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## **Application of Blended Learning in Citizenship Education Learning as Digital Literacy Efforts for Students**

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### **ABSTRACT**

Digitalization in the world of education has become a necessity in this era of digital and technological development. The educational process is directed to be implemented no longer conventional in face-to-face classes, but can also be implemented in virtual classrooms. It aims to build students' abilities in the digital world and eliminate the limitations of space in the education process. Likewise the case in learning Citizenship Education. As one of the subjects taught at all levels of education in Indonesia, Citizenship Education learning must also be able to apply digital-based learning, one of which is by implementing a Blended Learning system. This research is intended to find out how the role of the application of blended learning in learning Citizenship Education as an effort to improve students' digital abilities. This research was conducted at Pasundan 1 Cianjur High School by using descriptive research methods. The research technique used was observation and field study. From this research, the results are obtained that after technology-based learning in Citizenship Education, students' understanding and ability to the digital world emerge, especially digital learning. Students become more capable of Digital Literacy than before the implementation of this blended learning.

**Keywords:** Blended Learning, Civic Education, Digital Literacy

### **INTRODUCTION**

Currently the development of globalization, especially in the field of technology has been so rapid. This condition has led Indonesia to enter the era of the digital revolution. The existence of the digital revolution has entered into all lines of community life is no exception in the line of education. The entry of digitalization into the world of education has brought significant changes in the implementation of education in Indonesia. The digital revolution has demanded an educational process to be carried out digitally as well. Therefore, it requires competence of the teacher, and students who are the main actors in the education process to have a capable digital literacy ability so that they are able to utilize the sophistication of digital technology for the implementation of the educational process.

The Digital Revolution is a phase in which there has been a change in human life that was originally using an analog system turned into a digital system (Rojko, 2017). Mastery of the digital world is one thing that is certain in the face of this era of digital revolution. Teachers and students are expected to have good digital literacy. Digital literacy is needed in order to build digital skills that are indeed very necessary in facing the challenges of the digital revolution. Digital literacy is an ability possessed by an individual to use information in various forms from a wide variety of sources that are accessed through computer devices (Gilster, 1997). Someone who has good digital literacy, means that the individual is able to use digital media, communication tools well, wisely, precisely, and carefully to be used as a tool for processing information.

The existence of a digital revolution in the world of education has brought a new paradigm in the world of education (Afrianto, 2018), one of which is the emergence of online learning or e-learning. E-learning makes it easy in the learning process, where teachers and students no longer have to be in one classroom together. The rise of the implementation of e-learning does not necessarily make learning must be done in full through e-learning by leaving face-to-face meetings in class. Therefore, to integrate the concept of online learning with face-to-face learning, the concept of blended learning emerged.

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## RESEARCH METHOD

The method used in this research is descriptive method. In this study, researchers will describe the application of the blended learning learning model in Citizenship Education learning as digital literacy for students. The study was conducted at Pasundan 1 Cianjur High School.

## RESULTS AND DISCUSSION

Blended learning is a learning system that collaborates face-to-face learning systems with online-based learning systems (Susilawati, 2018). In blended learning, the teacher conducts the learning process through two learning systems, namely the face-to-face system and at one time the meeting is conducted online by utilizing existing technology.

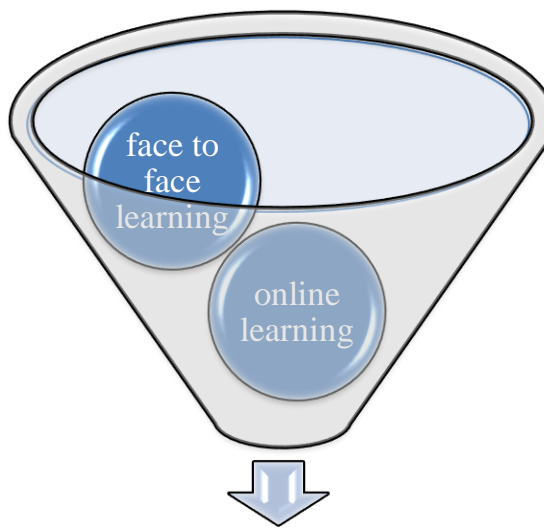


Figure 1. Blended Learning Concept

Basically, this blended learning model can be implemented in all subjects, including citizenship education. The application of this blended learning model provides various benefits, one of which is as one of the means for digital literacy (Lu & Price, 2018). The use of blended learning learning models in learning Citizenship Education is used as a means of digital literacy for students so that students can become individuals who have good digital literacy skills. In this blended learning-based learning, teachers do learning both face-to-face and also use the internet and learning management systems to manage their online-based learning (Fuller, 2016). Learning management system is used to make it easier for teachers to manage the learning process online so that teachers are more facilitated in conducting online learning. Learning management system used is google classroom. The selection of google classroom has gone through various considerations only one is the use of google classroom which is relatively easy.

Blended learning learning model implemented in citizenship education learning. In its implementation, the researcher applies this blended learning model to class XI and XII students in both science and social classes. The learning process of blended learning is carried out as many as 4 meetings, where 4 meetings consist of 2 meetings face-to-face and 2 meetings conducted online.

For each face-to-face meeting, even though the meeting was held face-to-face in the classroom, in its implementation it was integrated with the use of the internet as a medium and learning resource. So that students can still do digital literacy even though learning is done face-to-face. At face-to-face meetings, students are asked to surf to find relevant learning resources related to the learning material delivered.

**Table 1: Syntax of Learning**

<b>Face to Face Learning</b>	<b>Online Learning</b>
1. The teacher gives the core concepts of the learning material	1. The teacher asks students to join a virtual class that the teacher has provided in Google Classroom
2. The teacher asks students to look for explanations on the internet for each concept given by the teacher	2. After all students are confirmed to join in the virtual class provided by the teacher, the teacher posts the learning material that will be the material in the meeting.
3. Students write their findings from the internet.	3. The teacher asks students to study the learning material that has been posted by the teacher
4. Students present their findings	4. The teacher opens a question and answer session through a virtual classroom.
5. The teacher together with students formulates conclusions about the learning material that has been discussed.	5. At the end of the meeting, the teacher asks students to give their conclusions each related to the learning material provided which is then, the conclusions posted in the virtual classroom.

At each meeting, the teacher in this case is also a researcher conducting an analysis based on observations in the classroom of students' digital literacy abilities. As for the findings are as follows:

- a. At the initial meeting, students still looked stiff and were not even able to use Google's data search engine quickly, accurately and precisely.
- b. At the second meeting, students have gotten used to it and have begun to be able to use the Google impeller quickly, accurately and precisely. No more chaos in the process of finding data. However, when the teacher asks students to join a virtual classroom through google classroom, students begin to look more confused.
- c. At the third meeting, when students were asked to study material in Google classroom, students began to get used to the e-learning process and even they had started to be creative to use other learning resources such as YouTube to find out independently about how to use Google classroom.
- d. At the fourth meeting, students already have better digital literacy skills. This shows students are able to manage the Google data search engine carefully, quickly, and precisely and are able to operate and follow learning using Google classroom.

Based on the findings in the field, it is able to show that the use of the blended learning model has been able to teach students about digital literacy so that the ability of digital literacy students can also experience an increase.

**CONCLUSIONS**

Based on research that has been done by researchers, it can be concluded that the use of blended learning learning models in learning citizenship education is very helpful in improving the quality of digital literacy of students that is needed to face challenges in the era of the digital revolution.

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