values. values of patriotism and nationalism.

3. METHODS

This researched uses a qualitative approached. This type of approached is used to: 1) analysis and description the phenomena, social activities, event, perception, attitude, belief, a person thoughts both individually or in groups. 2) interpretation informants or respondents to their world (emic or verstehen) which is different dynamic and plural and 3) have trait to explore, describe and explain [36]. The methods is case study which suitable to researched that focus to contemporary phenomena or field investigation to observe events that occur in real life [37]. Hybrid learning civic education during pandemic covid-19 is one of phenomena that interesting to researched because it happens in students learning life. This researched was conducted at High School of Bandung Independent School. The subject or participants in this researched are :

Table. 1 Participants Researched

No	Participant	Quantity
1	Deputy Head of Indonesian Department	1
2	Indonesian Student In Civic Class Grade X	2
3	Indonesian Student In Civic Class Grade XI	2
4	Indonesian Student In Civic Class Grade XII	2
Amount		7

The data collection techniques used are through observation, interviews, documentation studies. Data analysis techniques using data reduction, testing the validity of data through construct validity and triangulation of findings and conclusion.

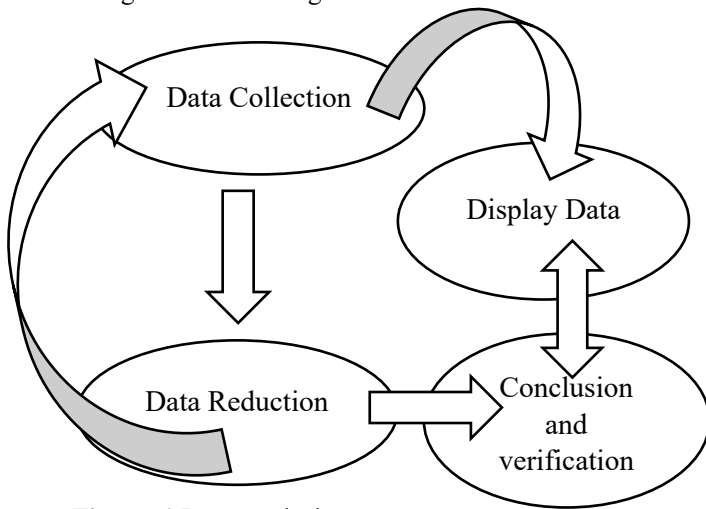


Figure. 1 Data Analysis

Source: Miles and Haberman 2014

4. RESULTS AND DISCUSSION

Civic learning during the pandemic COVID-19 at Bandung Independent School was carried out through Hybrid learning by combining limited face-to-face learning and online learning simultaneously. Hybrid learning allows students to communicate both orally and in writing that are optimally integrated both online and face-to-face. In contrast to face-to-face learning, usually hybrid learning in civics education is structured in accordance with government policies which stipulate limited face-to-face learning so that students in class are limited. During the pandemic COVID-19, civics learning must be adapted to the conditions and needs of each student. The concept of Hybrid learning does not only combine online and face-to-face instruction, but focuses on learning objectives by applying appropriate and appropriate learning technologies in learning [38]. The citizenship learning is divided into synchronous and asynchronous learning.

Hybrid Learning		
Learning Model	Synchronous	Asynchronous
Content	<ul style="list-style-type: none"> Limited face to face Synchronous Online 	Asynchronous
Duration	40 Minutes	40 Minutes
Technologies	<ul style="list-style-type: none"> Weekly Lesson Google Slide/Power Point Textbook 	<ul style="list-style-type: none"> LMS (Learning Management System) Teacher Recording

	<ul style="list-style-type: none"> Chat Discussion 	<ul style="list-style-type: none"> Interactive learning media such as: Kahoot, Quizizz, Word wall, Padlet and Canva.
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Figure 2. Innovation of Hybrid Learning in Bandung Independent School

Based on the figure above, learning civic education during the COVID-19 pandemic is divided into:

4.1 Synchronous

Synchronous learning is carried out for 40 minutes. Students learn directly both face-to-face limited in class and through online learning (Zoom Meeting). Synchronous learning uses weekly lessons as a guide in learning so that students can find out what learning will be carried out. Learning presentations using power point/google slides where the teacher gives apperceptions related to the learning carried out and provides instructions to students during learning, besides that text books are used by students to help understand and explore learning materials and chat discussions as a medium for communicating online. During synchronous learning students show interaction, communication and involvement both between students and with teachers, this is possible because learning is integrated through the use of suitable and appropriate technology, namely Zoom Meeting so that students are not limited by space and time during synchronous learning. Students can comfortably communicate with each other flexibly. During synchronous learning, not only students in class can communicate, but students in zoom meetings can communicate directly with students in class so that students can project themselves socially and emotionally and create interpersonal relationships [39]. The advantages of synchronous learning are that students in class and online can show interaction in discussion and participation during learning.

4.2 Asynchronous

Asynchronous is a learning concept that is carried out for 40 minutes by combining an integrated and technology-based student independent learning experience. Through Asynchronous learning students can learn flexibly and more independently by being integrated through technology. Meanwhile, during asynchronous learning the technologies used include:

- 1) LMS (Learning management System) is used by students to obtain online learning materials and complete learning tasks so that students can check the progress of the learning outcomes that have been done. Bandung Independent School LMS is Managebac
- 2) Teacher recording provides guidance to students regarding deepening and learning instructions.
- 3) Interactive learning media such as Kahoot, Quizizz, word wall, Padlet are diverse learning approaches through various interactive, innovative and fun

learning platforms. The learning platform is used during learning with the aim that students are interested in developing abilities from the results of independent learning so that students are motivated to develop learning optimally during asynchronous.

Based on this, Asynchronous is a learning method that accommodates student learning needs by encouraging students to have self-control in independent learning, have responsibility, and build connectivity and interactivity during independent learning.

Based on this research, Hybrid learning is suitable for use in civics learning during the pandemic Covid-19 which is adjusted to government policies. Hybrid learning provides a learning model that is tailored to the needs of students by encouraging the creation of connectivity and interactivity between students in class and online as well as encouraging student participation in discussions. Besides that, access to learning is designed easily so that students can learn independently and intensify learning maximally.

5. CONCLUSION

Civics learning during the COVID-19 pandemic at Bandung Independent School was carried out through hybrid learning by combining limited face-to-face and online instruction. Hybrid learning allows students to communicate both orally and in writing that are optimally integrated both online and face-to-face.

Hybrid learning in civic education implemented at Bandung Independent School is divided into synchronous and asynchronous. Synchronous is implemented through learning by combining face-to-face and online learning for 40 minutes. Asynchronous is a learning concept that is carried out for 40 minutes by combining independent, integrated and technology-based learning experiences. The concept of hybrid learning does not only combine limited online and face-to-face instruction but focuses on learning objectives by applying technology.

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