

# REACTUALIZATION OF CITIZENSHIP EDUCATION VERSUS DIGITALIZATION OF LEARNING MEDIA: EXPECTATIONS AND CHALLENGES IN THE PANDEMIC ERA

Anita Trisiana, Slamet Riyadi University Surakarta

## ABSTRACT

*Era digital born with the emergence of digital and network technologies in particular internet computer information. The new media in the digital era have the characteristics of being manipulable and replicable in networked area. The digitalization of learning media in the education world is increasingly visible. This study uses a qualitative research method, which is research that intends to understand the phenomena experienced by research subjects such as behaviour, perception, motivation, action, comprehension, and by means of descriptions in the form of words and language, in a special context naturally and by making use of various natural methods. The importance of the civic character component in Citizenship Education is to equip the students to become democratic citizens by mastering a number of characteristics, including: Empowering themselves as independent, active, critical, and responsible citizens in order to participate effectively and efficiently in various communities, political and social activities. governance at all levels (regional and national); Understand how citizens carry out their roles, rights and personal responsibilities in order to participate in community life at all levels (regional and national); Understand, how to live and apply the values of manners, democracy, human rights and nationalism in the life of society, nation and state; Understand how apply human rights principles in everyday life.*

**Keywords:** Citizenship Education, Digital Media, Learning Media, Pandemic.

## INTRODUCTION

Education is one of the efforts to prepare human resources who have skills and expertise in accordance with the demands of national development. Education plays an important role in educating the nation's life. Therefore, every individual involved in education is required to play an optimal role in improving the quality of education in Indonesia. To overcome this problem, a learning medium is needed that can create classroom conditions that are able to develop the realms of attitudes, knowledge, character, and skills of students. As the theory stated in the learning process, there are three domains; cognitive, affective and psychomotor (Suprijono, 2009; Anderson, 1994).

The education world certainly uses learning media which are channels or bridges of learning messages conveyed by speakers to deliver the message for recipients. Humans often use media in their lives in society, which are mainly used in the process of teaching and learning activities (Kevin, 2003; Kirschenbaum, 1998).

The existence of media is used to facilitate the delivery of information. Thus, the information conveyed the information provider which can be well received by the information receiver. Media is a tool that conveys or deliver messages of learning. Learning media includes physical tools used to convey the content of teaching materials consisting of books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photos, pictures, graphics, television, and computers (Hasnida, 2014; Battistich, 2003; Bundowi, 2002; Sanaky, 2013; Warsita, 2008).

The use of digital-based learning can be applied in various educational sciences, which is in the learning process that requires the role of a teacher or educator who supports so that the digital-based learning process can run smoothly according to the learning objectives. The Indonesian government has implemented various policies to reduce the spread of the corona virus; social distancing, physical distancing, and even large-scale social restrictions (PSBB). This policy has an impact on various fields, especially education in Indonesia.

Citizenship Education provides an insight into the social life of the community, state and nation (Trisiana, 2015) and Asante (2020). In Indonesia Citizenship Education has an effort to improve the ability of students to live, understand and be able to implement the values of Pancasila as a basis of behaviour in the life of the community, nation and state, so that a citizen who has responsibility and also is born reliable. Challenges in the development of technology and information in this modern era cannot limit the teachers in developing a learning medium. Precisely, with this development teachers can easily provide learning material and carry out an assessment and measurement of student creativity.

## METHOD

According to Saryono (2010), qualitative research is research used to investigate, find, describe, and explain the quality or features of social influences that cannot be explained, measured or described through a quantitative approach. Furthermore, according to the research methods qualitative is a research method that is based on the post-positivist philosophy, used to examine the condition of a natural object, (as opposed to an experiment) that the researcher is the key instrument, the sampling of data sources is done purposively and snowball, the collection technique is tri-accounting (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

According to Bundowi, the purpose of qualitative research is to explain a phenomenon in depth through of collecting data as deep as possible, which shows the importance of the depth and detail of the data based on studied. The procedure for conducting qualitative research is flexible that according to the needs, as well as the situations and conditions in the field. Broadly speaking, the stages of qualitative research are as follows Bundowi (2002): Formulating the problem as the focus of research; Collecting data in the field; Analyse data; Formulate study results; recommendation for making decision.

## **Theoretical Foundation: Citizenship Education and Learning Media**

### **Study about Citizenship Education**

Education citizenship as program curriculum is vehicles that will deliver individual citizens achieve the goal of becoming Indonesian people who have a sense of nationalism and love of the homeland. On a macro-national basis, Citizenship Education is one of the educational components to realize the commitment of the Indonesian nation and state (Carr, 2008; Rusman & Riyana, 2011).

The objective of Citizenship Education among others: critically, rationally, and creative in dealing with the issue of citizenship; Participate in quality and responsibly, and act intelligently in community, national and state activities; Develop in a positive and democratic manner to shape oneself based on the characteristics of Indonesian society so that they can live together with other nations ; Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology; Listening to the purpose of the subjects Citizenship Education above, the Citizenship Education has own line with the three main functions of Citizenship Education as a vehicle for the development of citizens who are democratic, developing intelligence citizens (civic intelligence), fostering responsibility of citizens (civic responsibility) and encourage participation citizenship (civic participation). Three citizen competence is in line with the three components of good citizenship education is knowledge of citizenship (civic knowledge), skills of citizenship (civic skills), and the character of citizenship (civic dispositions) (Anita & Sutoyo, 2017; Haas, 2001).

To develop three components Citizenship Education required a variety of methods, media and learning techniques. The ability to use a variety of methods, media and learning techniques will affect the success of student learning, both the success in the realm of cognitive, affective, and ppsychomotor.

### **Study About Learning Media**

Media is an intermediary or delivery agent for messages from sender to recipient (Arsyad, 2011; Sadiman, 2014). Opinions of experts imply the same thing, the media is everything that can be used to send messages from the sender to the receiver, so it can stimulate the mind, the attention of students, interests and concerns, so that the learning process can take place (Briggs & Cobley, 2002; Spiritual, 2019).

The definition of learning media is a combination of materials and tools or a combination of software and hardware (Sadiman, 2014). Miftah (2013), arguing that the medium of learning is something (can be a tool, material, or state) that is used as an intermediary for communication in the learning activities.

The arguments from the experts can be taken in general that the learning media can be understood as the media used in the learning process and objectives. In essence, the learning process is also a type of communication, so learning media can be understood as a communication medium used in the communication process and learning media has an important role as a means of disseminating learning messages.

The role of the media in learning activities is a very important part of achieving the effectiveness and efficiency of learning objectives. Dryden & Vos, (2001) argues that the use

of learning media in the learning process functions to: (1) generate new desires and interests; (2) generate motivation and stimulation of learning activities; and (3) bring psychological influences on students. The use of learning -oriented learning media will greatly increase the vitality of the learning process and at the same time transfer the information and learning content. Apart from inspiring students' motivation and interest, learning media can also help students to improve their understanding, display data in an attractive and reliable manner.

According to Kemp and Dayton in his Arsyad (2011) states that learning media have three main functions when the media was used for individuals, groups, or groups to a substantial amount; (1) motivate interest or action; (2) convey information; (3) giving instructions.

Gagne, (2002) has an opinion regarding the functions of learning media, including: delivering information in the teaching and learning process ; completing and enrich information in teaching and learning activities; encourage learning motivation; adding variety in the presentation of the material; adding real understanding of a knowledge; allowing students to choose learning activities according to their abilities, talents and interests; easily digestible and durable for absorbing the message -Messages (the information is very lasting and not easily forgotten).

Media learning provides learners interest in understanding the learning materials to develop the knowledge that he had. According to Kemp several research results have shown the positive impact of using instructional media in the classroom as follows: Lesson delivery becomes more standardized; learning can be more interesting; learning becomes more interactive; learning time can be shorter; the quality of learning outcomes can be enhanced when integration there are; learning can be given anytime and anywhere; can increase the positive attitude of students; the teacher's role can change to a more positive direction.

Teaching media is a teaching assistance that influences the learning climate, learning conditions, and the learning environment that is conditioned and developed by the teacher. Meanwhile, in particular, the benefits of learning media:

1. The delivery of learning materials can be uniform: With the help of learning media, different interpretations between teachers can be avoided and can be reduced the occurrence of information gaps between students wherever they are.
2. The learning process becomes clearer and more interesting: Media can display information through sound, images, movement and colour, both naturally and manipulated. Thus, it can help teachers to create a lively learning atmosphere, not monotonous and not boring.
3. The learning process becomes more interactive: With the media there will be active two-way communication, whereas without the media teachers tend to talk in one direction (Dryden & Vos, 2001).

There are many types of instructional media, some of the most familiar media and almost all schools use them are printed media (books) and blackboards. In addition, many schools also use other types of media, such as images, Overhead projectors (OHP) and real objects. According to Anderson, who is followed by Bambang Warsita (2008) media can be divided into two categories, namely instructional aids and instructional media. (Heinich et al., 2005)

There are several types of media used in the learning process. According to Sudjana and Rivai (2010), the types of media are divided into four, follows;

1. Graph media, such as pictures, photos, graphs, charts, diagrams, posters, cartoons, and comics. The media of graph is often called two-dimensional which has length and width.
2. Three-dimensional media, namely media in the form of solid models, cross-sectional models, stacking models, work models, dioramas, and others.
3. Projection models, such as slides, film that used of OHP, and others.
4. The use and utilization of learning media in the form of an environment.

## **RESULT AND DISCUSSION**

### **Digitalizing the Media Learning**

#### **Digitalizing Animated Media**

In general, animation is a process of animating/moving inanimate objects or in other words, an inanimate object is given encouragement, strength, enthusiasm and emotions to become alive or just to have the impression of being alive (Basuki & Farida, 1991). Animation can be interpreted as an image containing an object that appears to be alive because the collection of images changes regularly and displayed alternately (Munir, 2017). Basically, animation is a set of objects that are moved in a certain order.

Animation is a media audio-visual with motion and sound elements that can be used as a teaching assistance. Animation capability is to control space and time in condition the learners anywhere, even if limited by space (Uno & Lamatenggo, 2011). Multimedia animation can help students understand the learning material and be able to improve the learning experience of students. Animation is a collaborative harmony between art and technology (Garty, 2004).

According Dutreve et al. (2008) animation is defined as a series of rapidly changing images displayed on a computer screen that represents the illusion of movement. According to Purnama animated learning is a moving picture that is used facilitate learning. Animations are a sequence of frames which when rotated at a rate sufficient to present moving images smoothly in movie or video. Animated media contains a collection of images that are processed in such a way that they produce movement and are equipped with audio so that they are memorable and save learning messages (Purnama, 2013). Animation is an audio-visual media that provides a display in the form of a moving image that allows showing abstract phenomena to be seen as real.

The use of animated media has benefits, advantages, and disadvantages in the process of using it. Benefits of animation in the media according to Munir (2017) is: shows objects with the idea (for example, the effects of gravity on an object); explain difficult concepts (absorption of food into the bloodstream or how electrons move to produce an electric current); explaining abstract concepts to be concrete (explaining alternating current voltages with the help of a moving sine graph animation ); showing clearly a procedural step (how to paint an equilateral triangle with the help of a compass); showing objects that are dangerous if done directly (for example, seeing the process of a volcanic eruption).

Profit will be animated media in the instructional that is easily accepted by various circles of society and can survive to be in our minds in the time period is very long. Another advantage is that animated films can enrich the experience and competence of students in a variety of teaching materials (Harrison & Hummell, 2010). Briggs & Cobley, (2002) reveal that

the advantage of using animation media can increase interest, understanding, and working skills in groups. Another opinion, explains the advantages of using the medium of animation in learning activities can improve the quality of the process and learning outcomes. Mahnun, (2012) reveals the advantages of media animation is that can draw prudential learners, learners feel enthusiastic, process and stimulation of effective stimulation (Nuhung et al., 2009).

### **Digitalizing Media Cartoons**

Cartoons are depictions in the form of paintings or caricatures of people, ideas or situations designed to influence people's opinion. There are a number of cartoons that function to make people smile, such as the cartoons published in newspapers (Sudjana & Rivai, 2010). Haron (2001) states that cartoons are the processing of materials in AM into moving images that are more attractive, interactive, and not boring for everyone. Cartoons are useful for learning activities because they can explain the sequence of contents in a logical order and contain meanings that are easily, interesting, and quickly read by students.

According to Munadi (2008) and Miftah (2013) cartoon is one form of graphic communication, namely an image that interpretative uses symbols to convey a message quickly and concisely or something attitude person, situation, or particular events. His ability is very strong that can attract attention, influence his attitude and behaviour. Cartoons usually only capture the essence of the information that must be conveyed, and then pour it into simple pictures, without using detailed symbols and characters that are easily recognized and understood quickly. According to Sudjana & Rivai (2010), cartoon media has several types that can be described as follows:

1. Cartoon Image: It is a cartoon image that is intended only as a funny picture or a joke without intending to cover a problem or actual event.
2. Editorial Cartoons: Is a column of satirical images in newspapers that comment on news and issues that are being discussed in the community, as a visual editorial, the cartoon reflects the policies and political lines of the media that contain it, as well as reflecting the communication culture of the people of its time. Wijana & Putu (2004) who discussed the problem of pragmatic aspects in cartoons stated that editorial cartoons are visualizations of newspaper or magazine editions that discuss political issues or actual events.
3. Cartoon Caricature: Cartoon caricature is actually a cartoon that has been painted by changing a person's face or shape. For example a big nose or small eyes and so on. This cartoon shows a person's character through its form. This cartoon also exposes and exaggerates the traits or weaknesses of a person or group. (Kemp & Dayton, 1998; Miftah, 2013).
4. Animation Cartoon: Animated cartoons are cartoons that can move or live visually and soundly. This cartoon consists of a series of pictures that are painted and recorded and then shown on television or film. Cartoons of this type is an important portion in the industry movies there this time (Lowe, 2004)
5. Comic: Is a blend of drawing and literary arts. Comic form of a series of pictures which is a series of one story in every picture. There is a speech bubble as narrative stories with the character/characters are easily recognizable.

### **Expectations and Challenges of Citizenship Education**

Challenge in the implementation of distance learning models. One of them is that the academic community is not yet accustomed to using a blended and completely online learning system. The Covid-19 pandemic requires education to be able to make adjustments in

education delivery. One of them is changing the face-to-face (offline) learning method to online during a pandemic. An online learning is still continue to be refined to make it more interactive so as to enable students to become more involved (engaged) in process learning. Power support the technology also needs improved quality, as well as facilities used enterprise- content provider (content provider).

The current state of information and communication technology does not automatically create an innovative and quality learning environment. For that, need value in increasing and the involving students. This is part of the Citizenship Education portion.

### Implementation of Media Digitalization in Citizenship Education Learning

The conditions of the Covid-19 pandemic have resulted in extraordinary changes, including in the field of education. It is as if all levels of education were 'forced' to transform to adapt suddenly drastically to do learning from home through online media. The digitilazation of media in Citizenship Education can be done as shown in the following Table 1:

<b>Table 1</b> <b>THE DIGITILAZATION OF MEDIA IN CITIZENSHIP EDUCATION</b>			
<b>Activities</b>	<b>Activity Description</b>	<b>Media Type</b>	<b>Competence</b>
Preliminary	<ol style="list-style-type: none"> <li>1. The teacher opens the lesson with the opening greeting and prays to start learning, checks the attendance of students as an attitude of discipline, prepares the students physically and psychologically in starting learning activities.</li> <li>2. The teacher provides an overview of the benefits of learning the lessons to be learned.               <ol style="list-style-type: none"> <li>1. Analysing the threats that occur within the Unitary State of the Republic of Indonesia.</li> <li>2. Presenting the results of reasoning about threats to the Unitary State of the Republic of Indonesia.</li> </ol> </li> <li>3. The teacher links the material to be aware of threats to the position of the Unitary State of the Republic of Indonesia with the experiences of students, reminds the prerequisite material by asking questions, asking questions that are related to the lesson to be carried out.</li> <li>4. The teacher informs students about the learning media that will be used in the learning process, namely the visual poster media</li> </ol>	Visual; Poster	Civic Knowledge
Core	<ol style="list-style-type: none"> <li>1. Observing: Students are given motivation or stimulation to focus on the topic of Threats to the Unitary State of the Republic of Indonesia. Analyzing threats to the position of the Unitary State of the Republic of Indonesia in a way: Seeing (without or with tools) Observing, Reading (done at home before the learning activity takes place), Listening, listening to the introductory explanation of</li> </ol>	Media Posters and Animations	Civic Dispositions; Civic Value

**Table 1**  
**THE DIGITILAZATION OF MEDIA IN CITIZENSHIP EDUCATION**

	<p>the activity in an outline/global about the subject matter regarding threats to the position of the Unitary State of the Republic of Indonesia</p> <p>2. Questioning: The teacher shows educational posters to students and the teacher gives students the opportunity to identify as much information as possible in the poster from what is observed or questions to get additional information about what is observed (starting from factual questions to questions that are hypothetical) to develop creativity, curiosity, the ability to formulate questions to form critical thoughts that are necessary to live smart and lifelong learning, for example: What is meant by threats to the position of the Republic of Indonesia? Why does this threat exist in the Indonesian nation? Gather information Learners collect relevant information to answer the questions that have been identified through activities, exchange of information, Delivering the results of discussions in the form of conclusions based on the results of analysis orally, in writing, or other media to develop honesty, thoroughness, tolerance, the ability to think systematically, express opinions politely</p>		
Closing	Reflecting on the learning experience of the teacher, with students, conducting the assessment results on the reflection of the learning result.	Media Posters and Cartoons	Civic Skill

## CONCLUSION

Digitalization of media learning pandemic era will strengthen the achievement of competence in Citizenship Education, which as follows: visualizing the message verbally and meaning of the contents of the message and simplify the meaning in the form of visualization; help students more easily understand the meaning of bubonic late that discussed in the process of learning; describing the essence of a message that resembles the actual situation; stimulate children to learn more about the nature of the message conveyed; helps improve children's mastery of abstract things, or events that may not be presented in class; develop children's imagination. Expectations and challenges of Citizenship Education by upholding, character, attitudes or habits of everyday life reflect good citizens, such as religious attitudes, tolerance, honesty, fairness, democracy, respect for differences, respect for law, respect for people's rights another, having a strong national spirit, having a sense of social solidarity, and others, real life in society.



## REFERENCES

- Anderson, R.H. (1994). *Selecting and developing media for instruction*. Jakarta: Raja Grafindo Persada.
- Anita, T., & Sutoyo. (2017). *Slamet Riyadi character-based citizenship education*. Surakarta: Djiwa Amarta.
- Arsyad, A. (2011). *Learning media*. Jaka: PT. Raja Grafindo Persada.
- Asante, K.T. (2020). Individualistic and collectivistic orientations: Examining the relationship between ethnicity and national attachment in Ghana. *Studies in Ethnicity and Nationalism*, 20(1), 113-128.
- Basuki W., & Farida, M. (1991). *Media teaching*. Jakarta: Depdikbud.
- Battistich, V. (2003). Effects of social based program to enhance prosocial development on children 's peer relations and social adjustments. *Journal of Research in Character Education*, 1(1), 1-16.
- Briggs, A., & Copley, P. (2002). *The media: An introduction*. Pearson Education.
- Bundowi. (2002). *Attractive, funny, and practical techniques for teaching highly sensitive language and culture*. Malaysia: Paper.
- Carr, W. (2008). Education for citizenship. *Journal Citizenship Education* 2(2), 1-9.
- Dryden, G., & Vos, J. (2001). *The learning revolution*. Monterey Institute of International Studies.
- Dutreve, L., Meyer, A., & Bouakaz, S. (2008). Feature points based on facial animation retargeting. In *Proceedings of the 2008 ACM symposium on Virtual reality software and technology* (pp. 197-200).
- Gagne, R.M. (2002). *The condition of learning*. New York: Holt, Rinehart and Winstone.
- Garty, M. (2004). Commentary dynamic visualization and learning: Getting to the difficult questions. *Learning and Instruction*, 14(1), 343-351.
- Haas, N. (2001). Using we the people.... programs in social studies teacher education. In *Social Science Education, ERIC Clearinghouse for International Citizenship Education, and Civitas*, (pp. 167-185). Bloomington.
- Haron, M. (2001). *Cartoons as motivational material in composition teaching*. Malaysia: Paper.
- Harrison, H.L., & Hummel, L.J. (2010). *Incorporating animation concepts and principles in STEM education*. The Technology Teacher.
- Hasnida. (2014). *Creative learning media*. Jakarta: PT. Luxima Metro Media.
- Heinich, R., Molenda, M., Russell, J.D., & Smaldino, S.E. (2005). *Instructional media and technologies for learning*. New Jersey: Columbus.
- Kemp, J.E., & Dayton, D.K. (1998). *Planning and producing instructional media*. Harper & Row Publishers: New York.
- Kevin, G. (2003). The ethics of zero tension. *Journal of Educational Administration*, 41(1), 24-36.
- Kirschenbaum, H. (1998). 100 ways to enhance values and morality in schools and youth settings. *Boston: Allyn and Bawn*.
- Lowe, R.K. (2004). Animation and learning: Value for money. In *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference*.
- Mahnun, N. (2012). Learning media (study of the steps of media selection and their implementation in learning). *Journal of Islamic Thought*, 37(1), 27-33.
- Miftah, M. (2013). Function and role of learning media as efforts to improve students' learning ability. *Kwangsan Journal*, 1(2), 95-105.
- Munadi, Y. (2008). *Learning media: A new approach*. Jakarta: Echoes of Persada Press.
- Munir. (2017). *Digital learning*. Bandung: Alfabeta.
- Nuhung, R., Muhydin, A., & Waluyo, T. (2009). *Instructional media*. Jakarta: Ministry of Education.
- Purnama, B.E. (2013). *Basic concepts of multimedia*. Yogyakarta: Graha Science.
- Rusman, D.K., & Riyana, C. (2011). *Information and communication technology based learning*. Jakarta: Raja Grafindo.
- Sadiman, A.S. (2014). *Fish education media, definition, development, and utilization*. Jakarta: Raja Grafindo Persada.
- Sanaky, H.AH. (2013). *Learning media*. Yogyakarta: Safiria Insania Press.
- Saryono. (2010). *Qualitative research methods*. PT. Bandung: Alfabeta.
- Spiritual. (2019). *Learning media*. Medan: State Islamic University of North Sumatra.
- Sudjana, N., & Rivai, A. (2010). *Media teaching ran*. Bandung: Sinar Baru Algensindo.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Afabeta.
- Suprijono, S. (2009). *Cooperative learning*. Yogyakarta: Pustaka Pelajar.

- Trisiana, A. (2015). The development strategy of citizenship education in citizenship education using project citizen model in Indonesia. *Journal of Psychological and Educational Research (JPER)*, 23(2), 111-124.
- Uno, H.B., & Lamatenggo, N. (2011). *Communication & information technology for learning*. Jakarta: Earth Literacy.
- Warsita, B. (2008). *Learning technology foundation and its application*. Jakarta: Rineka Cipta.
- Wijana, I., & Putu, D. (2004). *Card*. Yogyakarta: Waves.