Development of Online Learning Design for Class XI Civics Subjects During the Covid-19 Pandemic at Smk Permata 2 Bogor City

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Abstract

In the subject of civics education, it was found that there was a problem of limited time which in the end affected the learning outcomes of students, plus the Covid-19 pandemic which had an impact on learning activities that could not be done face-to-face. Learning activities are carried out online in unpredictable times. This is what lies behind the need for effective online learning designs in class XI SMK during the covid-19 pandemic. This research was conducted using the ADDIE model combined with the INQUIRY Learning Learning model. This research was conducted from September to October 2021, at SMK Permata 2 Bogor City. The results of this study indicate that the quality of instructional design based on the evaluation of materials, media, and instructional design, the results of expert reviews are 80%, 90%, and 93%. While the results for one experiment, small group and large group the quality obtained was 97.6%, 95%, and 96.4%. Based on expert evaluations and evaluations of these targets, it can be concluded that online learning that is designed is feasible and can be used. Once applied, it gets an N-Gain Score of 0.7 and belongs to the high category. The learning design developed can be said to be effective.

Keywords: Design Development, Online Learning, Citizenship Education

1. Introduction

The massive spread of the Coronavirus in various countries forces us to see the fact that the world is changing. We can see how the changes in the fields of technology, economy, politics, and education in the midst of the crisis due to the Covid-19 pandemic. The learning process before the pandemic was carried out conventionally but now according to the direction of the MINISTER OF CULTURAL EDUCATION OF THE REPUBLIC OF INDONESIA in letter number36362/MPK.A/HK/2020 which reads "Online learning and working from home in order to prevent the spread of coronavirus disease (COVID-19). - 19) (M Givi Efgivia et al., 2021).

These changes require us to be prepared, respond with attitudes and actions while always learning new things. Indonesia is not alone in finding solutions for students to keep learning and fulfill their educational rights. Until April 1, 2020, UNESCO recorded at least 1.5 billion school-age children affected by Covid 19 in 188 countries including 60 million of them in our country.

All affected countries have tried to make their best policies in maintaining the continuity of education services. Indonesia also faces several real challenges that must be immediately resolved: (1) technological disparities between schools in big cities and regions, (2) limited teacher competence in the use of learning applications, (3) limited resources for the use of educational technology such as internet and quotas, (4) the relationship between teacher-student-parents in online learning is not sustainable.

In addition, students' learning motivation during the pandemic depends on the media used as examples of media uploaded on YouTube, students' enthusiasm for learning increases but if the media is less attractive, learning interest decreases (Mohammad Givi Efgivia, 2019). When face-to-face online, not all students can take part in learning due to limited quotas and signals in learning, and sometimes when collecting assignments through WhatsApp media there are often delays because they are not controlled directly by the teacher, this clearly affects the success of learning. Of all the material in class XI, which became the topic of discussion, not all were given during this pandemic even though the topic, namely (Indonesia's Role in World Peace) is an important matter, so it is necessary to prepare RPP A complete learning plan based on online and blended learning. This situation of course has an impact on the quality of learning, students and teachers who previously interacted directly in the classroom now have to interact in a limited virtual space, teachers are required to provide good teaching, create an atmosphere conducive to learning, and creatively and innovatively use design interesting learning so that students can understand the learning material and learning objectives can be achieved. Based on the results of an interview with a Civics subject teacher at SMK Permata 2 Bogor City (Engkus Kusbini, S.Pd) on September 22, 2021, he said that there are things that cannot be taught in distance learning, as follows: 1. Integrity (morality) 2 The benchmark for distance learning success so far. 3. Children's talents 4. Infrastructure – either device or internet connection, because it does not support smooth learning. So distance learning cannot be a solution for some students. 5. Expenses (over cost), the existence of distance learning can reduce costs (expenditures of money) but a phenomenon that occurs in the community is one of them using excess internet quota for distance learning (online).

Online learning is a learning system that is carried out without face to face directly but is carried out online using the internet network (Mohammad Givi Efgivia, 2020). An effective learning process occurs if the learning design used has an impression on students, the impression on the design used illustrates the urgency in the learning process. Thus, the urgency of design in the learning process has a very significant position. It can even be said to be parallel to the method used in the learning process. Because the method and design have synergy in supporting the learning process carried out in accordance with learning needs. Therefore, it is very important to design in the learning process. Descriptively the flow of using learning designs starts from the source of the message, namely a teacher conveys learning material to students by using design, in the design contains the message. The message in the design contains the material to be conveyed in the learning process in the classroom, then the message in the design is conveyed to the recipient of the message in this case is the student. Citizenship Education is one of the

subjects in schools that has an important contribution in forming and realizing smart citizens as mandated in the 1945 Constitution, namely smart and good citizenship. This is reinforced by the vision of National education (Law No. 20 of 2003) that the personality aspects of citizens that need to be developed are to become quality human beings so that they are able and proactively respond to the challenges of the times. In addition, the content standard (Permen No.22 of 2006) states that civic education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled and with character.

2. Method

The research was conducted at SMK Permata 2, Bogor City, which is located at Jl. Soleh Iskandar Gg. Jami Al-Abrar Mosque RT 05 RW 04 Kayu Manis, Tanah Cereal District, Bogor City 16161. This research was conducted for 2 months, from September to October 2021. Based on the research objective, namely, to increase the effectiveness and efficiency of learning in order to achieve learning in Education subjects Citizenship, the research method used is research and development, referring to the ADDIE model. According to Romizoswski ADDIE is a systematic learning design model as an aspect of the system approach procedure which has been manifested in many methodological practices for designing and developing texts, materials, learning media (Tegeh et al., 2015). In conclusion, in developing e-learning learning for civic education subjects at SMK Permata 2 Bogor City, it would be appropriate to use the ADDIE training and development model because it can be used as a guide in designing an e-learning learning system.

3. Result

The results of the research are in the form of google classroom learning media on civic education subjects at SMK Permata 2 Bogor City developed through R & D with the ADDIE design (Analysis, Design, Development, Implementation, Evaluation) which is integrated with the INQUIRY Learning model. As the results will be described as follows:

Analysis

Is to do a needs analysis, identify problems, and perform task analysis.

a. Analysis of needs and objectives, analysis of materials, and learning media in schools. Based on the analysis conducted, a more interesting media is needed, while the media offered by the researcher is *Google Classroom* media.

b. Instructional Analysis is an explanation of how designers determine the main components of instructional objectives through the use of goal analysis and how each step in these goals can be analyzed in a simple and easy-to-learn and systematic structure.

c. Analysis of student characteristics, namely analyzing the condition of students in schools in participating in learning, especially in civic education subjects. Students have the moderate ability, limited infrastructure. So that students need interesting learning media, practical and economical.

Design

In the planning stage, formulating learning objectives, compiling tests based on learning objectives, then determining appropriate media learning strategies and other supporting sources.

a. Writing Learning Objectives

   The purpose of learning in Civics subjects is that students can develop insight and awareness of the state, attitudes, and behavior of loving the homeland and based on the nation's culture.

b. Assessment Instrument

- Formative tests for the purposes of expert review (materials, media, design, learning) and testing to the target (one to one, small group, large group) instruments were used to see the feasibility of google classroom online learning.
- Summative Test, developing questions to assess the learning achievement of students with a post-test to measure the effectiveness of learning carried out by students.

c.   Material Mapping, Based on the learning objectives discussed above, it is necessary to map and organize the materials that will be developed into online learning, namely synchronously or asynchronously.

3. Development

The process of realizing the *blueprint,* aka the design, has become a reality.

a. The development of learning materials is guided by the results of synchronous and asynchronous learning designs, as well as learning media compiled using google classroom, this media contains a login page, the home page, class initial display page, assignments and discussion forums.

b. Conduct material, media, and learning design validation tests by material experts, media experts, and learning design experts.

c. Then make revisions according to the suggestions of material, media, and learning design experts.

The validation results from material experts are as follows:

Table 1. Recap of Feasibility Assessment Results by Material Experts

No.	Aspect	Maximum Score	Total score	Achievement Percentage	Criteria
1.	Learning	35	28	80%	Worthy
2.	Material	55	44	80%	Worthy

$$Persentasi\ (\%) = \frac{f}{N} \times 100\%$$

$$Persentasi\ (\%) = \frac{72}{90} \times 100\%$$

$$Persentasi\ (\%) = 80\ \%$$

Based on the table above, the results of the validation of the material have an average percentage of 80% with proper criteria. For the learning aspect, an average percentage of 80% was obtained with appropriate criteria and the material aspect obtained an average percentage of 80% with appropriate criteria.

Table 2 . Recap of Feasibility Assessment Results by Media Experts

No.	Aspect	Maximum Score	Total score	Achievement Percentage	Criteria
1.	Media Display	35	32	91%	Very Worthy
2.	Program Compatibility and Accessibility	50	49	98%	Very Worthy
3.	Media Presentation	30	28	93%	Very Worthy

$$Persentasi\ (\%) = \frac{f}{N} \times 100\%$$
$$Persentasi\ (\%) = \frac{104}{115} \times 100\%$$
$$Persentasi\ (\%) = 90\%$$

The results above show that the media expert validation obtained is 90% with very feasible criteria. The aspect of media display with a percentage of 91% with very decent criteria, aspects of program compatibility and accessibility with a percentage of 98% with very decent criteria, and aspects of media presentation with a percentage of 93% with very decent criteria.

Table 3. Recap of the Assessment Results of Learning Design Experts

No.	Aspect	Maximum Score	Total score	Achievement Percentage	Criteria
1.	Learning	45	42	93%	Very Worthy
2.	Appearance	10	9	90%	Very Worthy

$$Persentasi\ (\%) = \frac{f}{N} \times 100\%$$
$$Persentasi\ (\%)\ \frac{51}{55} \times 100\%$$
$$Persentasi\ (\%) = 93\%$$

The results above show that the validation of material experts is 93% with very feasible criteria. The learning aspect gets a percentage of 93% with very decent criteria and the display aspect gets a percentage of 90% with very decent criteria.

Implementation

This is done through trials to students to measure whether the learning media carried out are feasible for students or not. The implementation is carried out with the selected students are one student with a low level of ability, one student with a moderate level of ability, and one student with a high level of ability based on the acquisition of scores in the subject of civic education.
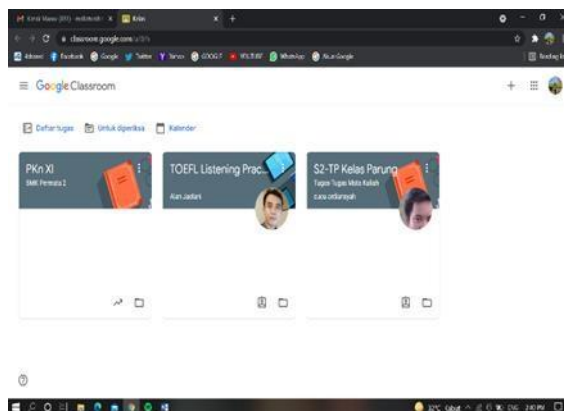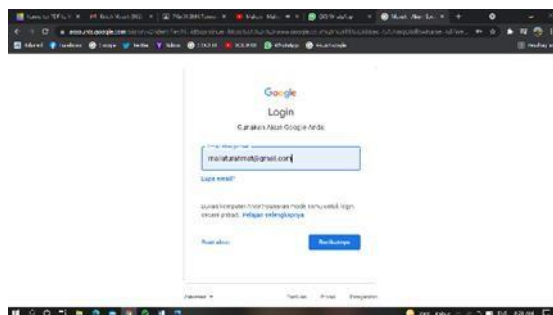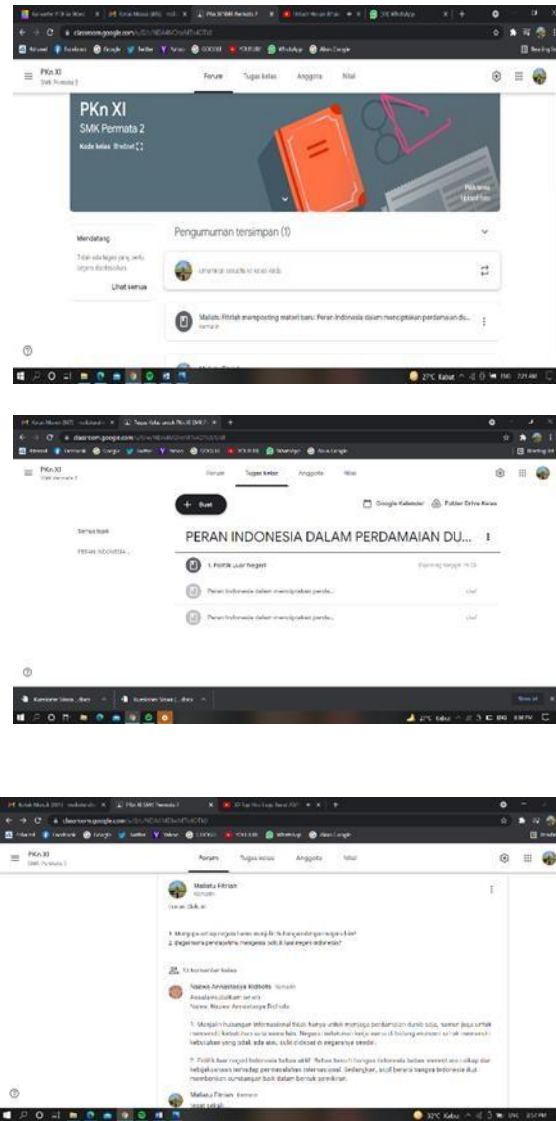
Picture. Introduction to the Google classroom interface

Table 5. Recap of one to one test results

No.	Aspect	Maximum Score	Total score	Achievement Percentage	Criteria
1.	Learning	105	103	98%	Very Worthy
2.	Appearance	150	146	97%	Very Worthy

$$Persentasi\ (\%) = \frac{f}{N} \times 100\%$$
$$Persentasi\ (\%) = \frac{83}{85} \times 100\%$$
$$Persentasi\ (\%) = 97,6\%$$

These results show the percentage obtained is 97.6% with very decent criteria. The learning aspect gets a percentage of 98% with very decent criteria and 97% display aspect with very decent criteria. After conducting the *one to one* test, a small group trial was conducted involving three students with low ability levels, three students with moderate abilities, and three students with high abilities.

Table 6. Recap of small group test results

No	Aspect	Maximum Score	Total score	Achievement Percentage	Criteria
1.	Learning	315	302	96%	Very Worthy
2.	Appearance	450	425	94%	Very Worthy

$$Persentasi\ (\%) = \frac{f}{N} \times 100\%$$
$$Persentasi\ (\%) = \frac{80.7}{85} \times 100\%$$
$$Persentasi\ (\%) = 95\%$$

Based on the results of the small group test conducted on 9 students, the percentage of 95% was obtained. The learning aspect with a percentage of 96% with very decent criteria and the display aspect with a percentage of 94% with very decent criteria. Based on these results, it can be concluded that the google classroom development of online learning for civic education subjects in class XI of SMK Permata 2 Bogor City is feasible to proceed to the large group test stage .

Table 7. Recap of Large Group Test Results

No.	Aspect	Maximum Score	Total score	Achievement Percentage	Criteria
1.	Learning	875	842	96%	Very Worthy
2.	Appearance	1250	1206	96%	Very Worthy

$Persentasi\ (\%) = f$
$\qquad N \times 100\%$

$\qquad\quad 82$
$Persentasi\ (\%) = 85 \times 100\%$
$Persentasi\ (\%) = 96.4\%$

Based on the results of the large group test conducted on 25 students, the percentage results were 96.4%. The learning aspect gets a percentage of 96% with a very decent category and the display aspect with a percentage of 96% with a very decent category. Based on these results, it can be concluded that the *google classroom* development of inquiry learning for civic education subjects in class XI of SMK Permata 2 Bogor is feasible to be implemented in learning and tested for effectiveness.

Evaluation
Is a process to see whether the model being built is successful, in accordance with initial expectations or not. The final stage is an overall evaluation of all the stages that have been carried out. After the analysis results are obtained, the design stage is carried out by adjusting the results of the analysis stage, namely the analysis of needs and objectives, instructional analysis and student characteristics and determining appropriate media learning strategies and other supporting sources. So that students need interesting learning media, practical and economical.

So researchers are encouraged to make learning design developments, namely with *Google classroom,* if the design and development stages have been carried out, then the next step is the product is validated by experts, namely material experts, media experts and learning design experts, then the next stage is revision according to the advice of experts and stated worthy. After that, conducting product trials to students at SMK Permata 2 Bogor City, with the acquisition of a very feasible interpretation. So the *Google Classroom* product developed has criteria for use in individual and group citizenship education learning.

3. Discussion
The online learning developed by the researcher is learning for civic education subjects in class XI at SMK Permata 2 Bogor City. Eye subjects civic education is not the eyes of subjects compulsory in the curriculum of 2013, the eyes of subjects civic education is one of the local content subjects. In the learning process, civic education subject teachers use synchronous and asynchronous methods.

The problem that arises in learning citizenship education in class XI at SMK Permata 2 Bogor City is the amount of material that must be taught and the learning time consisting of knowledge and practice processes is deemed insufficient due to limited learning time due to various obstacles making teachers have difficulty in achieving learning objectives the good one. It is based on interviews with teachers of subjects and strengthened with the acquisition of the value of learners in the exam middle three feet in the academic year 2020 had an average of 72 and the academic year 2021 70, the results are below a minimum completeness criteria (KKM) of 75, for

the researcher conduct initial research on how learning during a pandemic can work well by using online rules.

In overcoming problems that arise in learning civic education for class XI at SMK Permata 2 Bogor City in the pandemic conditions, learning must use technology. *Online* learning is the right solution to overcome the limited time of synchronous learning by providing asynchronous learning either independently r collaboratively.

ADDIE is one of the models in *online* learning that includes the basic stages of simple exercise design consisting of five phases: Analysis, Design, Development, Implementation, Evaluation (Hidayat & Irawan, 2017). In *Inquiry learning* the teacher can facilitate learning by providing materials asynchronously topreviously learned by the students, followed by further new synchronous learning to facilitate discussion, question and answer, practice, and provide conclusions and feed back to the activity of learning that has been done by learners. *Inquiry* is the right solution because it allows teachers to use the limited synchronous learning time effectively because students can be more active because they have previously studied the material discussed, and do not spend synchronous learning time to explain a material repeatedly.

In developing online learning for citizenship education subjects in class XI of SMK Permata 2, Bogor, the ADDIE procedure will be integrated with the INQUIRY Learning model in developing learning strategies. ADDIE is a learning development model that is simple and easy to learn and has a systematic structure. INQUIRY learning is an acronym for Inquiry or ask for information. INQUIRY learning is a learning model that encourages students to ask questions and draw conclusions from general principles based on experience and practical activities. That is, this learning requires students to seek and find the knowledge they need, through questions or investigations. (DIANA PITRI et al., 2019).

4. Conclusion

The development of online learning using the ADDIE model in the Civic Education subject for class XI at SMK Permata 2 Bogor City helps teachers in the learning process and becomes a solution to overcome the problem of lack of study time, the difficulty of finding independent learning resources, and the concept of distance learning when all students are required to study at home due to the Covid-19 pandemic situation. Learning development uses the ADDIE development procedure which is integrated with the INQUIRY LearningLearning model at the stage of developing learning strategies. The platform used to develop online learning is *Google Classroom.*

The results of the feasibility of developing online learning in the subject of Citizenship Education. According to the material experts, the material is in good qualification and is suitable for use with necessary revisions. According to media experts, the qualifications are very good and suitable for use. According to learning design experts, the qualifications are very good and suitable for use. Meanwhile, through testing on targets or students, with the one to one format

being in very good qualifications, followed by a small group test the results were very good qualifications, and continued on the field test the results were very good qualifications.

Online learning with the ADDIE model in the Civic Education subject for class XI at SMK Permata 2 Bogor City which was developed based on the calculation of pre-test and post-test results resulted in an N-Gain of 0.7. These results show the results of N-Gain on high qualifications and effective learning.

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