

Analysis of the Problems Civic Education Teachers in the Development of Learning Media

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Abstract. This study aimed to describe the challenges and problems that occurred in the development of learning media to support the learning process. This study examined the challenges of civic education teachers in developing learning media. The method of the research was qualitative research with a phenomenon approach. The data was collected by interviewing, observing, and documenting the object of the study in question, the PPKN's teacher at SMA Nurul Iman in Palembang. As for data analysis, Milles and Huberman's qualitative data analysis technique (interactive model) consisted of three stages, namely: 1) data reduction, 2) display data, and 3) Concluding. According to this study, the problems faced by teachers in developing learning media were very complex, such as the lack of educational media available in schools and the lack of learning media in schools by teachers. The solutions to overcome teachers in developing learning media were teachers must use learning media with effective and fun learning, and the role of school principals could propose complete learning media to the education office and hold teachers on how to develop learning media.

Keywords: web based learning, the covid-19 pandemic

INTRODUCTION

The rapid development of communication and information technology has not only changed the lifestyle but also the world of education. Education is essential to create human beings who are knowledgeable, cultured, pious, and able to face the challenges of the global era. Education will give birth to students who are intelligent and have the competence and skills to be developed amid a worldwide society (Murdiono. et all, 2020).

Advances in information and communication technology in the Industry 4.0 era have changed the world dramatically. This change has caused various problems for countries around the world. Citizenship must develop into global citizenship, a multidimensional construct that depends on the interrelationship of social responsibility, global competence, and global engagement. (Ahmadi & Ibda, 2019)

Civic education plays a strategic role in developing students' global competencies. Civic education is one of the subjects that consistently produces in line with changing times, both in terms of substance and concept (Rahayu, 2017). Civic education should encourage students to develop their identity, engage in global communities, and build human relationships around the world. Civic education ultimately aims to foster the younger generation to become intelligent and good citizens (Setiawati, 2021).

To realize this, one of the determinants of student success in education is the ability of teachers to use learning media. One of the main factors is the ability of teachers to use media and methods in the learning process (Alwi, 2017). Therefore, teachers must be able to process appropriate learning media. Well-designed and creative learning by utilizing multimedia within certain limits will increase the possibility of students to learn more, understand what they are learning, and improve student performance to improve competency achievement (Miftah, 2018). Learning media design must be familiar with quality products to have a good impact on students.

Learning media is one of the essential elements in the teaching and learning process today, in addition to other elements such as models, methods, teaching materials, etc. Media use in every

learning process has become a demand or even a necessity for every teacher (Putri & Citra, 2019). Learning media can generate new interests and passions, create motivation and stimulation of learning activities, and even bring psychological effects on students (Handhika, 2012). In line with the opinion of (Quraisyin, 2019) that the use of media in learning functions as a driver of student learning motivation, clarifies and facilitates abstract concepts, and enhances absorption.

Various studies conducted media use in learning show that the media has a positive impact on learning. "A picture means more than a thousand words," as written by Deporter, Reardon, and Singer Nourie that the use of this teaching aid in starting the learning process will stimulate visual morality and ignite neural pathways so that thousands of associations arise in students' consciousness. "These visual and associational stimuli will provide a vibrant atmosphere for learning" (Dyana. et al, 2012)

In addition, the importance of using learning media is also in line with the paradigm of student-centred learning or student-centred learning, where the teacher no longer acts as a transmitter of information, as the only source of knowledge, but as a mediator and facilitator (Rahayuningsih, 2016). In this kind of learning, the existence of the media becomes very important.

In general, the learning media for Civics subjects in schools is currently too simple in its presentation, not interactive multimedia. Most of them present teaching materials on concepts and principles of knowledge and do not educate students on how to act and behave according to the ideas and principles of knowledge in everyday life (Komalasari, 21017). In practice, the implementation of learning media is still very minimal because most of the learning process still does not use learning media what, happens is only a teacher-centred learning process [(Nurduyansyah, 2019).

Based on the researcher's initial interview, students considered it a monotonous and less enjoyable subject partly because it required students to memorize many concepts. At the same time, skill and character development got a smaller portion. On the other hand, it is a fundamental subject for students because it always develops along with the changing social and political conditions in a country. However, in practice, the teaching process of civic education in schools is less stimulating, and teachers still use the lecture teaching method dominantly.

The lack of teaching media used in the teaching and learning process increases students' boredom on the subject of Citizenship. In this regard, teachers need to develop innovative learning media to improve students' active participation in learning. Also, increasing the capacity of teachers to handle technology applications is required in order, necessary, required to reduce the digital divide, enhance their digital creativity, raise awareness, develop critical thinking, and build resilience (Ndun, 2020). To suppress the teacher-centred learning process, quality learning media is needed, and planning in the preparation of learning media must also be done. A teacher must have skills in designing the learning media to be designed. (Amir, 2018) said that the preparation of learning media should be based on Define, Design, and Develop.

In this process, teachers often do not understand in preparation for following the rules of developing learning media. Not to forget, teachers must arrange learning media according to the conditions and needs of students before starting the learning process (Lutfi, et al, 2019). Therefore, several obstacles occur so that the process will stop and cause teachers to be reluctant to design the development process.

From the explanation above, it can be concluded that the use of learning media in the learning process is absolute and cannot be ignored. Ironically, this matter received less attention from the teacher because it was considered a problem or adding to the work, especially by creating suitable learning media and supporting the learning carried out.

There are several indications of such conditions, which conclude to the lack of creativity of teachers in preparing learning media. Teachers tend to be static in developing learning media according to the material provided. In addition, sometimes, the learning media is not by the subject matter given by the teacher. In that case, not all learning media are suitable for use.

Media development carried out by teachers is still not optimal. Because in general, teachers only use simple media such as textbooks and pictures. There is no more creative use of media yet. This is due to the teacher's ability to use the media. And the availability of media in schools for learning is insufficient.

RESEARCH METHOD

This research was carried out using descriptive qualitative research methods, namely a study that intends to understand a phenomenon about what is experienced by the object of research (Anggito & Setiawan, 2018). The thing of research in question is the civic teacher at Senior High School Nurul Iman in Palembang City, especially those related to the problems of using learning media.

Data collection in this study was carried out by interview, observation, and documentation methods (Sugiyono, 2013). As for data analysis, Milles and Huberman's qualitative data analysis technique (interactive model) consists of three stages, namely: 1) data reduction 2) data display, and 3) concluding (Milles, 2014).

RESULT AND ANALYSIS

Learning media is a tool used to assist the learning process that the teacher goes through. Learning media is a tool in the learning process so that it can facilitate, of course. Learning to use learning media produces quality learning because the ideas that teachers have can be expressed systematically and structured in learning (Muzzani & Muhyadi, 2016). The existence of learning media also provides a new atmosphere faced by students. Following research from (Suardana, 2017), teachers have an awareness of the ability to design the required learning media. In addition to helping to provide variety in the learning process, learning media has a positive impact on the mastery of the material faced by students. (Komalasari, 2017) state that "planning is an important aspect of being a competency teacher." Material limitations will be helped by various learning media. Learning media must also, of course, consider several aspects that must be met in the learning process. Both follow the existing curriculum and ease of use. Effective teachers are teachers who have systematic preparation and implementation of learning (Bulan. et al, 2002)

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Based on the results of the research that has been done, there are several problems faced by civic education teachers at Senior High School Nurul Iman Palembang in developing learning media. These problems can be grouped into two categories, namely problems in planning and designing, growing learning media. The descriptions of each of these problems are as follows.

Problems in Planning and Developing Media

As ideally, a lesson learned, all that are implemented policies must go through a plan. Likewise, Civics learning media which will then be applied in learning must go through many considerations, not just choose based on taste. Therefore, it is not surprising that many teachers experience many obstacles related to this planning.

As for this study, there are several problems faced by civic education teachers at Senior High School Nurul Iman Palembang City in planning learning media.

First. Difficulty in planning and developing appropriate media with learning materials. Related to this problem, the obstacles faced are in the form of problems, challenges in determining Civics learning media by the material contained in the curriculum. In other words, some learning materials are challenging to see and media-designed. Some of the materials that are difficult to see in the media are from state institutions because they are rote and theoretical, which were revealed during an interview with the first respondent on October 17, 2020.

Second. Difficulties in designing IT-based Civics learning media. Related to this difficulty, many teachers' civic education at Nurul Iman Senior High School Palembang City are constrained when dealing with IT-related matters as stated by the second informant on October 18, 2021. In fact, for today's IT-based learning media is highly recommended.

Third. The difficulty in preparing learning media is the lack of facilities provided and the lack of attention to the teacher. This is indicated by the absence of assistance and monitoring of the

preparation of learning media, limited funds by teachers, no time for practice of teaching media, and low, inadequate, Poor teacher salaries, especially honorary teachers. Low wages make teachers reluctant to prepare learning media, so they seek other secondary income such as private teaching. Especially for teachers with honorary status, cost constraints are the main obstacle in the preparation process. Without realizing it, they are reluctant to compile learning media because of time and cost constraints. Honorary teachers prefer to find other income rather than developing learning media. It is common knowledge that the salaries of honorary teachers at high schools in Palembang, South Sumatra Province, Indonesia, range from 800,000 to 900,000 rupiah per month. Indeed, the nominal is not enough for their daily lives, especially if they are required to compile learning media which are pretty expensive.

Problems in Implementing Media

The next problem faced by teachers in using learning media is related to its application in learning. Based on the results of interviews and observations made by researchers, the results show that there are still many teachers who are constrained due to limited skills in using learning media. Most Civics teachers are constrained by limited skills in operating IT-based media. The majority of teachers admitted that they were not familiar with the technology, so that in implementing IT-related learning media they experienced several obstacles. Another problem related to applying of this IT-based learning media, is the limited facilities and infrastructure. In implementing this IT-based learning media, facilities and infrastructure are among the most influential factors. Without adequate facilities and infrastructure, there will be many obstacles.

In addition, these facilities and infrastructure are not only related to teachers, but also related to students. In other words, both teachers and students must have the same facilities. About this research, namely the IT-based Civics learning media, several facilities are not yet available in schools and are also not owned by students. These constraints include the availability of the internet network, the number of computers, and others. The facilities owned by the school are also somewhat lacking. For example, school-owned projectors are not complete in all classes. However, the projector itself is pretty helpful in the learning process on the material, of course. For books teachers use textbooks and student worksheets provided by the central government, namely the Ministry of Education and Culture of the Republic of Indonesia. In teaching materials, books, readers, texts are guided by character education. The Government of the Republic of Indonesia has the primary goal of instilling character education in students so that textbooks have been adapted to it. In (Ardales, et al, 2016), there are often problems in teaching, namely the lack of teaching materials and difficulties in preparing for learning. It was observed that students usually fail the exams due to inappropriate teaching methods and a lack of essential teaching aids for instructional delivery (Olayinka, 2016).

Efforts of Civics Teachers in Overcoming Learning Media Problems

First. Teacher assistance in the preparation of learning media because the mentoring process must always be given to teachers in self-development. The mentoring process certainly requires the role of learning media experts. The problem of teacher planning in using teaching methods and media still occurs. This involves teacher monitoring and guidance in the process of preparing learning media. In addition, in technology, experts are needed (Anugraheni, 2017). In line with the research results that mentoring or mentoring activities can improve teacher understanding in designing learning media activities (Asmara. et al, 2016). The results of that mentoring novice teachers also need to be done in facilitating professional teachers (Shanks, 2017) State that the development of teacher professionalism increases by (1) Maintaining the development of science and technology that supports their profession through various scientific activities, (2) Developing various learning media, (3) Writing scientific papers, (4) Making tools visual aids/media, (5) Participate in certified training, (6) Participate in curriculum development activities (Putri & Imaniyati, 2017). The presence of assistance from the government affects the professionalism of teachers, which tends to be a positive way for students.

Second. Teachers can attend training, seminars, and workshops to equip themselves with knowledge and skills Civics learning media organized by the nearest university or carried out by the government. Learning media development training is essential considering the reality in Indonesia today, Civics learning is still dominated by conventional systems, so that the application of contextualized concept-oriented learning is still far from expectations (Suhartono., et al, 2018). There are still many Civics teachers who only rely on the lecture method so that learning becomes

less interactive and seems teacher-centred. Therefore, training is considered essential to improve the competence of Civics teachers so that they have insight and skills related to the use and manufacture of learning media. In connection with the problems that have been described previously that training in the manufacture and development of technology-based learning media is essential, vital for teachers to be able to adapt to current educational developments. Information technology-based learning media products training helps teachers in mastering the use of technology, and teachers become more communicative and creative so that teaching materials arouse students' enthusiasm for (Sinsuw & Simbul, 2017).

CONCLUSION

Teaching to use learning media produces quality learning because the ideas that the teacher has can be expressed systematically and structured in learning. Ironically, this matter received less attention from the teacher because it was considered a problem or adding to the work, especially by creating suitable and supportive learning media for the learning carried out. This is indicated by the absence of mentoring and monitoring of the preparation of learning media, limited funds by teachers, no time for practice teaching media, and insufficient teacher salaries, especially for honorary teachers. The efforts of Civics teachers in overcoming the problems of teaching media are being able to take part in training, seminars, and workshops to equip themselves with knowledge and skills in the field of Civics learning media organized by the nearest universities or those carried out by the government.

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