

## Civic Education through E-Learning in Higher Education

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### Abstract

This article describes the learning process of Civic Education in Higher Education through e-learning. College students today are Millennial's Generation (Y Generation) who are very familiar with internet and use in technology. The development of technology provides a challenge for the education system. This qualitative research is carried out using the literature study method, observation and interviews in the subject of learning media in the classroom. In this study lecturers used Google Classroom media. The researcher was worked together with ten students of Pancasila and Civic Education Program and a lecture of learning media in Universitas Negeri Jakarta, Indonesia. The interview was conducted after learning media class closing. Data analysis was carried out in two way that was arranged repeatedly and coding of interviews data. Based on the results shows Civic Education through e-learning using Google Classroom has increases students to be able to critical thinking, creative and innovative. The use of Google Classroom also gives freedom to college students in learning activities so that they can create learning media and implement it when practicing teaching at school.

**Keywords:** Civic education, e-learning, higher education

### Introduction

In this technology era E-learning has effected on teaching and learning in a global age (Jethro, Grace, & Thomas, 2012). E-learning also increases motivation of the undergraduate students in learning process (El-seoud, Seddiek, El-khouly, & Nosseir, 2014). Harandi (2015) also found relationship between E-learning and students' motivation more motivated when applying E-learning. The research is important in this context because student engagement in the E-learning process has impact on their grades (Rodgers, 2008). E-learning is one of the most important learning environments in the information era (Zare,et.al., 2016). Because E-learning as an electronic learning has a powerful tool that transforms the traditional method of learning(Alfraih, M.M., Alanezi, F.S., 2016). It helped University students' to use E-learning especially in Sri Lanka (Samsudeen, S.N., Mohamed, R., 2019). In Malaysia, Deep, Salleh and Othman (2019) explained from their research to improving soft skills undergraduates through problem-based approaches use E-learning applications. To engage students for captures and maintains interest need E-learning system (Lange, 2018). Implementing E-learning in Bangladesh higher education found highly enthusiastic from students' and they are eager to participate and interact in the online platforms(Sarker, Mahmud, Islam, & Islam, 2019).

Teo in (Jaiyeoba, Iloanya, Jaiyeoba, & Iloanya, 2019) argue that contribution of E-learning can be strategic manner for vulnerable groups and prospective students who reside in remot areas. In Indonesia, E-learning is one of learning media use of computers and other digital devices together with online learning tools (Waryanto & Setyaningrum, 2014). Use in online learning as an E-learning isn't only in the class, Dzibuan et, al., ( 2013) explained online courses show students' ambivalence increases. Student workbooks can now be created online such as in wiki, blog and other interactive platforms(Gonzalez & Louis, 2018). Online learning can be used as a formal training and online technology which to convey the content of learning (Green, 2016). Based on Alshare, et.al.(2011) in the

online learning, there are three main parties such as the instructor, the learner and the system. The difficulty of students' understanding about Civic Education in Indonesia because it only monotonous (Fatona & Slamet, 2018). There are values of civic education through information technology (Dode & Dode, 2016). One of the innovative approaches to global citizenship education is digital storytelling (Brights, 2017). Using digital storytelling in civic education addresses a variety of needs and learning styles and helps young people cooperate, express themselves, embracing creativity, critical thinking, and also improve their digital competences (Dogan, B., Robin, B., 2009). The utilize of computers connected to the internet is not a trend or just a lifestyle but integrating the use of computers connected to the internet into the learning process is a demand as well as a challenge. For that reasons, this research purpose to use Google Classroom as an E-learning in civic education. It is a component of the school curriculum in nation states (Kennedy, 2012). Learning civics education, which encourages students to think critically, analyse and improve the student overall (Japar, 2018). Civic education at University should contain precise core materials so the students are able to do transfer of learning, transfer of values and transfer principles in higher education (Sirajuddin, 2012:149). In the other side, media education as a strategy for online civic participation in Portuguese schools (Dias-fonseca & Potter, 2016). Fonseca and Potter (2016) also explained students' online civic engagement and media literacy affected by teachers' classroom practices. Based on that previous research, the authors have civic education background. To become a teacher of Civic Education need innovation in learning media. It should be interesting, so it can make students interact and learn comfortable (Rachmadtullah, Reza., Nadiroh., Sumantri, M.S., 2018:293). Based on Abdulkarim, et.al. (2018) developing civicpedia as a Civic Education E-Learning Media has improved students' information literacy. The program display was considered good and the interactivity aspect was deemed very good. It proved most students' very positively use civicpedia as E-learning media. Based on Shahrane, et.al. (2016) the application of Google Classroom as a tool for teaching and learning prove students' satisfy. Thus, comparative performance was good in perceived usefulness, communication and interaction also satisfaction towards Google Classroom learning activities. The development of civic education could not be isolated from globalization, which has an effect on students' life (Komalasari, 2009:261). In the other said Azhar and Iqbal (2018) argue effectiveness of google classroom teacher perceptions are lack of user-friendly interface is the main reason for its inefficiency. Based on Iftakhar (2016) about google classroom works and how proved teacher perception about Google Classroom is very helpful to complete the assigned syllabus. Based on the previous study this research use Google Classroom as an innovative learning. According to Kumar and Bervell (2019) Google Classroom for mobile learning in higher education got perceptions of students'. The enjoyment also provided by Google Classroom to students' had a propensity to generate their routine usage of the mobile technology. For this reason, the focus of this research is how is implementation civic education through E-Learning in higher education.

## Method

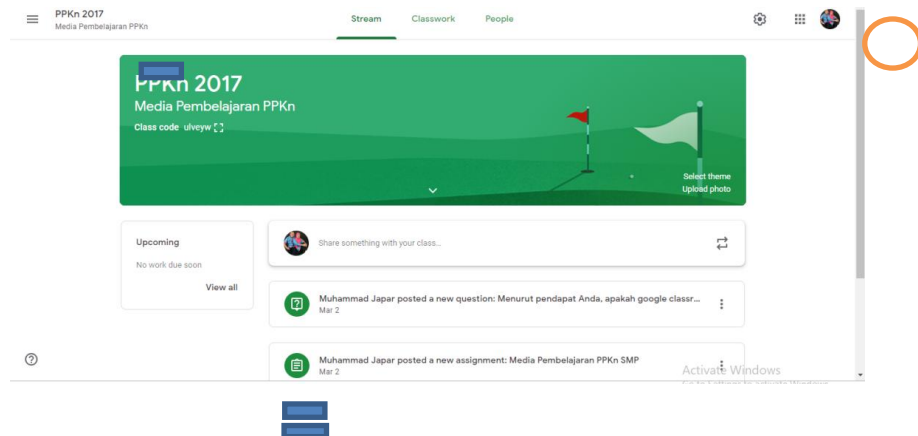
In this qualitative research is an approach for exploring and understanding the meaning individuals or group describe to a social or human problem (Creswell, J.,W., 2013). This research location at Pancasila and Civic Education Study Program, Faculty of Social Sciences, Universitas Negeri Jakarta. The types of this study is action research (Perumal, 2010)). Based on action research stages, there are four stages diagnosing, action planning, action taking and evaluation (Susman & Evered, 1978). This research was conducted through observation, interview and documentation. Interviews are one of the most commonly recognized forms of qualitative research method (Mason, 2002). Identified the research question through the observation. It has done in learning media class and also on Google Classroom class. Action planning was determining the actions through Google Classroom media. And then action planning by the researcher through Google Classroom with submitted the material and gave the project. After that evaluation conducted through the interview. The researcher was worked together with ten students and a lecture after learning media class closing. The illustrated of action research (Susman & Evered, 1978):



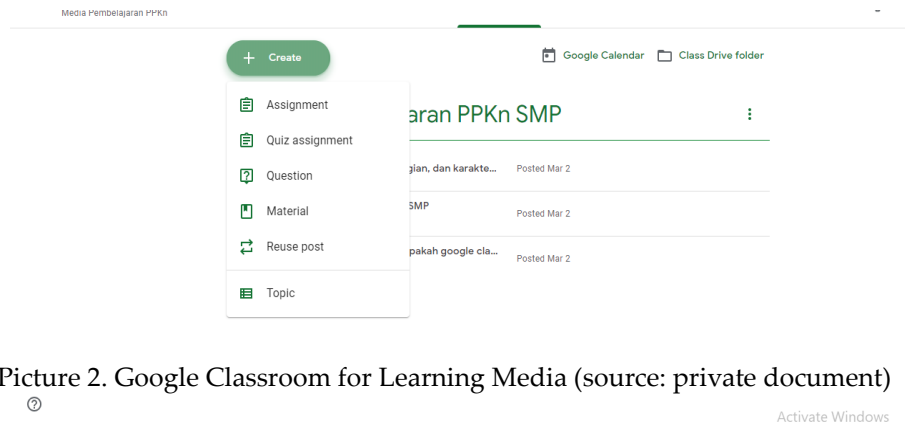
Qualitative interviewing therefore tends to be seen as involving the construction or reconstruction of knowledge more than the excavation of it (Mason, 2002:63). The researcher used Google Classroom for gave the material and also the question. The topic of the material was understood the concept of division, the characteristics of civic education learning media. E-learning included in ICT so this study has two reasons for action research such as to involve IT practitioners in the learning process and to encourage research with the purpose of bringing improvement on Google Classroom.

## Results and Discussion

### Google Classroom



Picture 1. Google Classroom for Learning Media (source: private document)



Picture 2. Google Classroom for Learning Media (source: private document)

How to civic education through E-Learning in Higher Education? Google Classroom is one of the way to development learning media in civic education learning. First, open Google Classroom, the teacher must click the link <https://classroom.google.com>. As we knew collaborative tool for teachers and students that built on existing Google technologies. Google classroom is an open source application from Google that can be used for learning systems or can be referred to as e-learning (Asnawi, 2018). This application included new applications and there are still a few who use them in learning systems in schools and in universities. After created the class and the class code, the lecturer chooses coursework. Then click create and adjust learning needs. In this study, lecturers choose to provide material which is then given several questions through the quiz assignment and question. The results of these answers can be assessed directly through the Google Classroom.

*“I felt to using learning media such as the Google Classroom is able to create Learning atmosphere and didn't only focus on verbalistic aspects” Student,*

Interviewed, 2019

*"I thought that the material provided by lecturers through Google Classroom is short, solid and clear. The comment column also helped us to ask questions and discussions regarding material"* Student, Interviewed, 2019

*"Tasks made on Google Classroom made it easy for me to did it. And when I did it, I and other students are given challenges to creativity"* Student, Interviewed, 2019

*"I thought when Google Classroom increased awareness of critical thinking when did tasks"* student, Interviewed, 2019

*"I thought, in the future we had the opportunity to become civic education lecturers who can used Google Classroom as an innovation using learning media"* Student, Interviewed, 2019

*"I thought Google Classroom is a flexible and easy media"* Student, Interviewed, 2019

*"Google Classroom more of an E-Learning nature, that is media that connected learners with learning resources that are physically far apart but can interact with each other"* student, Interviewed, 2019

Based on the findings above, it shows that the use of Google Classroom provided positive feedback on learning media lessons. As a tool for delivering information to students (student, interviewed, 2019). Google Classroom as a learning media can explore the learning process to become wider and keep up with technological developments. Google Classroom can be used as an alternative in learning. With the existence of Google Classroom, it makes it easier for both parties namely Educators and Students. Students can more easily accept all assignments, the material to be delivered as well as other info and all the info arranged so that it makes it easier for students. As for lecturers, Google Classroom can be used as a medium to share assignments and materials to be conveyed, besides this Google Classroom can also facilitate lecturers to monitor student discipline, because with Google Classroom lecturers can manage the time of collected each task, lecturers can find out where students are disciplined and lack discipline, of course with the consequence of reducing the value for those who are not disciplined. The discipline can be seen through the date of collection of tasks.

#### Discussion

The results of the above findings indicated that the learning civics education statement, which encourages students to think critically, analyzes and improves the student overall (Japar, 2018). This was also demonstrated through interviews conducted with students. Critical thinking can also be grown by providing material through Google Classroom. Learning to use portal E-learning on civic education can shorten learning time and make study costs more economical. For this reason, students' opinions stating that Google Classroom are flexible and easy indicate that learning using E-Learning can increase student interest in civic education. Associated with the statement of Shahrane (2016) the application of Google Classroom as a tool for teaching and learning can be demonstrated through the results of interviews and observations made by researchers. That civic education through E-Learning, namely by using Google Classroom, can enhance student creativity and innovation. Especially civic education students in learning media courses. Google Classroom also monitors support for lectures, such as lectures that have shared a document, they can see which are working on it in a particular class. Based on Heggart and Yoo (2018) Google Classroom might lead to improved teaching and learning outcomes. It shows by students' interviewed after use in Google Classroom. Most of them agree that Google Classroom increased awareness of critical thinking. This was also clarified by (Pappas, 2015) the benefits of Google Classroom management of assignments and possibilities for teachers organized work by class. Emerson and Taylor (2004) explained that there is a considerable body of evidence to suggest that different teaching delivery styles can have different degrees of success; measured in terms of academic results. From these statements teaching delivery styles are carried out in this study through E-Learning using Google Classroom. So that this media can be used as a comparison in the success of students to understand the material.

## Conclusion

In the current millennial era, technology is developing increasingly advanced. Thus, the impact of the advancement of technology has an impact on the world of education, especially Civic Education. Google Classroom is an E-Learning that provides flexibility and is easy to use. For this reason, civic education uses Google Classroom as a learning media for students in the Pancasila and Civic Education study programs, Faculty of Social Sciences, Jakarta State University. This media provides an opportunity for students to think critically, creatively and innovatively. It is hoped that by using this media, students can applied innovative learning media when teaching civic education in schools.

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