



Online Learning Model in Improving Civic Responsibility as a Solution during Covid-19 Pandemic in Indonesia

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Abstract: This study aimed to examine the implementation of quarantine in terms of the online learning model in improving civic responsibility as a solution during the Covid-19 pandemic in Indonesia. This study's subject was 47 students (17 males and 30 females) at the Department of Teacher and Primary Education Universitas Ahmad Dahlan, Yogyakarta, which was processing Citizenship Education in the academic year 2019/2020. The researchers collected the data from students and lecturers through observation, interviews, and documentation study. The technique of data analysis was performed through descriptive qualitative analysis. The study results indicated that the online learning model at the Department of Teacher and Primary Education Ahmad Dahlan University in 2019/2020 could improve students' civic responsibility. The data have shown that civic responsibility consisted of 97 % social participation, 76 % social advocacy, and 79 % citizenship participation. This study could finally conclude that online learning model could improve civic responsibility as a solution during the Covid-19 pandemic in Indonesia and tended to be an alternative and effective model in rare situations. This research can be used as input in increasing civic responsibility as a solution during a pandemic in Indonesia.

INTRODUCTION

Learning can happen in indefinite time and place (Ayu et al., 2019; Yu-mei et al., 2010), while affordable access to learning is needed to face the global world (De Witte & Rogge, 2016; Fletcher et al., 2007). Besides, field learning (free-spatial learning) is a part of adopting the development of technology and change of demand and behavior in an academic context (Sabaratnam & Ong, 2013).

The expansion of Covid-19 from the end of 2019 to early 2020 has affected people's lives worldwide. Officially, World Health Organization (WHO)

turned the Covid-19 outbreak into a pandemic status on March 11, 2020 (Frian 2020). In this context, quarantine and online learning are supposed to improve civic responsibility to solve Indonesia's pandemic. In this context, the learning patterns need to be personalized and related to this matter. By the time, a trend of learning has emerged during the Covid-19 pandemic. Appeals that collaboration among schools, universities, non-profit organizations, and other related organizations is required to contribute to fulfilling learning necessity during the

progress of the pandemic (Bahasoan et al., 2020; Berry, 2020)

To reduce the spread of Covid-19, Indonesia's government has regulated social distancing and later develops into physical distancing to prevent Covid-19 for the community (Alodokter, 2020; Khalil et al, 2020). Responding to many cases of Covid-19 and the appeal of the government, Universitas Ahmad Dahlan issued a circular about extending the validity of the work system called "Work from Home" and entirely limit activities on campus.

The preventive action on Covid-19 by Universitas Ahmad Dahlan is extended to May 29, 2020. This condition quickly changed students' learning schemes by canceling classes and transforming them into online class learning. Learning in such emergencies and conditions has become a challenge for teachers and students at Universitas Ahmad Dahlan. There is no exception on Citizenship Education learning in Elementary School at the Department of Teacher and Primary Education in 2019/2020.

Concerning the learning model during the pandemic period, the situation has challenged the education system worldwide and has forced educators to integrate with online learning (Dhawan, 2020). The situation of the Covid-19 has forced schools to arrange a program for long-distance learning quickly (Gordon & Conaway, 2020; Suryaman et al., 2020). Higher Education in the United States has sufficiently supported technology transformation in centralization service and international education (Wotto, 2020).

This problem's solution is distance learning using an online media platform in Improving Civic Responsibility as a Solution during Covid-19 Pandemic in Indonesia. Based on the results of descriptive research over 18 months on identifying the characteristics of personalized learning environments, has indicated that a personalized learning

environment requires more than technology; the technology is merely a tool to support the implementation of learning (Basham, Hall, Carter, & Stahl 2016). Also, launching from the online page learning insights (7/09/2012), it is said that including responsibility in online learning provides space for students to be responsible for their learning. However, teachers can 'give' responsibility to students by describing what the learning process looks like. It happens (Morrison, 2012).

Further research on online learning: A social responsibility strategy in access to education explained that online learning offers a strategy for social responsibility by providing significant benefits in access to education and building social communities through mutual electronic communication (Adedoyin & Soykan, 2020). Regarding online learning and responsibility, it is also stated that successful online learning requires a reconstruction of the role of responsibility. It is essential to understand the dynamics of various online learning environments, namely existing perceptions and pre-conceptions, and how best to exploit the potential of technology in learning (Setyorini, 2020). Therefore, Adjusting learning patterns with online channels has required adaptation psychologically and physically for students, remembering that the bustling crowd of Covid-19 pandemic in the community has extended broadly throughout Indonesia (Rasmitadila et al., 2020).

As a subject with a vision and mission in shaping citizens according to the nation's direction (especially in an emergency), Citizenship Education has a role in maintaining the stability of citizens to remain calm and not panic about the presence of the Covid-19 pandemic. Citizenship Education is part of educating citizens (Wahab & Sapriya, 2011) and be smart and good citizenship (Budimansyah, 2010). The "traditional" to

"new citizenship" model of civic education broadens the definition of civic participation and the goals of civic education (Carretero et al., 2015). Citizenship education is considered as a manner to guide better citizens. In today's situation, many changes are faced, such as in interaction, communication patterns, and adaptation patterns. In the context of a change (Yuen, 2016). Civic education can be a benchmark in analyzing citizens' intelligence (Hidayah et al., 2020).

In response, the solution is to present and apply online learning to improve civic responsibility for university students. Some previous research that can affirm the solution is a study that factually presented a definition and reason for learning implementation and developing online learning (Maddix, 2013). Competencies developed in online learning are operational, cognitive, collaborative, directional. It integrates various skills, strategies, attitudes, and awareness to increase students' role in online learning (Sari, 2016).

The difference between this research and previous research is that the researcher tried to fill the gap specifically in quarantine scheme trials for online learning to improve civic responsibility as a solution during the Covid-19 pandemic in Indonesia. Some novelties in this study include 1) the implementation of quarantine for online learning during Covid-19 pandemic; 2) the application of social distancing of the government of the Republic of Indonesia, which refers to whom to combat the spread of Covid-19; and 3) online learning can be an element of civic responsibility for students. As the need for this study, this study focuses on online learning's influence in increasing civic responsibility. On the other hand, this study deeply analyzes online learning's effect in increasing civic responsibility.

METHOD

The method used in this study was a non-controlled experiment one-shot case study. Experimental research was used to study certain variables through the number of trials in conditions created (Abdurrahmat 2006). In this study, there were no students for the control group. The subjects of this study were treated by using online learning to improve civic responsibility. At the end of learning, students were given tests related to learning.

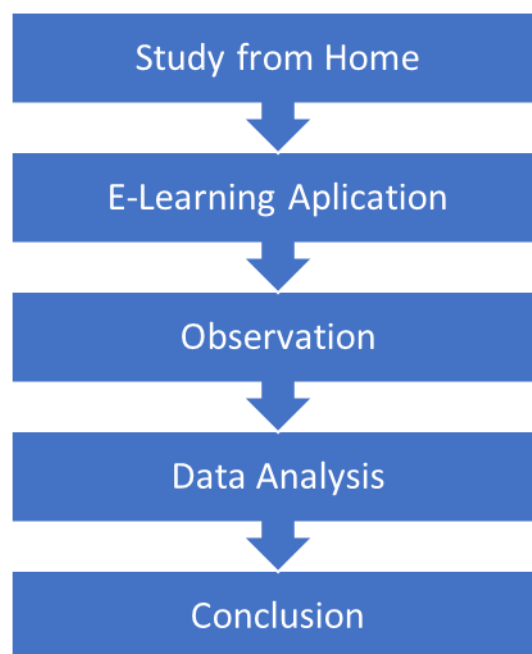


Figure 1. Research Procedures.

The study was conducted on students in charge of the Civics Education course in the academic year 2019/2020, consisting of 47 students classified into 17 male students and 30 female students at the Department of Teacher and Primary Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia. The analysis of data in the affective and psychomotor aspect used descriptive quantitative analysis, which involved some treatments; namely: 1) the giving of the score in each indicator in affective aspect; 2) quantifying the score; and 3) counting for average.

RESULT AND DISCUSSION

The Identification of Student’s Civic Responsibility

Online learning is carried out during the "Work from Home" period and minimal activities at Universitas Ahmad Dahlan from March 23, 2020, to March 28, 2020, and later extended to May 29, 2020. That year was the first year for Universitas Ahmad Dahlan to impose a "Work from Home" period and full restriction of campus activities. Thus, the lecturers conduct their courses online by Google Classroom. The online learning model is used in this phase is using online software to deliver materials of learning.

At the beginning of the second year, the Department of Teacher and Primary Education Ahmad Dahlan's learning

process was merely conducted twice. However, when the Cover-19 pandemic is in alert status, the learning process is set to be online learning regulated for fourteen meetings. Thus, the campus regulates online learning. The implementation of online learning has been conducted simultaneously in all faculties at Universitas Ahmad Dahlan.

At the Department of Teacher and Primary Education, online learning simultaneously was applied in all non-practical subjects. Specifically, the students' response to Citizenship Education online learning conducted at the Department of Teacher and Primary Education can be seen in Figure 2 and Figure 3.

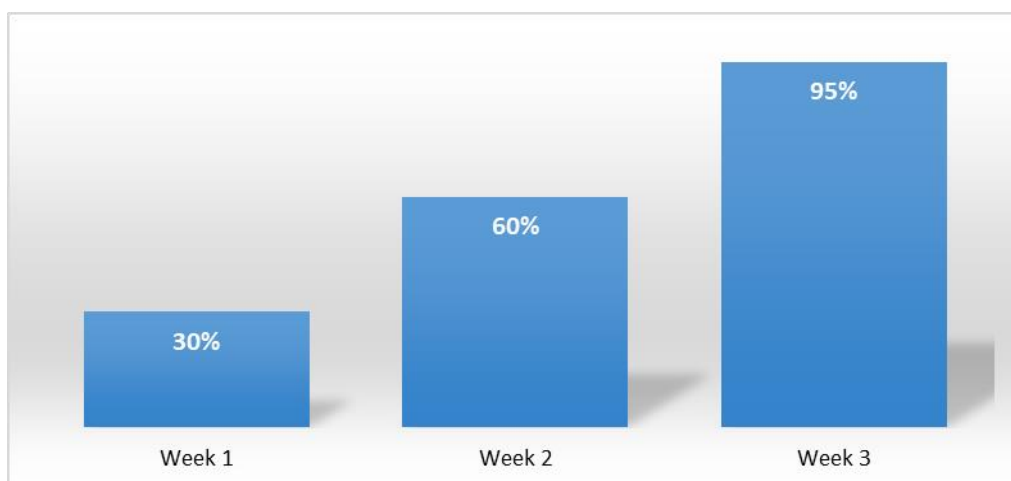


Figure 2. Students’ Response on Online Learning.

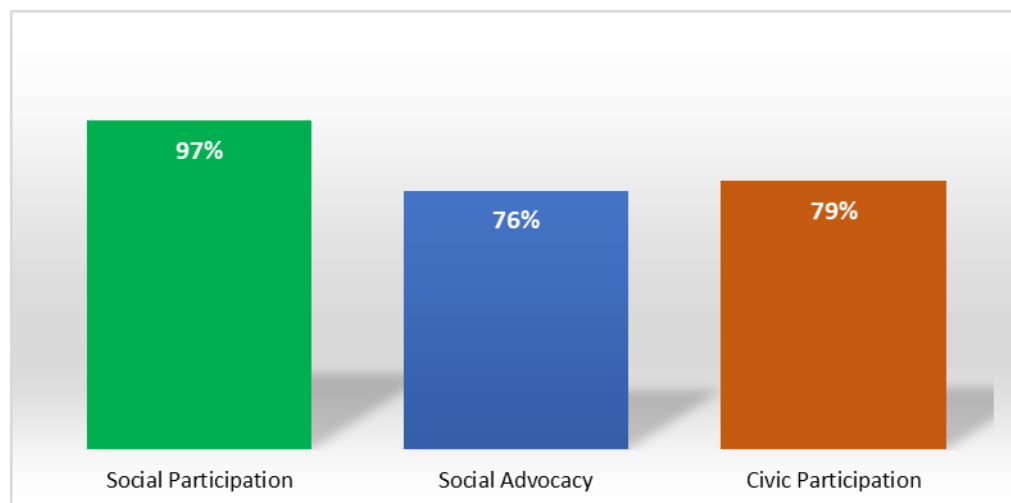


Figure 3. Student’s Civic Responsibility.

Based on Figure 2, it can be seen that the enthusiasm of students at the department on Citizenship Education online learning has increased from the first week to the third week (meeting). Many problems inevitably arise in online learning implementation; moreover, this learning model is still a recent model for some lecturers and students. In this case, many studies from cognitive psychology and education have discovered how thinking and learning can be improved in the classroom. Students' positive response towards Citizenship Education online learning has increased, and it is good evidence for lecturers. It means that students remain in a stable condition with this learning model (Nancy Fenton, 2015).

On the other hand, this study also showed that the Citizenship Education online learning conducted at the Department of Teacher and Primary Education helped increase students' civic responsibility. Statistical calculations showed that students' Civic responsibility in terms of social participation as much as 97 %, 76 % of social advocacy, and 79 % of civic participation.

Social Participation

The first identification on online learning in improving civic responsibility as a solution during the Covid-19 pandemic in Indonesia is students' civic responsibility in social participation. A study by Parten (Parten, 1932) has found that the social participation correlation established with some other factors in social participation is highly dependent on age. Besides, there is a little correlation between intelligence and the level of individual social participation.

Students' civic responsibility in social participation during the quarantine learning period to prevent the spread of Covid-19 pandemic appears to be higher in rate. In the context of social participation, World Health Organization

(WHO) introduces its description in the International Classification of Function, Disability, and Health (ICF) in 2001 that the concept of social participation is often used in research articles and policy reports (Piškur et al. 2013).

The students at the Department of Teacher and Primary Education of Ahmad Dahlan University who took Citizenship Education online learning have shown high social participation. They have the same sense of involvement and initiative in online learning conditions during the Covid-19 pandemic quarantine period. Social participation consists of four subscales, namely partnership or relationship, interactions, students' social self-perception, and acceptance by classmates (Koster, Minnaert, Nakken, Jan Pijl, & van Houten 2010). In the context of online learning for Citizenship Education during quarantine period, students' social participation is useful for them to know and identify their problems fully.

Furthermore, participation is essential in an association because it has become a conceptual analysis that shows that voluntary formal association is a separate class of social causes and effects (Young & Glasgow 1998). The social participation of students at the Department of Teacher and Primary Education who have experienced online learning for Citizenship Education is proven by four pieces of evidence, namely: 1) knowing the social, economic, cultural, and educational environment in students' environment; 2) analyzing the causes and consequences of the current evidence; 3) formulating solutions to the problems being faced, and 4) utilizing the resources of the students so that they remain productive.

Meanwhile, there are two general forms of social participation: intransitive social participation and spontaneous social participation. From the interest in the concept of social participation, there is

no agreement on the definition and underlying dimension of social participation. (Levasseur et al., 2010)

Social participation is an indicator of life quality and overall function (Orsmond, Shattuck, Cooper, Sterzing, & Anderson 2013). Students' social participation at the Department of Teacher and Primary Education has experienced Citizenship Education online learning are influenced by several factors, namely 1) commitment, 2) participation, and 3) needs-based. Furthermore, as intellectuals, students have their strategies of participation as a form of democratic life. Students have an essential role and function in social participation activities (Richard et al. 2012). In the context of Citizen Education online learning, students can take a role in social participation as an agent of change.

The long-term function as an agent of change can be an essential segment for students because social participation is required to maintain students' existence. The greater the context of participation, the greater the level of happiness will be. Thus, students have a strategic position in social participation. Somehow, sovereignty will be achieved when participation arises from society, and that student participation in social participation can be an axis in building a state's sovereignty (Phillips, 1967).

On the other hand, the awareness of participation becomes essential for realizing Indonesia's democratic ideals. Relevant to this, voluntary activities have been a part of Indonesian from the pre-independence era to the present time (Adha, Budimansyah, Kartadinata, & Sundawa 2019) as the high level of students' participation in it.

It cannot be denied that technological development can influence human behavior, including the characters themselves. The rapid development of information technology also affects the behavior of people, especially the character of students. Having good

character means having the ability to communicate and behave following the values prevailing in the society. Social participation is one of the forerunners in the process of a nation's participation in a country (Elan et al., 2018). The results of a study in three Junior High Schools in Sweden have concluded that action groups represent an arena for the individual and collective performance, where individual and collective ideas can be reflected (Rönnlund 2010).

Students' social participation is a form of civic learning. To this research, the research respondents have experienced meaningful learning as in line with their position as citizens and they are welcomed positively. However, in this study, the social participation of students was high in the midst of quarantine learning to prevent the spread of Covid-19 pandemic. Students' understanding of learning is in high motivation because they have a deep understanding of social participation's urgency.

Social Advocacy

The second identification on online learning in improving civic responsibility as a solution during the Covid-19 pandemic in Indonesia is social advocacy. In the scope of civic responsibility, social advocacy is intended as a concept to move on improving welfare. This study has found several efforts for students to improve their skills and knowledge about Covid-19. This illustrates that students are aware to provide protection and assistance to the conditions they are experiencing. Manuel (2010) theoretically argues that advocates' beliefs about people that tend to shape their advocacy strategies, particularly through their beliefs about whether people tend to change their attitudes and behavior towards the possibility of loss and acquisition or not, and respond to information about the probability and outcome of advocacy action and transformational event. Online

learning has indicated the orientation of prevention by students. Through this attitude orientation, students later communicate with caring narratives. Thus, students' social advocacy is proven by delegating themselves to act and be a representative in the condition they experience.

Through online learning schemes, students feel the similarity of caring characteristics. Several people participate in online social activities. Most users participate as a discussion of board readers, blog post seekers, or photos. Student social advocacy is systematic but with assistance because, at this stage, students apply knowledge and their skills in the one-time caring plan (Preece & Shneiderman, 2009). Thus, social and professional advocacy are complementary, and these outlines the process and reinforce one another (Hof, D., Dinsmore, J., Barber & Suhr 2009).

In the context of social advocacy as part of the civic responsibility during the Covid-19 pandemic, students will be able to think critically and make decisions based on various analyses. On the other way, students use their skills in analyzing certain conditions. The initial psychometric development and evaluation of the Social Issues Advocacy Scale in two studies showed excellent internal reliability or trust (Nilsson et al., 2011). Based on this study's result, social advocacy as part of the civic responsibility during the Covid-19 pandemic has undergone modification of changes in its perspective, action, and decision so that students finally have a sense of social advocacy deliver and lead them in ownership of civic responsibility.

Citizenship Participation

The third identification of online learning in improving civic responsibility as a solution during the Covid-19 pandemic in Indonesia is civic participation. Much literature on civic education and youth participation has

progressively replaced political participation with other categories such as civic participation and community involvement (Expósito 2014). In general, various sources of citizenship are parts of the concept of citizenship. In this segment, citizenship participation in the subject and has the right to participate politically. The dimension of social work is challenging to identify. It appears to shift and change, not only with changing times but with every refinement of knowledge, understanding, and skills that characterize the professional performance (McCormick, 1970).

Civic participation is referring several activities that fulfill the rights and obligations of students as citizens. In terms of the role, give a picture of the different roles emerged as product and construct different stages of action (Lúcio & I'Anson, 2015). The role is the context of individual action and collective and ultimately communitarian appropriation. Furthermore, the concept of community as dialectics is very relevant because the act of the search does not resemble consensus, but participation, whose form of plurality guarantees the emergence of initiatives that are genuinely following individual demands.

Citizenship participation as part of students' civic responsibility is performed in the characteristics of action and decision. Sallie Marston and Kathryne Mitchell analyze the complex intersections of citizenship and the state, and question whether the practice of norms of citizenship and community is relatively limited or not. They introduced the concept of "forming citizenship" to suggest what they characterize as dynamic and non-linear quality. Citizenship, is understood as a structured practice through which democracy is given concrete spatial forms (D'Arcus 2007). Participation of students' citizenship is to recognize and respond to individual petitions.

Referring to the context of Citizenship Education, civic participation refers to the activity of recognizing, responding to that in an organized and responsible manner and attitude. Preston, Kobayashi, & Man (2006) affirm that the concepts of citizenship and citizenship participation develop as a result of structured broader social relations. Thus, the reflection of civic participation that appears to students is a form of their full participation as students and citizens.

Besides, online learning has also developed classroom practices. Different learning activities allow students to participate in the process of data collection and analysis and obtain agency in evaluating and developing classroom practices. Civic participation in students is essentially using their role as a citizen-students from the same goals in responding to petitions that arise (Niemi et al., 2015). This shared direction is support for the capacity of personality development. The network builds shared goals and values, and later develop into relationship and trust, creates a network architecture to support activities as well as influencing policy and capacity development (Brown & Gaventa, 2009).

Information provided at school is not enough for students to consider these aspects and use them to encourage citizen participation (Diez-Martinez, 2013). It can be more complicated when addressing the stage of citizenship participation. Therefore, citizenship participation refers to the correct goals in dealing with various problems. In the local government context, the quality of local government services must consider citizens' questions, namely values, objectives, quality of definition and standard, systems for implementation, and constructive approaches to monitoring. Hence, evaluation is required to be integrated into an integrated approach (Gaster, 1999).

Overall, this study can obtain a value that students undertake civic participation with valid data to become a

real argument. Besides, students can use and conceptualize realistic goals in planning their civic participation.

CONCLUSION

Based on research results, the online class has become an alternative solution during the Covid-19 pandemic in Indonesia as it can improve students' civic responsibility. Students' civic responsibility in social participation is as much as 97 %, 76 % social advocacy, and 79 % civic participation. All indicators of civic responsibility skills have been improvised to achieve the research target. The advantage of online learning is the technology adjustment and recognition.

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