

The Using Of Blended Learning For Citizenship Education Course

Evi Susilawati

Abstract: The purpose of this research is to develop the learning of Civic Education based on blended learning in Faculty of Education and Education of Islamic University of North Sumatera (UISU). This research uses mixed methods research. The subject of the research is the students of the Faculty of Education and Education of the Islamic University of North Sumatera. Subject selection is based on a consideration because they have generally mastered the computer and even they have followed the lectures online, so it is suspected will not face technical problems in following the Civic Education course. Data collection using questionnaires with faculty research subjects and students of the Faculty of Education and Education Islamic University of North Sumatera. Blended learning option is to answer the main problems in this research is how to optimize the use of computer technology in the process of learning Civics in the Faculty of Education and Education Islamic University of North Sumatera. Through this research produced learning products. Before actually applied in the learning process in the form of learning management system, as the product of the development will be tested the level of effectiveness, efficiency and interesting in the process of learning Civics.

Index Terms: Blended Learning, Citizenship, Civic Education, learning product, Computer technology, UISU, North of Sumatera.

INTRODUCTION

THIS The rapid development of information and communication technology has had such an enormous impact on human life. This huge impact affects the world of education where the world of education is greatly benefited from the advancement of information technology. The forms of application of the development of information technology in the world of education is e-learning. E-Learning is an innovation that has a big role to change learning process, where the learning process is no longer just listening material description from lecturers, or lecturers and students held face-to-face in the class, but students who are more active in the learning process [1]. Utilization of e-learning is needed in learning because the learning process in universities should have a strategy that can lead students to achieve learning objectives effectively and efficiently. One of the supporting factors in achieving the expected learning objectives is to use appropriate instructional media by lecturers. In this case the lecturer should be able to develop teaching variations by utilizing variations of methods and learning media. Material materials can be visualized in more dynamic and interactive forms and forms so students will be motivated to engage further in the learning process. In order to develop variations of teaching by utilizing variations of methods and instructional media, the use of e-learning should be the part that should get the attention of all lecturers in the lecture, especially the lecturers of the Faculty of Education and Education of the Islamic University of North Sumatera. E-learning is a distance learning online model that is expected to replace conventional learning model that has many weaknesses.

Nevertheless, the implementation of e-learning model has many limitations that can only be done by face-to-face (face-to-face) learning. Weak quality and control of e-learning model such as not yet capable of students in managing time and process information independently become a separate problem in the implementation of this learning model. In face-to-face learning also has many weaknesses, this learning model tends to make students saturated and passive. To overcome the weakness of learning e-learning and face-to-face learning is made learning blended learning. Blended learning is a learning that combines e-learning with face-to-face learning [2]. According to [3], points out that blended learning is a combination of traditional learning characteristics and an electronic learning environment or the incorporation of web-based learning, video streaming, audio communication, synchronous, asynchronous with face-to-face learning. In line with that opinion [2] explains that blended learning is a composite of two histories of the farewell model of teaching and learning: traditional learning systems and learning dissemination systems, emphasizing the role of computer-based technology centers in blended learning. Based on the above definitions can be concluded that blended learning is a combination or incorporation of e-learning in the form of web-based instruction, video streaming, audio, synchronous communication, and asynchronous in with face-to-face learning. Two blended learning requires the physical presence of both lecturers and students, with some element of student control over time, place, path, or velocity [4]. Therefore, as an alternative solution by combining face-to-face learning in class (face-to-face learning model with e-learning based learning model. This presence of face-to-face and online learning activities make learning more interactive in facilitating students during the learning process so that the benefits of learning can be achieved maximally. By applying blended learning is expected to change the process of learning courses Citizenship Education, where the process of learning courses Citizenship Education not only listen to the material description of lecturers in the class but also students become more active in the learning process with e-learning facilities that have been available in the Faculty of Education of Islamic University of

- Evi Susilawati, Universitas Islam Sumatera Utara, Jl. Sisingamangaraja Teladan Medan,. Ph. +6281361186445. Email: evi.utnd@gmail.com

North Sumatera so that students can study anytime and anywhere. As it is known that the Civic Education course prepares the younger generation for their roles and responsibilities as citizens [5] According to [6], the course of Citizenship Education is a teaching medium that enrolls the students consciously, intelligently, and responsibly. Therefore, the course of Citizenship Education contains general concepts of state administration, politics and law, as well as other general theories that fit the targets. In line with the above understanding. According to [7] argues that the course of Citizenship Education as the preparation of the younger generation to become citizens who have the knowledge, skills, and values necessary to participate actively in the community. Another notion of the course of Citizenship Education is proposed by [8] which states that Citizenship Education is a democratic education aimed at preparing citizens critical thinking and democratic action, through the activity of instilling awareness to the new generation, that democracy is the most assured form of community life rights of citizens. Based on the above description it can be seen that the course of Citizenship Education is given and developed as a socio-pedagogical order or order that is conducive for the growth of personal quality of students. Therefore, Faculty of Education and Education of Islamic University of North Sumatera as an integral part of society needs to be directed and developed as a center for the culture and empowerment of lifelong students. Lessons learned at Faculty of Education and Education of Islamic University of North Sumatera should also be able to give exemplary, build willingness, and develop student creativity. For that the learning process should be carried out democratically. Gradually should be a community that has a culture which focus recognition and respect for the rights and obligations and the harmony in living in an orderly, just and civilized society. In that connection the course of Civic Education should serve as a vehicle in the curriculum to develop the character of a democratic and responsible Indonesian citizen. According to [6] and [11] said that it is now common knowledge that the goal of civic/citizenship education in Indonesia is to establish good citizens. Everything that is used and done by lecturers in the learning process Civic Education should be able to form and produce FKIP UISU graduates become good citizens. Then, [9] gives an illustration of good citizens who are citizens who have the following characteristics: a) who dare to defend and be faithful to the nation and the State, b) have a tolerant attitude towards others, c) embrace one religion recognized by the state, d) have a democratic attitude. Meanwhile, [8] and [12] provides good citizen identification as citizens who have the following criteria: a) to understand and be able to exercise their rights and obligations properly, b) as individuals who have social sensitivity and responsibility, c) able to solve the problem of community intelligent, d) have an attitude of personal discipline, e) able to think critically, creatively and innovatively. Draft Student Evaluation Module opinion when associated with Bloom's taxonomy, then possesses civic knowledge related to cognitive aspects, has a civic character related to affective aspects and possesses citizenship skills related to psychomotor aspects. Referring to the opinion stated above, it can be concluded that Citizenship Education aims to: 1. Increase the knowledge or insight of learners of all matters relating to the life of society, nation and state properly through various ways and methods (cognitive aspects). Foster and shape the attitude of citizens who want and believe in the

knowledge gained. Thus, the knowledge that has been understood will be believed and internalized in self or personal in the learner's soul, which will be his attitude in responding to the problems that exist (attitude aspect). 3. Train citizenship skills to learners to become skilled citizens of democracy. The purpose of Citizenship Education is done by familiarize or cultivate the students to behave and behave according to the values and norms that apply in everyday life. Therefore, the course of Civics should be developed in order to be able to direct dynamic citizens in order to face challenges in the global era. Through the learning of Citizenship Education in FKIP UISU students are expected to: (a) become smart citizens, (b) become committed citizens, and (c) become citizens who can engage themselves or participate in the life of society, nation and state of Indonesia as well as in international relations. In this global era Citizenship Education should be directed more functionally and 3 can assist students in solving problems and able to make their own decisions in private life, community, nation and state. The presence of blended learning in the course of Citizenship Education does not mean replacing the conventional learning model in the classroom, but reinforces the learning model through the development of education technology. Learning Civic Education based on blended learning will make it easier for students to access learning improve skills utilizing information technology for lecturers and students. Through learning-based blended learning will build a bridge between learning contexts that are teaching based, instructor-mediated toward learning-based learning context. The advantages to be gained through this learning are mainly to provide learning resources for students who are likely to develop each individual to achieve optimal ability in hard skill skills and soft skills.

MATERIAL AND METHODS

Judging from the approach, this research includes mixed methods research. Broadly speaking, the stages of development research include the following 10 steps: (1) Research and data collecting, (2) Planning, (3) Development of product draft (develop preliminary form of product), (4) Preliminary field testing, (5) Revise the main product revision, (6) main field testing, (7) Completion of the product of field test (operational product revision) (8) Field implementation test (field testing), (9) final product revision, (10) Dissemination and implementation (dissemination and implementation). In line with research and development (R & D) framework by [10] this study uses the term location and research subject, as data collection. The research was conducted on Faculty of Education and Education of Islamic University of North Sumatera consisting of: Department of Indonesian Language and Literature Education, Department of Biology Education, Department of Mathematics Education, Department of History Education, Department of Chemical Education Prodi, Department of Physics Education, and Department of Civic Education. Thus the location and subject of research is determined purposively, taking into account the research stages as well as the specific objectives of the study.

RESULTS AND DISCUSSIONS

The purpose of this research is to produce blended learning model in Civic Education course. The research and development process has resulted in the development of Civic Education learning materials, namely the draft of syllabus blended learning in the course of Civic Education, the draft of

the blended learning program implementation of the Civic Education course, and the draft of the student evaluation tool. The draft of syllabus blended learning in the course of Citizenship Education, draft of the Learning Plan of Blended Learning course of Citizenship Education, and the draft of student evaluation tools that have been developed in this research still require the improvement and reconstruction phase in subsequent research. The syllabus was developed with reference to the Indonesian National Curriculum Framework guide using a matrix model, consisting of two major parts, namely the "head" or header and the "body" part of the columns. Section "head" or header inform about the identity of the course consisting of "Course Name", Number of Semester Credit Unit, Course Description, Competency Standards, and Prerequisites. While the "body" part consists of basic competence columns, indicators, study substance, learning experience, learning resources, and evaluation. Forms of syllabus in this development research can be seen in Figure 1 below:

The syllabus

Nama Mata Kuliah :

Jumlah SKS :

Deskripsi Mata Kuliah :

Tujuan Pembelajaran :

No	Capaian Pembelajaran	Indikator	Materi	Metode	Waktu	Evaluasi	Sumber Belajar

Figure 1. Study Syllabus Blended Learning Course Citizenship Education Course

The product of this Civic Education learning development activity has been designed in the form of syllabus for the whole course of Civics. The syllabus consists of one learning objective, and six learning outcomes that break down further into a number of indicators, materials, methods, time, evaluation and learning resources. The Syllabus Guidance Draft of the development of blended learning model based on constructive approach of PKn course can be seen in Figure 2 below:



Figure 2. Draft of Silabus Blended Learning Civic Education Course 4

Meanwhile, more operational planning form is in the form of

learning implementation plan. The learning implementation plan developed in this development study is a face-to-face learning plan for sixteen meetings developed from the syllabus to guide student learning activities in order to achieve student learning. The learning implementation plan is developed by further elaborating each competency standard in the syllabus. In contrast to the syllabus, the learning implementation plan is developed using a narrative format, in which all components of the learning implementation Plan are described in narrative form or translated sequentially from top to bottom. Form The plan of learning implementation in this development research can be seen in Figure 3 below:

RENCANA PELAKSANAAN PEMBELAJARAN

Pertemuan Ke :

Program Studi :

Mata Kuliah :

SKS :

Semester :

Dosen :

Alokasi Waktu :

SK (TPU) :

KD (TPK) :

Indikator :

Materi :

A. Bahan Ajar/Substansi Kajian

>

>

>

B. Strategi Pembelajaran

1. Metode Perkuliahan

>

2. Kegiatan Awal

>

>

>

3. Kegiatan Inti

>

>

>

4. Kegiatan Akhir

>

>

>

C. Sumber Belajar

a) Sumber Bahan

1.

2.

b) Alat dan Perlengkapan

1.

2.

D. Evaluasi

✓

Figure 3. Draft Format of Blended Learning Activity Plan of Citizenship Education Course

The results of this research development step in the next stage is in the form of development Plan implementation of learning for one semester, or for 16 meetings. Draft Guidelines The implementation plan of learning from the development of learning models blended learning courses Citizenship Education can be seen in Figure 4 below:



- [5] Enu, DB. Unima, F.A. and Odidi, M.O. 2017. International Journal of Advanced Research in Public Policy, Social Development and Enterprise Studies. Vol.2, January 1st.
- [6] Wahab, Abdul Azis and Sapriya.2011. Theory and Foundation of Citizenship Education. Jakarta: Alfabeta. Winarno. (2017). New Citizenship Education Paradigm. Jakarta: Earth Literacy
- [7] Dick Walter, Carrey Lou, and Carrey O James. 2010. The Systematic Design of Instruction sixth edition. New Jersey: Pearson Education.
- [8] Asmaroini Ambiro Puji. 2017. Maintaining the Existence of Pancasila and Its Application to Society in the Era of Globalization. Journal of Pancasila and Citizenship, Vol. 1, No. 2, January 2017.
- [9] Raharjo. Armawi, Armaidly and Soerjo, Djoko. 2017. Strengthening Civic Literacy in the Formation of Good Citizens and Its Implications on Young Persons Personal Resilience (Study of the Role of Youth of HMP PPKn Demokratia in Dusun Binaan Mutiara Ilmu Di Jeber, Surakarta, Central Java). National Resilience Journal. Vol 23.
- [10] Budimansyah, Dasim.2010. Strengthening Civic Education to Build Character of the Nation. Jakarta: Widya Aksara Press.
- [11] Ministry of Education and Culture.2013. Curriculum Guidance 2013. Central Curriculum and Books. Balitbang Kemendikbud.
- [12] Utami, Iga Setia .2017. Validity Testing of Blended Learning Model in Vocational High School. Journal of Scientific Education of Electrical Engineering, Vol. 2, No. 1, April 2017, 01-10.

Figure 4. Draft of the Blended Learning Learning Activity Plan for Citizenship Education Course

Another result of the implementation of this research is the development of evaluation systems developed variably or a combination of test and non-test forms. Evaluations in the form of tests are also varied or a combination of test and non-test forms. Evaluations in the form of tests are also varied between objective tests. One principle that is firmly adhered to in the development of objective tests that enable constructivist learning is the objective test developed to measure the dimensions of higher order level. The draft of student evaluation module from research of blended learning model development based on constructivism approach of Civic course can be seen in Picture 5 below:



Figure 5. Draft of Student Evaluation of Modul 5.

REFERENCES

- [1] Wahyuningsih, Dian and Makmur, Rakhmat. 2017. E-Learning, Theory And Applications. Informatics, Bandung.
- [2] Garrison, D. R. and Kanuka, H. (2014). "Blended learning: Uncovering its transformative potential in higher education". Journal of The Internet and Higher Education. 2014. Volume 7 (95).
- [3] Harel Caperton, I. 2012. Learning to Make Games for Impact. The Journal of Media Literacy, 59 (1), 28- 38. Jacob, A.M. 2011. Benefits and Barriers to the Hybridization of Schools. Journal of Education Policy, Planning and Administration, 1 (1): 61-82.
- [4] Lothridge, Karen.2013. "Blended learning: Efficient, Timely, and Cost Effective" Journal for Forensic Sciences. [onlinelibrary.wiley.com/journal/10.1111/\(ISSN 1556-4029\)](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN%201556-4029)). (Retrieved on January 26, 2017).