# Student Perceptions on Online Learning Effectiveness' of Civic Education at High Schools in Padang City

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**Abstract.** This study aims to analyze students' perceptions of the effectiveness of online learning in civic education subjects at Padang City High School. The type of research is quantitative research with survey methods. The survey was conducted at 16 Padang City Public High Schools in June 2021 with 2161 respondents. The questionnaires consisted of thirty close-type questions using the Likert scale. The research data are classified on students' perceptions of achievement aspects of learning objectives; the availability of online learning facilities and infrastructure; the ability of teachers in using technology; the ability of teachers in choosing and using the right model of learning; the efficiency of study time and; the achievement of learning outcomes. Data analysis was carried out by means of frequency analysis so that a proportion of respondents' answers were obtained. The results illustrated that, 72% of respondents said that the learning objectives of PPKn can be well achieved. More than 75% of respondents said that the facilities and infrastructure to study are owned and equipped. In regards to the ability of teachers in using technology, there are 72.6% of students stating that teachers are able to use PPT, interactive quizzes, google classroom, videos and moddle tools. For the skills of choosing the right learning model, there are 72.54% of respondents stating that PPKn teachers can choose and are skilled in using learning models. Furthermore, related to learning time, there were 60.12% of respondents stating that the time used for consulting, discussion and work on tasks was quite effective, and 76.83% of respondents stated that online learning could improve the learning outcomes of PPKn. From the results of the study, it can be resumed that online civics subjects at Padang City Public High Schools are effectively implemented, and the results of this research can be considered by local governments to take policies towards the implementation of online learning at the secondary education level.

**Keywords:** Online learning · Learning activities · Learning outcomes · Civic education

## 1 Introduction

The impact of the Covid-19 pandemic has accelerated the disruption of the education system, this is in line with the adaptation of new habits where people adjust themselves to pandemic conditions. In general, from the Indonesian Dictionary, the word disruption

can be interpreted as being uprooted from the root. Some of the features of the distruption condition can be explained through (VUCA). A condition where there is a very rapid change has a deviation and is difficult to predict (volatility). Changes that have an impact on uncertainty (Uncertainty). There are many factors that cause interconnected changes (Complexity) and there is a tendency for the direction of change to be less clear (ambiguity). Disruption in the field of education is a consequence of the era of the industrial revolution 4.0, where digital literacy and technological literacy are absolutely necessary in learning. The COVID-19 pandemic is making a big leap in the learning system by invented the online learning, so said that there are significant changes to people, processes and tools. The implementation of online learning is done by going through digital transformation in educational field. Online learning is actually using a media that enable both teachers and students to interact even though they are in separated places [1, 2]. The online learning is done using the blended learning method to be implemented in which internet-based learning is merged and combined to non-internet based so that produce effective learning [3]. In accordance to that, online learning system requires the availability of facilities and infrastructures such as PCs, smartphones, internets and software.

Research conducted by [4–6], the implementation of online learning proves that there is learning flexibility and has an impact on learning independence and motivation. According to [7, 8], "the learning effectiveness is one of standard qualities of education and can be measured by the achievement, or it also can be interpreted as an accuracy in managing a situation, "doing the right things. Furthermore [7] stated that "effective learning is learning that provides self-learning opportunities or carries out the widest possible activity for students to learn". In order to achieve effective learning, teachers should be mastered the skills to plan, implement and evaluate learning outcomes. While [8] debated that teachers must have global insight-minded to approach educational issues. This required teachers to be able to cooperative, critical and systematical in working and thinking. Teachers need to have passion to boost intellectual abilities in which are relevant to nowadays where digital literacy and technology are absolutely almost everywhere. This is important to ensure the effectiveness of learning in the industrial era 4.0 where students are required to have the skills of the 21st centuries.

## 2 Theoretical Review

Epistemologically, Civic Education or Pancasila and Citizenship Education (PPKn) is understood as the concept of Civic/Citizenship Education which is pedagogically and socio-culturally accepted as an element of humanitarian struggle. PPKn provides a construct for building students who are aware of their identity [9]. PPKn is also Character Education which is multidimensional, carrying out the vision and mission of the whole development of "civic competencies". The goal of PPKn is the development of "civic knowledge, civic dispositions, civic skills, civic confidence, civic commitment which boils down to the integrative ability of "well informed and reasoned decision making". In particular, Pancasila and Citizenship Education (1) displays the attitudes and behaviors of citizens in accordance with the values and morals of Pancasila, both individual and social creatures. (2) Be consistent with the 1945 Constitution as the highest legal order

in regulating the life of the state and the nation. (3) Implementing the spirit of nationality and the ideal of the motherland. (4) to be actively, intelligently and responsibly participating as a member of society and the state. Some of the problems that are often used as material in PPKn learning are how to use the soul and body of the Indonesian nation, [10, 11].

How to solve cases related to the denial of the civil rights and obligations, cases of intolerance and radicalism. Bullying is also a special thing that is usually taught in Pancasila and Citizenship Education. This includes a combination of the element of Pancasila, the 1945 Constitution, the Republic of Indonesia and Bhinneka Tunggal Ika which provides integrated learning materials. Currently, Indonesia is being hit by a self-identity crisis caused by the fading of culture and also the local wisdom of the community. This is certainly a challenge for PPKn teachers in teaching students in school [10–12]. PPKn learning can be carried out by using information technology media. The use of technology in maximum learning can indicate the advancement of the quality of human resources of a nation. During the Covid-19 Pandemic, almost all PPKn defenses were carried out using information technology. Technology cannot be separated from problems, because technology is born and developed to solve problems faced by humans. The Covid-19 pandemic is a collective problem of nations and even the world that brings changes and demands for adaptation to various lines of life, including education and learning. Technology is a catalyst for extraordinary innovation and change, especially in the current and post-Covid-19 era of the new normal.

The ability of PPKn teachers to utilize learning technology appropriately as needed will increase the achievement of PPKn learning goals. The role of teachers in developing learning activities must be able to design interesting and creative learning experiences. The selected learning technology interventions must be in accordance with the conditions and needs of students/learners in their respective schools or regions. There are many learning models that PPKn teachers can choose from, for example project-based learning (PjBL), Experimental learning, problem-based learning, case methods and meaningful learning. All of these learning models can be used to accomplish learning objectives. The effectiveness of learning can be seen from several indicators, namely; 1) the capability of teachers to control proper learning; 2) making sure the students doing activities related to the learning; 3) positive response of students while learning and 4) the learning outputs are completed and met the requirements of aspects in learning completion. This explanation is supported by several expert opinions [2, 13–15]. To implement effective learning, it is necessary to: a) being consistence to the curriculum of learning activities; (goals, subjects, media and learning evaluation strategies. b) follow these learning process which are: control conducive learning activities, presenting tools, sources and media, time efficiency, mastering the materials and being able to make the students active [2, 15].

It can be inferred that learning effectivity has these characteristic: successfully bring students to obtain instructional objectives; provides an interesting learning experience by involving students to be active in class, and provide facilities and infrastructure to support the education [2, 16–18]. The effectiveness of learning required competent teacher. If the teacher should have good competence, so they are able to conditioning effective

learning to improve the quality of education. Therefore, it should be supported by an appropriate curriculum.

## 3   Material and Method

The research was conducted using the survey method and the total population was 16 Padang City Public High Schools. The data collection instrument is questionnaire. Questionnaires are distributed online to respondents through google forms. To measure respondents' attitudes, perceptions and opinions, researchers made 30 questions using the Likert scale. Questions are classified based on perceptions of student for the achievement of learning objectives aspects; the facilities and infrastructures availability of online learning; the ability of teacher in using technology; the ability of teachers in choosing and using appropriate learning models; learning time efficiency and; learning outcomes. The total of respondents who completed the questionnaire was 2161 respondents. Data analysis was carried out by means of frequency analysis so that a proportion of respondents' answers were obtained. The data is processed by some stages including the preparation stage. The researcher examined all (30 items) questions which completed by respondents and go on to the next stage which is coding. The researcher grade the answers and then compiled and calculate the results so that it can be presented in the form of tables and images.

## 4   Results and Discussion

The challenge of 21st centuries where students must have Higher Order Thinking Skills should make the teachers be able to teach students with meaningful learning. Civic Education in Indonesia has its philosophical meaning in which saying to prepare civilized and wise citizens [10]. The effectiveness of learning Civic Education will result in the disposition of obeyed citizens (balanced both rights and obligations). As a good civic education teacher who has a role in shaping and developing the nation's values and morals to prepare the student for a multicultural mentality [10, 11]. Civic Education teaching materials develop dynamically, following constitutional developments, multicultural character developments imbued with Pancasila, the 1945 Constitution, the Republic of Indonesia and Bhinneka Tunggal Ika. The result of this is the learners will develop self-directed learning skills or independent learning.

Analysis of the results of the study was obtained from the perceptions of student by (1) the achievement of learning objectives aspects. (2) the availability of online learning facilities and infrastructure. (3). The ability of teachers in using technology. (4) the ability of teacher in choosing and using the right learning model. (5) the learning time efficiency and; (6) the achievement of learning outcomes. The following figure comprehensively explains the perception of students regarding online learning in PPKn subjects.

To see the achievement of learning objectives from student perceptions, there are five questions asked, which are consist of inquiring whether online learning able to improve analytical skills, divergent thinking skills, good thinking and acting skills and values, the ability in constructing new knowledge, and create new word steps in short time. Figure 1, shows that $\geq 68\%$ of students state that online learning is able to improve analytical skills,
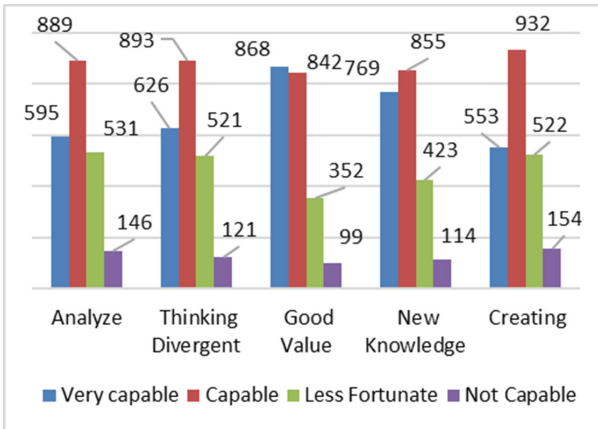
**Fig. 1.** Students' Perceptions of Achieving Learning Objectives

$\geq 70\%$ of students think that online learning can improve divergent thinking skills, $\geq 79\%$ of students state that they can develop good values. In accordance to the ability to construct new knowledge without having to think for long there is percentage of 75% and $\geq 68\%$ respectively.

Figure 2 Describes how the availability of facilities and infrastructure that support online learning. It can be described that the availability of online learning facilities, $\geq 80.56\%$ of students of Padang City public High School have compatible learning tools and students can access the internet properly. Students have learning software $\geq 65\%$ and $\geq 75\%$ of students can access learning media. This is possible because as a neo-millennial generation students have a tendency to be very familiar with technology. Several studies have proven that technology has a positive effect on learning and it is enormous. Information technology can be use as a medium to do the educational
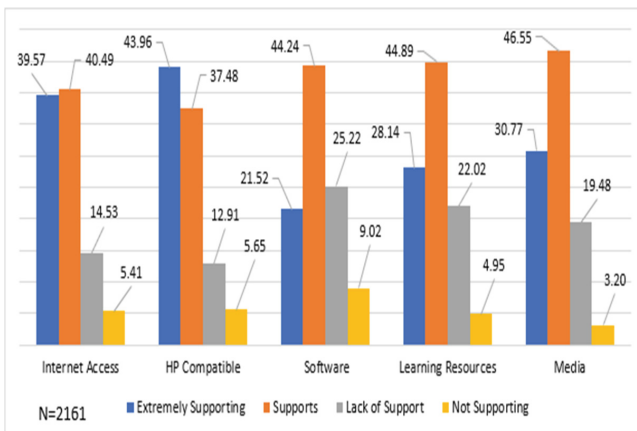


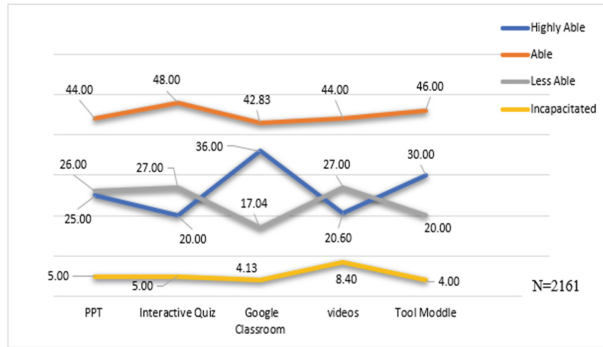**Fig. 2.** Student Perceptions of Availability of Facilities And Infrastructure

**Fig. 3.** Ability of Civic Education Teachers to Use Technology

process including helping the teaching and learning process, which involves references and sources of information [19].

One of the technological media that is often used today is mobile phones [20]. In addition to mobile phones, other supporting facilities are tablets or laptops. The Indonesian government or application developers have prepared several applications that can be used as a liaison for the teaching and learning process. Teachers can also teach face-to-face with students even though it is a virtual model by utilizing applications that must be accessed with the internet network [19, 21]. Figure 3, describing ≥ 70% of respondents stated that PPKn teachers from 16 Padang City public High Schools are skilled in using PPT, interactive quizzes, Google Classroom, videos and moddle tools. This is parallel with the International Education Advisory Board [22] which said that every teacher needs ICT skills in learning. Educational development should make sure that technology can be used in learning easily and are able to be implemented to facilitate education. Qualified equipment will be useless if the human resources are not able to utilize it.
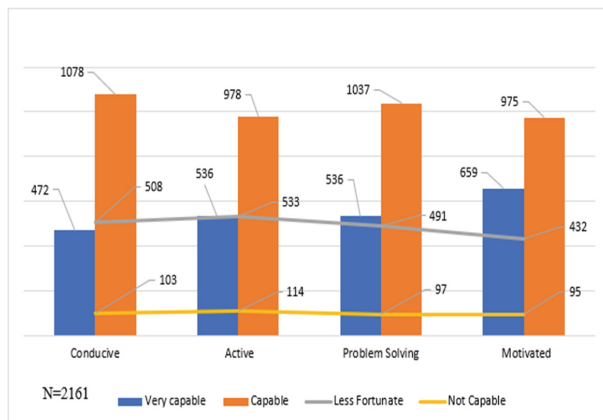


**Fig. 4.** Students' Perceptions of Teachers' Ability to Use Models

The learning process is characterized by educational interaction, namely interactions that are aware of goals. This interaction is rooted in the side of educators (teachers) and paedagogical learning activities in students. Learning proceeds systematically through the stages of design, implementation, and evaluation. At the stage of implementing online learning, teachers must be able to choose the right learning models to make a conducive learning atmosphere, motivate learners to be active, so that the students can solve learning problems. Figure 4 describes that 72.54% of respondents stated that PPKn teachers in 16 Padang City public High Schools can choose the right learning model in online learning.

The effectiveness of online learning can also be seen from the aspect of using learning time. Figure 5 shows that 54.65% of respondents stated that online learning is effective for consulting, 71.63% of respondents agree that online learning does not hinder doing assignments. There were 59.19% of respondents said that online learning is good for discussion and 54.93% of online learning is effective for achieving learning objectives. To be concluded that online learning is quite effective when viewed from the aspect of using time. (Fig. 6)

The thing that teachers need to pay attention to is not to let students become individualistic because it is contrary to the philosophy of the Indonesian nation, namely Pancasila. After all, the internet and online media are tools for learning. Content on the internet can make students know a lot about learning. But it is not enough to equip students with social and emotional intelligence. Therefore, PPKn teachers are not only able to carry out teaching innovations, but also to promote digital literacy in students' daily lives. Teachers should strive to teach students by using technology (using technology as a tool to facilitate learning and improve performance. This is in line with educational technology is a field involved in facilitating human learning through systematic identification, development, organizing and utilization of various learning resources and through the management of these processes, [23]. The results of the study on online learning outcomes showed that 78.12% of respondents agreed that online learning can intensify disciplinary attitudes. 81.68% of online learning is able to increase the spirit of
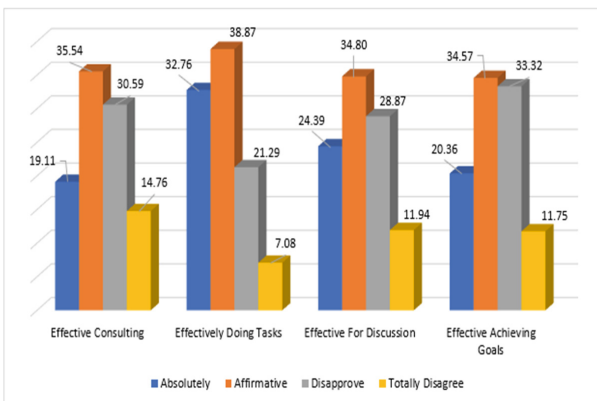


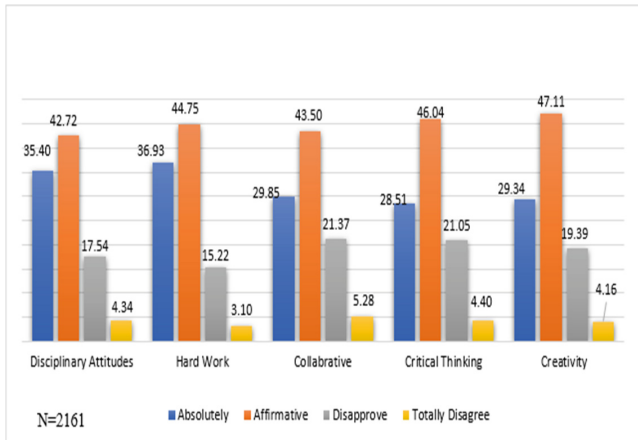**Fig. 5.** Students' Perceptions of Learning Time Efficiency

**Fig. 6.** The Effect of Online Learning on Learning Outcomes

hard work, 73.85% can improve collaborative skills and 74.54% respectively improve critical thinking skills and 76.45% increase student creativity.

## 5 Conclusion

The results of the study can be concluded that 72% of respondents said the learning objectives of PPKn (analytical skills, divergent thinking, developing good values, constructing new knowledge) could be achieved well. More than 75% of respondents stated that the available facilities and infrastructure support online learners (there are compatible cellphones available, the internet network is seamless, there is learning software, there are learning resources and learning media that can be accessed properly). Related to the ability of teachers to use technology, there are 72.6% of students stating that teachers are mastered to use technology, to choose and use the right learning model, learning models that can increase motivation, learning activities. PPKn teachers can make conducive learning climate. Furthermore, related to learning time, there were 60.12% of respondents stating that the time used for consulting, discussion and work on tasks was quite effective, and 76.83% of respondents stated that online learning could improve learning outcomes of PPKn. From the results of the study, it can be presumed that civics subjects at Padang City State High Schools are effectively implemented online.

**Authors Contributions.**   Pebriyenni: Construction of the topic and research framework, formulating the theoretical framework, writing papers and publishing research results.

Sumarni: Participate in observations, and collect data.

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