# The Need of Instructional Media Online for Senior High School Students in Civic Education

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*Abstract*—**The development of the 21st century demands some competencies, one of the must-have for students in Information media and technology skills that include (a) information literacy; (b) media literacy; (c) ICT literacy (Information and Communication Technology literacy). The development of information technology is related to the Internet in various fields and has increased. Increased internet usage raises some misuse of internet usage such as the emergence of hoax information, plagiarism practices, hate speech in social media, even sending key answers by students during the exam. This is because the use of the Internet has been included in the field of education. In this research, the general goal is to know the need of Instructional Media Online for Senior High School Students in Civic Education. The Specific goal are to know what the problems of the utilization of the internet in learning Civic Education in High School, what the need of internet access in the learning process by the senior high students and how they use the internet. This research used the quantitative descriptive approach. The research is held in SMA N 2Wates with a sample of 76 eleven grade students taken with purposive sampling. The data collection technique is use questionnaire and observation. The data analysis technique is use Descriptive Quantitative Analysis. The results show about 90% of the students are looking for other materials like internet. In addition, 85% of high school students need instructional materials or alternative media that can be used to learn the concept of Civics subjects more interesting and easy to understand. As many as 92% of high school students in Kulon Progo agree the need to develop such as a web-based media module to learn the concept of Civic Education.**

*Keywords—civic education; instructional media; instructional media based on online*

## I. INTRODUCTION

Information technology is growing very rapidly in the 21st century. There are four aspects of the 2nd-century feature of information, computing, automation, and communication [1]. Meanwhile, according to Trilling & Fadel that knowledge is obtained through communication from various locations but they use a device connected to the internet to communicate [2]. Genuine used to think *(thinking tools),* in the form of computers and *fiber* devices that can hold an unlimited information (internet). As Kasali says, R. technology has entered the third wave: the *Internet of Things* [3]. This means that social and commercial media has reached its peak. The

world is now entering the wave of *smart devices* where appears *smart home, smart city,* and *smart shopping.*

Advances in science and technology provide great access to the emergence of three aspects as follows: a) increasing the amount of scientific information; b) interrelationship between theoretical disciplines and practical disciplines, including the specialization of both disciplines; c) the emergence of a diversity of user groups of information accompanied by high needs and ease of accessing information [4]. This is very influential in the world of education today. As according to Abdulhak, I. & Darmawan, that a number of technological achievements led to a shifting paradigm in education [5]. The process of learning today has shifted to the dominance of the role and the result of the adoption of innovative studies of digital communication or media communication by utilizing digital technology.

See also the condition of current students, as according to Parker in Schrum reveals that s ISWA today live in a world of media that the average spent nearly six and a half hours each day with the media [6]. The student is a user multimedia he while watching television can send short messages and complete homework. Students seek information via the Internet, present themselves on social media, and take pictures from their mobile phones, and then select some public sites in the form of social media. They expect the teacher to guide him through this information age instead of dictating him for a "right" answer to a repeat question that can be quickly resolved in seconds through multimedia tools, such as text, video, and digital images. This is supported by the findings of UNICEF that internet use in Indonesia is mostly children and adolescents (80%) use the internet to search data and information, especially for school tasks, or to meet friends *online* (Maya) through *the* social media *platform* (70%). Another large group of clicking music (65%) or video (39%) [7].

Besides, development of information technology related to the use of the Internet by m Increased use of the Internet poses some misuse of internet usage such as the emergence of a hoax information, the practice of plagiarism, hate speech on social media, and even send the main answer students during exams. This is because the use of the Internet has been included in the field of education.

Whether learning media is needed in every learning process, such as in Civic Education which according to Sapriya has two tasks, namely the task in the field of study to build a *body of knowledge* and tasks in the field of development for the transformation of concepts, values, and civility citizenship life [8]. However, when seen from the above facts when students have become digital citizens (information technology literacy) so that the concept of civic education in this era should be able to support the competence of the citizen as a digital citizen. Learning process is a process of communication and takes place in a system,

The Specific goal are to know what the problems of the utilization of the internet in learning Civic Education in High School, what the need of internet access in the learning process by the senior high students and how they use the internet.

## II. LITERATURE REVIEW

Heinich et al suggested the definition of the medium as something that carries information between the source *(source)* and receiver *(receiver)* information [9]. Media in this case according to Komalasari & Saripudin is the definition of media from the point of view of communication, which means something that serves/acts as an intermediary in the communication process [10]. Media can also mean something that can help the delivery of messages and information from the source message (communicator) to the recipient of the message (communicant). The communication model proposed by Shannon and Weaver is a communication process that begins with a *sender* who has a desire to communicate messages or information to a *receiver*. The sender of the message, in this case, may either be a book author or a person skilled in a particular field of knowledge.

In line with Danial, E, the media is the concept of communication that serves as a means of delivering messages from communicators (messenger) to the communicant (message recipient) to be influenced [11]. Lots of tools are used along with human development in society and science and technology since humans exist from the traditional to the modern. The percussion of the concept of media as a means of communication, very influential on the development of education, because the concept of education can occur if the interaction between educators and learners. The occurrence of communication processes that influence each influence between educators and learners. Influence is information that can change attitudes and behavior of a person or group. Information is regarded as a message that changes the behavior of a person or group is the media that deliver it. Even this media which in its development is very extraordinary to provide ease of interacting with a human in everyday life.

In education, the media functioned as a means to achieve learning goals. Therefore, the information contained in the media must be able to involve students, whether in mind or mentally or in the form of real activities, so that learning can occur. The material must be designed more systematically and psychologically, and reviewed in terms of learning principles in order to prepare effective learning instructions. In addition to fun, learning media must be able to provide a pleasant

experience and meet the individual needs of students, because each student has different abilities [12].

Some of the functions of instructional media give influence to the teacher, students and the atmosphere in the classroom as according to Danial, E. with learning media teachers will be more creative, interesting, varied, not boring, systematic in conveying material and can stimulate students to asking [11]. For students the use of media makes students more daring to ask questions, can submit opinions, can criticize friends, comment, dare to analyze, can describe the concept or learning material and become more memorable. The third is the effect on class. The use of learning media can make the classroom atmosphere more fun, interesting, warm, congruent / realistic, familiar and open or democratic.

Media is growing on a digital basis. According to Jong, Specht, & Koper system learning management today mostly provide their learning content to students remotely via the *World Wide Web,* and therefore can also be accessed using a mobile device with Internet access [13]. Thus appears the type of digital-based multimedia such as the *web.* Lifelong learning in mobile communities requires a new way to access, organize, and connect digital resources to be accessible anywhere and anytime. As according to Parker referred to as new media [6]. New media is a general term used to describe the late twentieth century and the 21st-century technologies that utilize the internet as a medium of learning.

By Bailie, JL called rich media. He thinks the media has a wealth level, from low (which is heard as in classroom learning) to high (rich). Rich media has been described as a change that contains many cues, "including body language, facial expressions, and tone of voice, which convey information beyond oral messages." When considering an *online* communication tool, synchronous *Web-conferencing* will be a rich media example. In contrast, lean media often are not simultaneous in nature, have little visual response (if at all), have slower interaction rates, and "often more ambiguous interpretations by the recipient's Slim media samples include letters and emails.

Characteristics of the rich media are one of the uses of the Internet in *online* learning. The Internet (interconnection *and networking*), is a global information network that was first launched by JCR Licklider of MIT (Massachusetts Institute Technology) in August 1962. Utilization of the Internet as a medium of learning conditions students to learn independently. "*Through independent study, students become doers, as well as thinkers*" [14]. Students can access *online* from libraries, museums, databases, and get primary sources about historical events, biographies, articles, reports, statistics. The information provided by these servers may come from *commercial businesses* (.com), *government services* (.gov), *nonprofit organizations* (.org), *educational institutions* (.edu), or *artistic and cultural groups* (.arts) [14].

Thus online-based media needs to be developed and utilized by teachers and students in the learning process. No exception in Civic Education. Civic Education as the *body of knowledge* has a dimension of curricular aspect that is, as a curricular program is basically Civic Education built and

actualized which concentrate on the development of citizenship intelligence through an education program in the structured level of education elementary, junior high, high school until college [15]. Civic Education has the primary mission of nurturing and developing citizens to have patriotism values and building commitment to democratic values based on a commitment to truth, honesty, independence, respect and freedom of expression [16]. If seen from the development of Civic Education from time to time in essence the purpose of Civic Education is to instill and actualize the values of Pancasila in the life of the socially nation and state reflected in the character of the Indonesian nation, so that in the 21st century with the development of technology Civic Education get the challenge of how to utilize information technology in learning.

## III. METHOD

The research design used in this research is descriptive with quantitative approach. This research aimed to explain the existing phenomenon by using numbers to characterize individual or group characteristics [17]. This study assessed the nature of the visible conditions. The objectives of this study are limited to describe the characteristics of things as they are. Research subjects are high school students in SMA N 2 Wates class XI about 76 students taken with purposive sampling. The reason is most of students have an gatget and using it in the school. Data collection techniques is by questionnaire and observation that question is analysis the need of instructional media base online in Civic Education. The second is use observation the Civic education learning proccess in the class. The data analysis technique is using Descriptive Quantitative Analysis.

## IV. RESULT AND DISCUSSION

According to Kustandi and Danial the students need the instructional Media in class. The media functioned as a means to achieve learning goals [11, 12]. With learning media, teachers will be more creative, interesting, varied, not boring, systematic in conveying material and can stimulate students to asking. For students the use of media makes students more daring to ask questions, can submit opinions, can criticize friends, comment, dare to analyze, can describe the concept or learning material and become more memorable. The third is the effect on class. The use of learning media can make the classroom atmosphere more fun, interesting, warm, congruent / realistic, familiar and open or democratic.

Therefore, Instructional media is needed by the Senior High School student. This statement is supported by the result from an analysis the need in the utilization of the internet in learning is done on learning Civic Education in SMA 2 Wates. This high school provides internet facilities in the school so that it can easily be accessed by students. The learning component analysis is done by using a questionnaire of student needs. The result of digital citizenship questionnaire in 76 students of class XI shows the following results:

The result percentage is as follows: there are as many as (75%) students have textbooks or other handbooks for learning Pancasila and Civic Education, besides as many as (90, 7 %)

students looking for material other than books from schools that are from the internet to help you in understanding a material. According to (63%) students, their teachers use specialized learning media to teach the concept (module and video module). As many as (98,7%) students admitted enthusiastically follow the learning of Civics. A total of (33%) students revealed that the sub-material of Civics is difficult to understand, so as many as (85.5%) students need instructional materials / alternative media that can be used to study the concept in Civics more easily and interesting and as much (92%) if necessary to develop teaching materials or media such as web-based module (internet-based learning resources) to giving an instruction concepts in Civics so that the concept is easy to understand.

While the results of observations while learning in the classroom, teachers still use the traditional way by using lecture and discussion methods, students look enthusiastic still only a moment later they start not focus. During the discussion, there are some active students and passive notes. But some of them use *gadgets* during the learning process, such as when searching for answers from some teacher questions or assignments from teachers.

From the results of these observations when associated with the results that students are released carrying and using it in the classroom, sometimes they use it covertly. Positively, they use the *gadget* with internet facilities in the classroom as a learning resource when students want to find a learning resource that is not in the packaged book. This statement is supported by an outcome analysis of the need that most students have textbook books but they claim they are still looking for sources from the internet. Thus playing a role, in this case, is a media or tool based *online* or by utilizing the Internet in operation or by Bailie, JL referred to as rich media. Coupled with technological developments with the rise of human mobility bring up digital-based multimedia that utilizes the *web* [13].

The question is whether students need such *online*-based media. This can be seen from the result of the above description, that, although most of the students admitted enthusiastic follow Civic learning, but there are some students feel the sub-material of Civics is difficult to understand, and most of the students need teaching materials/alternative media that can be used to learn the concept of Civics more easily and interesting and almost all students agree if need to be developed teaching materials or media such as web-based module (internet-based learning resources) to giving a concept instruction in Civics so the concept is easy to understand. Besides, it can support the goal of civic education to instill and actualize the values of Pancasila in the life of the nation and nation which is reflected in the character of the Indonesian nation.

## V. CONCLUSION

Online-based learning media is one form of utilization of information technology in the form of the Internet in learning, one of them in learning Civic Education (Civics). The Students use the *gadget* with internet facilities in the classroom as a learning resource when students want to find a learning resource that is not in the packaged book. The students claim

requires teaching materials/alternative media that can be used to study concepts in civics is much easier and interesting as well as students agree when necessary to develop an online-based learning media to giving instruction concepts in civics so the concept is easy to understand. Besides, it can support the goal of civic education to instill and actualize the values of Pancasila in the life of the nation and nation which is reflected in the character of the Indonesian nation. Thus it is necessary to develop an *online*-based learning media in Civic Education in senior high school students. So instructional media based online is needed by the Senior High School student.

## ACKNOWLEDGEMENTS

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