



Student-Teacher Relation in Blended Learning of Civic Education Based on Law-Related Education

Baeihaqi^(✉) and Kokom Komalasari

Universitas Pendidikan Indonesia, Bandung, Indonesia
baeihaqi95@gmail.com

Abstract. The educational structure must be able to run dynamically so that it can respond to various challenges. This study aims to describe Student-teacher relations (STR) in the blended learning process in civic education which is integrated with law-related education (LRE). This research was conducted at SMA Negeri 27 Bandung and has the title of being a law-aware school. The case study method with a qualitative approach is used based on the peculiarities of the characteristics of the research location. The instruments used include observation, interviews, and documentation studies. The results of the study show that STR in LRE-based civic education lessons with a blended learning scheme works well because it is driven by (1) an element of proximity: the age gap between teachers and students is not too wide, and teachers are literate in information and communication technology to make the teacher and students close the better, (2) the element of conflict: when a problem occurs a negative relationship rarely occurs because the resolution and preventive efforts are carried out by carrying out prevention with the involvement of peers which cannot be separated from the guidance of the main elements, namely the teacher, homeroom teacher, and counseling and parents; (3) dependence, this aspect has actually been attempted with peer tutors. However, dependency still occurs due to the lack of independent learning of students and is exacerbated by the ratio of the number of students in one class to the less proportional teacher.

Keywords: Blended Learning · Civic Education · Law-Related Education · Student-teacher relation

1 Introduction

After the Covid-19 pandemic brought implications for new habits in the implementation of education. This adaptation to new habits is carried out periodically in the process of adjusting new habits to old habits before the Covid-19 pandemic took place. These changing situations and conditions indicate that education must have a dynamic structure and must adapt the substance of learning quickly in the face of changing situations and conditions [1]. Blended learning is an alternative that is chosen as an answer to getting used to new habits in the world of education.

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The application of blended learning in the learning process is basically something that is not commonly used in Indonesia, because the majority of learning processes are still predominantly carried out face-to-face and not many integrate face-to-face learning activities with online learning activities as an integrated form of collaboration. This is because, before the pandemic, online interactions were not a substitute for face-to-face interactions. However, online interaction is a suspension of meetings [2]. But in this context, the Covid-19 pandemic offers unexpected and challenging learning opportunities [3].

When the pandemic took place, at first online learning was the only option so that teaching and learning activities could take place, hence the term forced readiness [4]. This actually encourages new potentials and opportunities in the development of educational schemes in innovative learning designs to be applied in response to the challenges of these conditions. Forced readiness that occurs as a result of the pandemic refers to a situation where online learning must continue to be carried out even though the infrastructure and human resource capabilities are not yet able to carry it out. Initially, this certainly became a challenge in its implementation, but it is also undeniable that this forced situation has encouraged the development of learning designs that are in line with the demands of the development of 21st-century education. Based on this, it will also have implications for the development of teacher and student relationships. Known as the Student-Teacher Relationship (STR), which is interpreted as a dynamic relationship pattern and is strongly influenced by the behavior and interactions of the parties involved [5].

STR basically will develop in line with the development of science and technology, which is correlated with the development of learning design and learning instructional design in the implementation of the teaching and learning process which of course can be influenced by external factors such as situations and conditions, as before, during and after the pandemic. These situations and conditions encouraged the development of STR. In the face-to-face teaching and learning process, of course, it will be very different from STR in online learning, as well as STR which combines face-to-face and online learning.

There are challenges in its implementation in order to maintain healthy classroom conditions. In this case, the teacher is expected to be able to manage the class so that students can avoid unfavorable conditions [5]. Therefore, to answer the challenges of developing STR, it must be carried out so that the learning process can still be optimal in achieving the expected learning objectives, such as the application of blended learning in the learning process in Law-Related Education (LRE)-based Citizenship Education. The LRE orientation in Civics basically focuses on developing citizens' legal awareness which is substantially contained in the Citizenship Education body knowledge, which contains material related to legal substance [6]. The STR concern is based on the characteristics and peculiarities of the LRE-based citizenship education application at SMA Negeri 27 Bandung which is a law-aware school in Indonesia.

2 Literature Review

2.1 Student-Teacher Relationship (STR)

STR can basically be interpreted as a relationship that exists because there is the interaction between teachers and students as an emotional-based experience. However, it must be emphasized that the STR must emphasize the type of teacher interaction with students that are personalized, including the perception of students who see that the teacher pays attention to and respects them as individuals, sympathizes, and can see things from the perspective of participants, and acts as figures. Responsive to the needs of learners [7].

This is because the quality of STR can affect the level of involvement in social and academic activities [8]. So STR can indirectly support the development of students' motivational orientation for the development of social and academic competence. This context has actually been a concern for a long time because basically, STR can encourage basic development in the realms of attachment, exploration, play, and mastery [9]. This provides an opportunity for students to learn social skills and regulation or self-control as well as to practice basic developmental functions. However, there are four influencing factors in building a Student-Teacher Relationship, namely [10]:

1. The organizational structure and resources are related to the ratio of the number of students taught by one teacher in the class. The more students in one class the lower the STR level.
2. Class structure and practice, which represents the atmosphere of study groups depending on how the teacher manages the class.
3. The beliefs, behavior, and actions of the teacher, namely the way the teacher treats students are related to the level of confidence in achieving learning objectives and will have an influence on student enthusiasm in learning activities.
4. Individual skills to develop prosocial relationships, namely the ownership of individual skills in building social relationships

These factors affect the success of teachers in building relationships with students. In addition, there are also 3 important aspects that must be considered in building STR, namely [9]:

1. Proximity, is an aspect that leads to the harmonization of the relationship between teachers and students
2. Conflict, related to problems that occur between subjects in learning
3. Dependence, including how much students depend on their affairs to the teacher

Thus, aspects of the personality and basic development of students are greatly influenced by their relationship with the teacher, and the psychological conditions of students will affect the process of transforming values and knowledge in learning. This means that both teachers and students will mutually influence each other in the formation of STR, but what must be emphasized is that it is the duty of a teacher to build positive STR with students so that they can achieve the desired learning objectives.

2.2 Blended Learning

Blended learning is interpreted as a wise blend of face-to-face and online learning experiences that are included in traditional learning processes equipped with electronic formats or e-learning whose basic principles refer to face-to-face oral communication and integrated online written communication. Optimally so that the strengths of each are combined into a unique learning experience according to the context and educational goals that integrate internet-based learning [11, 12]. The main keys of blended learning are as follows [12]:

1. Integrating face-to-face learning with online learning
2. Planning learning strategies to optimize student involvement
3. Restructuring and replacing traditional class hours with online classes

The specific aspects of blended learning are divided into: [13]

1. Mode of delivery, which is a combination of traditional learning with a web-based online approach
2. Technology, namely the application of a combination of media and technology
3. Pedagogy, which is a combination of several pedagogical approaches
4. Chronology is a synchronous (real-time) and asynchronous approach

These main keys are basically the basic characteristics that must be met in applying blended learning, so it is necessary to pay attention to the implementation, the teacher must be able to set the right face-to-face and e-learning class hours, with the right learning design and in accordance with the concept blended learning, then this will go well according to the needs in producing student learning experiences in accordance with the learning objectives to be achieved. Therefore, in the conception of blended learning, it is the combination of different learning media (technology, activities) to create optimal learning programs for certain students, which leads to conventional learning (face-to-face in class) supported by electronic learning formats [14]. Thus, blended learning is learning that combines offline and online learning by involving technology and e-learning.

2.3 Pancasila and Civic Education Based on Law-Related Education

The conception of civic education that forms the basis of this study emphasizes the uniqueness of the concept of civic education in Indonesia, otherwise known as *Pendidikan Pancasila dan Kewarganegaraan (PPKn)* or Pancasila and Civic Education, which is a nomenclature or technical term used officially in the context of national education in Indonesia, which in foreign literature known as civic education or citizenship education. In a technical pedagogical sense, Civic Education refers to efforts to mature citizens in a systematic-educational context so that they know, want, and are able to do good for the good of themselves, their society, and their country [15].

This statement means that Pancasila dan Civic Education is an educational tool to prepare young people to become adult citizens who are aware of their rights and obligations both as individuals and as social beings. Meanwhile, LRE can be interpreted as education to equip people who are unfamiliar with the law with knowledge and skills

related to law, legal process, and the legal system, with a commitment to democratic principles and values on which these principles are based [16–19].

LRE is oriented towards developing citizen legal awareness which is applied in Citizenship Education learning as a container and facility for LRE in Indonesia which directs the function and ability to maintain values that are considered good by society because the function of law itself is to maintain public order [19]. Therefore, citizenship education is the most strategic tool in building young citizens' legal awareness, because, within the scope of the material, there are contents related to legal education.

Through LRE-based citizenship education, young citizens are prepared from an early age to study, which will later become a provision for them as adults in carrying out the life of the nation and state, especially in recognizing the meaning and value of justice and learning the knowledge and skills deemed necessary, providing tools to help citizens identify and possibly solve problems related to the law [6, 18].

3 Methodology

This research uses a qualitative approach with a case study method. The research was conducted at SMA Negeri 27 Bandung which is a pioneer of law-aware schools in which there is a Law-Aware Student Forum that is integrated with other student organizations as one of the uniqueness of the forum in implementing it as a law-aware school. In addition, there are also Law and Human Rights ambassadors who act as peer tutors in providing education and outreach to students regarding law and human rights. They will also act as a liaison between students and institutions dealing with law and human rights. The instruments used include observation, interviews, and documentation studies with data analysis techniques, namely data reduction, data presentation, and drawing conclusions.

4 Result and Discussion

The process of implementing LRE-based civics education learning at SMA Negeri 27 Bandung after the Covid-19 pandemic was carried out using a blended learning scheme which in the STR focus was based on three main indicators, namely closeness, conflict, and dependency. These three aspects are integrated with aspects of the implementation of blended learning carried out in the LRE-based citizenship education learning process which consists of collaborative online learning and offline learning schemes which are based on the use of the flipped classroom model blended learning scheme, namely individual students access learning material online. as instructed by the teacher outside of class time. So students prepare and first study the learning material that has been provided in the Google Classroom provided by the teacher before following the face-to-face learning schedule. The STR development can be described as follows:

1. The elements of closeness, conflict, and dependence in STR in the delivery of blended learning mode, namely:
 - a. The element of proximity

- 1) online learning scheme, in online learning, STR is carried out with an online instruction and content scheme in which the delivery of learning is presented by the teacher in Google Education such as the Google Class Room. In addition, the teacher also distributes various informative content that can be accessed by students. However, through this scheme, the aspect of closeness in STR runs less optimally because the interaction that occurs between the teacher and students is only limited to the implementation of the instructional process in carrying out learning and there is no interaction that involves emotional ties in it. Thus, building closeness with students is basically ineffective if only through online learning schemes. This is also because based on the number of teacher-student ratios that are not ideal, it results in increasingly ineffective online interactions between teachers and students, and leads to the implication of not forming closeness between teachers and students;
 - 2) offline learning, the process of delivering learning in building STR closeness is carried out with a direct instruction literacy scheme. In this aspect, STR goes well because the interactions that are established can involve the emotional connection between teachers and students. In addition, it is also driven by several factors such as (1) the age gap between teachers and students is only across 1 generation, namely civic education teachers who are actively teaching currently belong to the millennial generation and students are Generation Z. This has implications for positive trends for participants students because their teachers understand the culture of their generation, (2) teachers have socio-cultural sensitivity to various existing trends, thus making the potential and space for closeness between teachers and students even greater. In addition, this also encourages students to feel happy to be open to their teachers to tell stories about things they like and don't like, (3) Teachers are literate in information and communication technology, this also encourages the interaction of teachers and participants students are getting better because the teacher's ICT (Information and Communication Technology) literacy can direct information that is up to date and knows various platforms and social media that generation Z loves. Students also feel they have a variety of conversation materials that can be discussed and shared with the teacher. These three aspects encourage deeper interaction in the learning process, especially when studying Citizenship Education which has a very broad scope and can discuss various things that are trending and viral as study material that teachers use to encourage student participation of course it is interesting to discuss according to the domain studies that are oriented towards providing legal education in the learning process.
- b. Elements of Conflict
- 1) Online learning, delivery of conflicts in online learning schemes are based more on lack of device support, lack of parental contribution in supervision and involvement in carrying out its role as a pericenter of education, networking, and financial ability in fulfilling quotas, and so on a lot happens. Another problem that occurs is due to the lack of independence of students in learning independently through online learning schemes, which also correlates with the discipline of students in learning and doing assignments or projects. These

problems are usually conveyed to the teacher on the basis of observing the constraints of the learning process during the learning process. Complaints and problem reports from students are conveyed through the use of social media such as WhatsApps. STR in the realm of conflict through online learning schemes is based on indirect interaction which with this interaction model does not build emotional bonds so it does not build STR, especially when there is a conflict and the settlement scheme is not carried out online. The online scheme is used only to assist as a supporting tool in solving problems when indeed situations and conditions are not possible in an offline scheme.

- 2) Offline learning. Submission of conflicts in offline schemes basically occurs due to direct interactions that occur. This could be due to miscommunication, or poor communication in both verbal and non-verbal forms which sometimes triggers conflict and some juvenile delinquency such as being undisciplined, being late to school, and not going to class. In this aspect, STR is built by minimizing negative relationships. As for solving problems, why do negative relationships rarely occur in settlement preventive efforts are carried out by taking precautions with the involvement of student organizations, law, and human rights ambassadors who act as reminders to invite their peers to behave well and follow existing regulations. This is used as a preventive measure and builds sensitivity and social responsibility for students to care for each other, which of course cannot be separated from the guidance of the main elements, namely teachers, homeroom teachers, counselors, and parents.

c. Dependency elements

- 1) Online learning. The delivery of STR in the dependency aspect basically places more emphasis on learning independence if learning is online-based. But here the teacher also designs peer tutors to help each other and creates cooperative learning schemes so that they can assist students in the online learning process. This is attempted in order to build learning independence and build a student center orientation so that students are not dependent on the teacher in learning. This is also felt by students where students convey learning patterns designed in online schemes that emphasize more on group work and if there are obstacles or things that are not understood the teacher will facilitate and guide by conducting consultations.
 - 2) Offline learning. The formation of STR in this aspect can build high dependency if the learning orientation is teacher center based. Because overcoming this learning orientation is directed to the development of independent learning and collaborating with online learning. To support students' self-reliance in learning so they don't have too much dependence on learning the teacher develops a scheme of peer tutors with a cooperative learning orientation, such as involving members of law-aware student forums, law and human rights ambassadors students. However, dependencies still occur due to the lack of independence in student learning. This is also based on the fact that the ratio of the number of students in one class to the teachers is not proportional, and this is indeed a joint homework in the implementation of national education.
2. The elements of closeness, conflict, and dependence in STR on aspects of blended learning technology, namely:

- a. Online learning. The development of STR's closeness to technology is basically not optimal because the number of students who are supervised by teachers is disproportionate. The application of technology used in building STR closeness is more of a combination of WhatsApp applications, google Education such as Classrooms, and Google Meet. However, the interaction is less effective because 1 teacher guides several classes at once so interaction with the use of technology is less effective in building STR closeness.
 - b. Offline learning. STR proximity is built through the use of technology such as the use of mobile phones and computer lab rooms in the development of ICT literacy of students as well as collaborative integration of the use of cell phones in assisting the learning process with the guidance of the teacher. The use of technology with teacher guidance is more effective in building STR but with a note that in its implementation the teacher must be able to control and build good synergy in managing the class and using technology together under the guidance of the teacher.
3. The elements of proximity, conflict, and dependency in STR on the pedagogical aspects of blended learning in online and offline learning schemes, namely in the development of proximity STR in the pedagogical domain are carried out using a scientific approach based on contextual learning, cooperative learning. This approach is applied as a pedagogical effort in constructing active student-oriented relationships in the learning process that is carried out both online and offline. The application of this approach has a positive impact on the development of STR closeness because students are encouraged to actively build interactions between students and student-teacher interaction.
 4. The elements of closeness, conflict, and dependency in STR on the chronological aspects of blended learning are basically carried out through Asynchronous in the construction of STR in online learning, and Synchronous, in the development of STR in offline learning in class. Both are integrated into encouraging self-reliant learning so that positive STR development can be optimally established.

Based on this explanation, STR in the LRE-based citizenship education learning process at SMA Negeri 27 Bandung is going well, especially supported by various good aspects of peer tutoring with the existence of special organizations that are concerned with building awareness of the law and human rights (FPSH HAM) such as forums for law-aware students outside other student organizations. The school also has MoUs with various agencies to encourage legal education in civics education and build the existence of FPSH HAM as a hallmark of a law-aware school. The seven agencies are located in West Java, namely (1) the Regional Office of the Ministry of Law and Human Rights of West Java Province, (2) National Police of the Republic of Indonesia West Java Region, (3) West Java High Prosecutor's Office, (4) Regional Office of the Ministry of Religion West Java Province, (5) Office of Implementing Main Tasks of the Ministry of Defense of West Java Province, (6) National Narcotics Agency of West Java Province, and (7) Office of Education of West Java Province of Indonesia. However, there are still reasons that hinder the establishment of a more optimal STR, namely:

1. Organizational structure and resources. In this aspect, the ratio of the number of students taught by one teacher in the class is still not proportional. The teacher guides

more than 35 students in 1 class. The implication is that the teacher's STR development is not optimal and evenly distributed to all students.

2. Class structure and practice. In this aspect, it is a challenge for teachers to apply innovative and interesting learning. Teachers do not explore differentiated learning and meaningful learning as integration in the learning approach used so that it opens up wider space in the development of practical instructional and learning design schemes.
3. Beliefs, attitudes, and actions of teachers. In this aspect, because the ratio is not optimal, the development of STR in this aspect is uneven, especially for students who are in the middle category. It means there is participation in class but not silence either. Because teacher orientation will prioritize students who are very passive, and more dominant in giving confidence to active students. The teacher admits this is indeed a challenge in class management, especially in an effort to have a positive influence on all students, but teachers admit that sometimes it doesn't run optimally in the formation of STR because the ratio is not proportional.
4. Individual skills to develop prosocial relationships. Basically, this is a challenge for teachers, especially for students with introverted personalities. However, the teacher tries his best and collaborates with the guidance and counseling teacher.

The development of STR in LRE-based citizenship education is basically to optimize the formation of students' legal awareness. Teacher and media learning patterns can be applied to synchronous learning, and media patterns can be applied to independent learning. Learning patterns will basically also encourage the development of STR, because learning patterns describe the context of how interaction packaging works in learning, so when interaction becomes limited in the implementation of learning it is necessary to choose the right learning patterns in building an interaction system between teachers and students during learning process.

It is these differences in interaction patterns that become the basic basis for choosing suitable learning patterns according to the circumstances in the implementation of learning activities. This is because different interactions can be carried out using a variety of different learning patterns, both direct interactions such as offline or face-to-face (synchronous) activities, as well as indirect interactions such as using media in learning. This indicates that along with the rapid development of learning media (software/hardware), it will bring changes to the shifting role of the teacher as a messenger in learning. However, as a whole the role of the teacher in educating students cannot be replaced by any sophisticated media or technology, because education is not just about forming cognition, but also affection which is the basis for building the character of students.

In the implementation of asynchronous sometimes also often found various problems. The problems encountered while studying from home in Indonesia are in line with the challenges of online learning, including (1) anxiety over a pandemic has an impact on student's academic success, (2) students' academic achievements are increasingly influenced by race, economy, and the resources they have, (3) most teachers cannot provide effective and quality instruction from a distance [20].

Online learning is deeply rooted in adequate planning and instruction design with theories and models that support learning, but what is done from face-to-face learning to online learning raises doubts about the success of learning because these processes

do not involve planning, design, and development of online instructional programs due to pan-demi. The crisis response migration method used by most educational units is limited to delivery media without taking effective awareness of using online learning theories and models [20].

The consequence of implementing online learning without being based on appropriate learning theories and models during the post-pandemic period was not only burdensome for students but increasing legal awareness could not be achieved optimally. The results of the study show that the relationship between student learning methods and teacher teaching models is very significant because it can affect student academic achievement [21]. Teachers need to prepare several types of materials and classroom management methods in various ways to ensure that all students with different learning styles can understand the teacher's explanation. Therefore, blended learning was chosen as a model to integrate online and offline learning.

Blend success in learning is defined as a learning practice that provides quality learning outcomes and produces positive learning experiences with teacher satisfaction and a teaching workload that is balanced between teaching and research [22]. Just as blended learning provides advantages and challenges for students and institutions, as long as students and institutions pass the challenges, success will be obtained.

Student and institutional factors are very influential in the success of blended learning from the student side. Blended learning can only be successfully applied if students have sufficient knowledge of how to use the introduced technology. Students must be trained to explore the data and information provided by blended learning. From an institutional perspective, the first institutional factor required for successful blending learning is the allocation of services dedicated to supporting and assisting learners and facilitators throughout the development and use of these modules including spending resources on communications to encourage instructors and candidates for water use. Being to be actively involved and fully aware of the usefulness of blended learning [23].

But it is not only students who have to adapt to blender learning as well as instructors who have to learn to use technology in order to effectively facilitate student learning the readiness attitude and skills of the facilitator's technology are very important because of all the factors that influence how successful the use of development tools based on information technology [23, 24]. This is because blended learning is a combination of several learning media that are designed to complement each other and improve learning and learner behavior [25]. The characteristics, advantages, and challenges of the flipped classroom used in the development of STR can be classified as follows [23] (Fig. 1).

In this regard, the way the teacher conditioned the class and delivered the material greatly influenced students' responses to learning. The teacher's difficulty in managing the proportion of conveying material and transforming values becomes a serious problem. In addition, regarding STR in increasing civic disposition, it is strongly influenced by the learning experience that has been passed. The results showed that students with negative STR in the past tended to have disruptive or unkind behavior, and conversely, students with positive STR in the past tended to have non-disruptive or good behavior [26]. This means that the STR that occurred in the past in the learning experiences of students also influences the character of students at this time even with different teachers.

Model	<i>Flipped - Classroom Model</i>
Characteristics	<i>students rotate on a fixed schedule between face-to-face teacher-guided practice on campus during the standard school day and online delivery of instruction and content of the same subject from a remote location (often home) after school.</i>
	<i>The primary content instruction is online</i>
Profit	<i>Frees up time in class for teachers to help with problem sets and more open-ended projects because students have already watched the lectures at home.</i>
	<i>Helps students who struggle to do homework on their own at night. Now they can get help with assignments at school with a teacher</i>
	<i>Does not require adjustment to teacher contracts, facilities, or schedules.</i>
Challenge	<i>All students need reliable connected devices at home.</i>
	<i>Teachers need to be trained to fundamentally alter their role</i>

Fig. 1. The characteristics, advantages, and challenges of the flipped classroom

This statement indicates that STR greatly influences the psychological aspects of students in perceiving the situation which will later become a consideration in determining action. Furthermore, STR in learning greatly affects the mentality of students [27]. Gradually the perception that is formed will become a character. If in Pancasila dan Civic Education learning the teacher can build a good STR then the legal awareness of students can be increased and the learning objectives can be achieved more optimally. The teacher’s difficulty in managing the proportion of conveying material and transforming values becomes a serious problem. In addition, regarding STR in learning citizenship education, it is also strongly influenced by the learning experience that has been passed.

Pancasila dan Civic Education as a vehicle for legal education certainly has an urgency in the social life of society, because legal education in Pancasila dan Civic Education plays a role in the process of legal internalization for the younger generation. In this context, legal education is also a solutive effort in the form of repressive measures in protecting the younger generation from committing unlawful acts, both violations and crimes. Apart from that Pancasila dan Civic Education as legal education encourages it to play an important role in preparing the generation to actively participate in the administration of the state so that the administration of government can be carried out in a democratic manner. This is because Pancasila dan Civic Education or civic education/citizenship education is strategically positioned as one of the basic requirements for the implementation of a democratic government under the rule of law.

Through the integration of LRE in Pancasila dan Civic Education it is intended as legal education as part of education for citizens. In this context, the position of LRE-based Pancasila dan Civic Education means that Pancasila dan Civic Education is legal education in a constitutional democracy or a democracy based on law. The role of legal education in developing citizenship includes: First, being interested in legal issues that are currently happening in society. Second, discussing cooperatively with various

people solving legal problems. Third, utilizing views and thoughts on legal matters [20]. Thus the development of STR in legal substance in Civics subjects can be optimized by building independent learning through a blended learning scheme and encouraging the development of STR in post-pandemic legal awareness. However, there are several things that must be considered in applying optimal blended learning in building positive STR, namely [23, 28]:

1. Determine the types and materials of teaching materials. Educators must really understand what teaching materials are relevant to be applied, some of which are carried out Face to Face and online or web learning
2. determine the design of the blender learning used. Learning design must be really well-designed and serious. This aims to make the learning design really relevant and facilitate the Face to Face and online learning systems. Things that need to be considered in learning design are (a) How teaching materials are presented (b) which teaching materials are mandatory and which are enriching knowledge (c) how students can access the learning, (d) supporting factors needed, for example, software Is it necessary to work in groups or individually
3. set the online learning format. Are teaching materials available in pdf format, or video, also need to be notified of what hosting the teacher uses, whether Yahoo, google, Facebook, or others
4. to test the design that is made. This test is carried out in order to find out whether the learning system is running well or not. Starting from the effectiveness of efficiency is very concerned whether it makes it difficult for students and teachers or even really makes learning easier
5. Organize blended learning well. Previously there had to be socialization from teachers about this system, starting from an introduction to the tasks of each educational component, how to access teaching materials, and so on.
6. Prepare criteria for conducting the evaluation. Examples of evaluations carried out with (a) ease to navigate, (b) content/substance, (c) layout/format/appearance, (d) interest, (e) applicability, (f) cost-effectiveness/value

The procedural shows that in an effort to optimize STR in the learning process, these stages are things that must be considered. This is because careful preparation and implementation schemes can encourage the development of positive STR and prevent students from learning experiences that are less or even unpleasant which are factors in the formation of negative STR.

5 Conclusion

STR in LRE-based Pancasila dan Civic Education blended learning can basically be formed by building relationships and interactions that are established based on emotional bonds between teachers and students within the scope of the learning experiences of students whose types of interactions are personalized, including the perceptions of students who see that the teacher cares for and respects them as individuals, sympathize and can see things from the perspective of participants, and act as supporting figures who are responsive to the needs of students. As for SMA Negeri 27 Bandung, STR LRE-based Pancasila dan Civic Education lessons with a blended learning scheme works well

because it is driven by (1) proximity: the age gap between teachers and students is not too wide, and teachers are literate in information and communication technology to make the teacher and students close the better, (2) conflict: when a problem occurs a negative relationship rarely occurs because the resolution and preventive efforts are carried out by carrying out prevention with the involvement of peers which cannot be separated from the guidance of the main elements, namely the teacher, homeroom teacher, and counseling and parents; (3) dependence, this aspect has actually been attempted with peer tutors. However, dependency still occurs due to the lack of independent learning of students and is exacerbated by the ratio of the number of students in one class to the less proportional teacher.

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