

Implementation of Citizenship Education Policies during the COVID-19 Pandemic

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Abstract

This paper presents a preliminary study of civic education in national education policy during COVID-19. This pandemic has changed the entire order of national education policy. Citizenship education has entered a paradigm shift to build good citizens, primarily through this extraordinary disaster. The critical role of civic education for students during the pandemic is caused by the fact that students are more interested in a life that is far from the practice of civic values. Therefore, this research aims to find out the implementation of civic education policies in growing the character values of students who are strong and resilient in the face of this COVID-19 pandemic. This study uses a qualitative approach with a descriptive method. The results showed that the COVID-19 pandemic had caused students to become less friendly, aloof and individualistic. Therefore, citizenship education policies are fundamental in developing students' character during this pandemic. The research results at SMAN 2 Cimalaka, Sumedang Regency, found that the implementation of civics learning policies went well from the planning stage to e-learning and training for teachers. The obstacles faced are more to support facilities and infrastructure such as electricity networks and the internet and adequate devices for online learning.

Keywords: Implementation, Citizenship Education Policy (PKn), COVID-19

A. INTRODUCTION

The entire world, including Indonesia, was stunned by a pandemic that claimed many lives. An outbreak of a viral disease, specifically the covid 19 virus. Wuhan, China, was the site of the outbreak's initial discovery in December 2019. (Abidin et al., 2020). Coronavirus is the name given to this particular virus. Humans and animals alike are infected by the coronavirus virus. Respiratory tract infections are the most common complication in people. In addition, this virus has resulted in the deaths of a large number of people (Zendrato, 2020).

On March 11, 2020, the World Health Organization (WHO) declared the coronavirus pandemic. As a global pandemic or epidemic, the transmission of Covid-19 is quick enough that nearly no country in the world can guarantee their own safety from the coronavirus (Nursofwa et al., 2020). Several countries have also implemented lockdowns to prevent the spread of the coronavirus, such as China, Spain, Italy, and Malaysia. The country's government

decided to lockdown by closing all access to public facilities and transportation (Yunus & Rezki, 2020).

This epidemic resulted in fundamental policy changes, ranging from education and economic policies to other policies affected by the virus (Akrim, 2022). The spread of the coronavirus or Covid-19 has presented challenges for educational institutions as agencies are affected by this policy. The need for the involvement of all education system stakeholders to obtain valid results in determining Indonesian policies (Winata et al., 2021).

To combat virus transmission, the government implemented regulations ranging from social and physical isolation to broad-scale societal restrictions (PSBB). This condition demands individuals to remain at home, study, work, and pray (Wiryawan, 2020). As a result of this policy, the education system, including schools and universities, discontinued face-to-face learning. The learning process is instead conducted online or via e-learning, which enables students to complete assignments from home or via distance learning. This is in accordance with the Minister of Education and Culture's Circular Letter No. 4 of 2020 on the Implementation of Educational Policies in the Covid-19 Emergency Period, which recommends conducting the learning process from home or via e-learning (Zainal, 2020).

According to the circular letter, the process of learning from home includes numerous provisions. To begin, Learning from Home via online/distance learning is used to give students with a meaningful learning experience without the pressure of fulfilling all curriculum requirements for grade promotion and graduation. Second, homeschooling allows for a greater emphasis on life skills instruction, including education about the Covid-19 epidemic. Third, activities and tasks for learning from home may vary according to students' interests and circumstances, including the gap in access/facilities for learning at home. Fourth, teachers provide qualitative and useful feedback on evidence or results of home-based learning activities without requiring students to produce quantitative scores/values (Basar, 2021).

According to Handarini and Wulandari (2020), online learning is defined as education that takes place over an internet network and is characterized by accessibility, connectivity, flexibility, and the capacity to facilitate a variety of forms of learning interactions. Firman & Rahayu's (2020) research demonstrates that the internet and multimedia technologies have the potential to transform the way knowledge is provided and to serve as an alternative to traditional classroom learning. Online learning is a type of learning that utilizes the internet to connect students and teachers in order to facilitate learning interactions (Fathurahman, 2020). Online learning necessitates the use of mobile devices such as smartphones or Android phones, laptops, PCs, tablets, and iPhones that may be used to access information at any time and from any location (Sadikin, 2020).

This online learning policy is expected to improve students' talents, knowledge, and potential, as well as classroom learning. To assist with this, dynamic learning media must be used to teach concept content and relate it to facts (Saifulloh & Darwis, 2020). Online learning is most effective when it incorporates elements that benefit when integrated with the learning environment, such as discursive, adaptive, interactive, and reflective, and when it meets the

requirements of the digital learning ecosystem, which can accommodate students' learning styles and provide a flexible learning environment (Pohan, 2020).

Education policies during the COVID-19 pandemic affected the learning process in schools in every subject, including Citizenship education subjects or commonly abbreviated as PPK. Civics subjects aim to educate the younger generation to become democratic and participatory citizens in defense of the state (Nasozaro, 2019). Pancasila and Citizenship Education also has particular goals that students must achieve, namely growing insight and awareness of the state, attitudes, and behaviors that love the homeland and are based on the nation's culture, insight into the archipelago, and national resilience in the candidates for the nation's successors (Juliardi, 2015). Civics is one of the compulsory subjects at every level of education, the hope is that it can form excellent and responsible citizens based on the values of Pancasila and the 1945 Constitution. in their daily lives (Jasrudin et al., 2020).

Online learning policies are new for teachers. Students need special and thorough preparation; the government's policy on distance learning is the only solution to break the spread of the Covid-19 virus. The policy needs to be reviewed whether the policy can be implemented in every corner, especially in schools located in rural areas that do not yet have adequate facilities. SMA Negeri 2 Cimalaka is a high school located in a village, precisely on Jl. Marmukti No. 18 Slippery Cimalaka Sumedang Regency. Territorially, this high school is located in a town far from the city center. It is interesting to know how to implement civics learning for class XI through e-learning during the Covid-19 pandemic at SMA Negeri 2 Cimalaka. The obstacles faced when implementing Civics learning for class XI online during the Covid-19 pandemic, and what are the solutions to implementation constraints. online learning during the Covid-19 pandemic at SMA Negeri 2 Cimalaka.

Based on the background of the problem above, it is considered quite interesting and important to conduct research at SMA Negeri 2 Cimalaka, located far from the city center. The study is on the implementation of Citizenship education policies during the COVID-19 pandemic, intending to describe the performance of constraints and solutions that can be used during learning.

B. METHOD

This study uses a qualitative approach with a descriptive method. The methodology is a formula in the application of research wherein conducting the research, and there are steps and the results of the study (Rizka, 2018). The qualitative research method is a data collection procedure that produces descriptive data in written words from certain phenomena and behaviors (Anggito & Setiawan, 2018). Sources of the theory are taken from various references such as books, journals, articles, or other media related to this research.

C. RESULT AND DISCUSSION

1. Citizenship Education Policy for Students

Citizenship Education means instilling a sense of patriotism and general virtue at a younger age. Citizenship Education shows citizens how to be submissive and obedient to the state while

helping citizens to be open-minded and free (Rahayu, 2007). This kind of school provides people with information on the future, capacity building, and personal progress of the community. Although this progress can be learned without attending civic training, it would be better if schools were used to the fullest for self-development. A high sense of citizenship will make us less easily captivated by short-lived wonders. In addition, we will not be directly influenced by people who are not from Indonesia and consider all the people and qualities that apply in this country (Rachman et al., 2021).

Citizenship education is a type of future school, which means making them citizens who have thoughtful considerations and know about the currents and commitments of life in the public and state arenas, as well as to build the power, all equal, to become a worldwide society (Haliza & Dewi, 2021). Learning Civic education can be achieved through good planning and implementation, learning that relies on instructive objectives, and getting used to observing through assessments, with the aim that the training learning targets can be adequately achieved and can form citizens who know their privileges and commitments as characteristics of the Unitary Republic of Indonesia. Indonesia. Indonesia and autonomy, this will not bother anyone interested in learning the exercises, understanding the series of experiences, standards, and goals of the nation, and focusing on expected progress, security, economy, and general government assistance (Haryati & Rochman, 2012).

Civic Education learning can be achieved through good planning and implementation, learning based on educational objectives, and learning monitoring thorough evaluation, so that the goals of civic education learning can be performed appropriately and can form citizens who are aware of their rights and obligations as part of the Unitary State of the Republic of Indonesia. Indonesia and independence will not burden anyone, who participates in learning activities, understands the history, ideals, and goals of the country, and prioritizes progress in order, security, economy, and general welfare (Angraini, 2017).

As a substantial actor, the civic education policy needs to introduce civics education material linked to a nation's character values. For the sake of the progress of a country, several characters become a benchmark in character development for the younger generation, namely:

- 1) Religious: an attitude that is obedient to the teachings of the religion he adheres to but does not underestimate other religions. With a religious character, it is hoped that it can be the basis of values, morals, and ethics in acting.
- 2) Honest: behavior based on efforts to make himself a person who can be trusted in words, actions, and work. By being a natural person, there will be less chance of misunderstanding and accusing each other, hating because they feel they have been lied to.
- 3) Responsibility: Being responsible for every action taken will show that the person is worthy of a mandate and can bear the consequences of his actions.
- 4) Tolerance: attitudes and actions that respect the existence of every difference. Tolerating will make it easier for each individual to mingle without discrimination.

- 5) Discipline: obeying any applicable rules or regulations. This shows that the individual appreciates and upholds every agreed tradition.
- 6) Hard work: by trying hard in every action, being independent, optimistic, and firm will show that the person is a person of character and deserves to be invited to work together.
- 7) Creative: thinking creatively and critically will show as an intelligent person. Will avoid plagiarism and come up with something more innovative.
- 8) Democratic: a way of thinking, behaving, and acting that equally evaluates the rights and obligations of himself and others. Knowing what is more important and what to come first.
- 9) The spirit of nationality and love for the homeland: this is necessary because without the awareness, national confidence, and passion for the land from the citizens, then until whenever a nation with character will never be realized because the essence of the nation itself emerges from its citizens.
- 10) Environmental and social care: a reflection of concern for the environment and society will bring each individual to become a respected person, loved and protected by the social environment.

The Covid-19 pandemic that is currently affecting us has had a lot of impacts that we can feel right now. With the PSBB, we as a society, in general, will become less social and aloof and can even make us individualists, which is very deadly to our life. One of the harmful consequences that we can feel during the Covid-19 pandemic. Today's minors, especially in this time of the pandemic, are trying to participate in various criminal acts as a result of the difficulties of life that have recently occurred in our country. "Based on the description above, it can be concluded that civics learning through e-learning during the Covid-19 pandemic is still essential and gets special attention. Education is an effort to educate the nation's life. As a democratic country, it is necessary to have a society that is critical, active, and has character. This can be obtained from learning in schools.

2. Implementation of Citizenship Education Policies during the COVID-19 Pandemic.

Due to government directives, remote learning is the only option for those who want to avoid involvement in any kind of association activity. Covid-19 virus transmission must be halted by instituting social and physical barriers in educational settings from pre-schools through colleges. Hopefully, this will not be a hindrance to schools carrying on with the educational process as usual. As a result, a wide range of educational models are made available to students as aids in their education. Learning via an e-learning methodology is one of them. e-learning has been used by SMAN 2 Cimalaka school to comply with government directives to curb the spread of Covid-19 virus. To ensure that educational goals are met in accordance with the research results, this learning is carried out to continue the learning process throughout a pandemic like this. According to Ameli et al. (2020), because of the ongoing Covid-19 outbreak in Indonesia, e-learning learning must continue and must be carried out because until now, it has not been established when to return to school for face-to-face learning.

Planning of e-learning learning at SMAN 2 Cimalaka. Learning planning is the first step schools take in dealing with e-learning learning during a pandemic like today. At SMAN 2 Cimalaka, the readiness and ability of teachers to use e-learning are of particular concern to principals in determining policies regarding learning with the e-learning model. Teachers' lack of enthusiasm for e-learning has hampered its effectiveness. Students still have difficulty learning with e-learning because teacher-student interaction and communication have not been enhanced. e-learning implementation relies heavily on teachers because they are the ones who guide students through the process of learning. It is widely accepted among educators that the usage of e-learning in the classroom helps students learn better. Training on the use of e-learning was held by the principal of SMAN 2 Cimalaka in order to improve teachers' ability to use e-learning.

The use of learning apps in the delivery of e-learning. E-learning is a way of facilitating communication between students and teachers so that learning can take place even while there is no direct interaction processor; in other words, there is no plain, face-to-face approach. The app, on the other hand, has the potential to make learning easier. The e-learning model at SMAN 2 Cimalaka makes use of Google Classroom and WhatsApp as a learning platform. Apps like Google Class Room and WhatsApp are made to act as stepping stones for students in their educational journeys. In accordance with Palimbong's (2020) research, online learning was implemented in the education department during the Covid-19 pandemic using V-class, meet till, zoom, WhatsApp telegram, google classroom, youtube, Facebook, and message.

The results of learning using e-learning during the Covid-19 pandemic at SMAN 2 Cimalaka have not been 100% effective because of obstacles experienced by both teachers and students. Starting from signal problems, electricity constraints, and facilities and infrastructure constraints. The school has tried as much as possible to provide appropriate learning during this kind of pandemic, but it has not been achieved perfectly. In line with Ameli et al. (2020), Lack of facilities and infrastructure, impacted by economic constraints and technical unpreparedness, is another impediment to continued online learning activities, which means that educators' learning results are not always seamless or successful.

PPKn class XI learning via e-learning at SMAN 2 Cimalaka faced various hurdles during the Covid19 pandemic. The impediment to implementing learning during the Covid-19 pandemic is teachers' lack of proficiency with e-learning. Teachers' difficulties, which include a lack of technical understanding, a negative attitude, course integration with technology, and a lack of desire, are among the barriers to e-learning learning.

Another obstacle faced in civics learning through e-learning during the Covid-19 pandemic namely supporting facilities for the use of e-learning, such as inadequate internet connections; in line with research by Joshi et al. (2020), "four categories of barriers that teachers face during online teaching and assessments. under home environment settings, a lack of basic facilities". The study explains that basic facilities are obstacles to learning achievement and teacher assessment during online learning. However, solutions have been sought to overcome the difficulties in the PPKn learning process for class XI during the Covid-19 pandemic at SMAN 2 Cimalaka.

The solution to these obstacles can be minimized by improving the quality of teachers, namely by conducting training in the use of e-learning and motivating teachers to improve their teaching abilities. In line with the research results of A. Mullen (2020), "Data analysis produces three themes: (1) mentoring strategies used; (2) the uns calm reality of pandemics and (3) proven personal, professional development opportunities". The study revealed the need for mentoring strategies for teachers to improve their ability to use e-learning. Another solution is to find a suitable alternative platform that can be accessed by students as a whole and provide tolerance for the time of collecting assignments for students when they complain about the obstacles they face when learning using e-learning.

Based on the description above, it can be concluded that learning civics for class XI through e-learning during the Covid-19 pandemic is essential to do and get special attention. Education is an effort to educate the nation's life. As a democratic country, it is necessary to have a society that is critical, active, and has character. This can be obtained from learning in schools. Even in keeping a distance, the learning process must still be carried out, even using existing intermediaries.

D. CONCLUSION

The Citizenship Education Policy must continue to be improved even though we are now faced with quite difficult and severe obstacles caused by the COVID-19 pandemic. Because of what we know, Pancasila and Citizenship Education is one of the efforts to improve citizens' quality through education. The young generation of Indonesia, which has the character of Pancasila, seems to have begun to be eroded by the times. If left unchecked, this can undermine people's belief that their nation is no longer challenging and has character. Therefore, citizenship education is expected to increase the younger generation's awareness of the surface of their government, making them excellent and respected citizens in the eyes of the world.

The implementation of the citizenship learning policy for class XI at SMAN 2 Cimalaka through e-learning during the Covid-19 pandemic has been carried out well, starting with learning planning focused on training teachers to use e-learning to improve their ability to use e-learning. The obstacles experienced in implementing civics learning for class XI through e-learning are the readiness and capacity of teachers to use e-learning, network constraints, and inadequate electricity. The solution to the obstacles faced in implementing e-learning learning is, holding training to improve teacher skills, using the WhatsApp application when they cannot use the Google classroom, and providing time tolerance in collecting assignments when students experience problems in learning.

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