

Obstacles and Solution to PPkN Online Learning at SMK Negeri 3 Salatiga

Gian Hanjani¹, Nani Mediatati²

¹²Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, Satya Wacana Christian University, Jl. Diponegoro No.52-60, Kec. Sidorejo, Kota Salatiga, Jawa Tengah, Indonesia

E-mail: 172018004@student.uksw.edu¹, nanimediatati@uksw.edu²

ARTICLE INFO

ABSTRACT

Article history:

Received: Jun 12, 2022

Revised: Jul 10, 2022

Accepted: Aug 30, 2022

Keywords:

Online learning,
PPKn,
Obstacles,
Solutions

The purpose of this study is to describe the obstacles in PPKn (Pancasila and civic education) online learning and solutions to overcome them at SMK Negeri 3 Salatiga. This research is a qualitative descriptive study. Data collection techniques using interviews, observations, and questionnaires. Respondents consisted of 3 PPKn teachers and 30 students of class X. The results showed that there are obstacles experienced by teachers and students. The obstacles faced by PPKn teachers were related to 1) character education/moral values of students, 2) slow learning applications/errors, 3) student discipline, and 4) selection of learning methods. Constraints faced by students are related to 1) student enthusiasm for learning, 2) difficult material to understand, 3) device constraints, 4) internet quota, and 5) limited communication between students. These obstacles have been made efforts and solutions by teachers and schools, but renewal and innovation need to be done to improve better learning.

Copyright © 2022 Mantik Journal.
All rights reserved.

1. Introduction

Covid-19 has become a very influential phenomenon for the sustainability of various sectors of life, including the world of education. Educational institutions such as schools and universities initially made a policy to cancel face-to-face learning for 2 weeks but were extended until the Covid-19 cases subsided. Various policies have been carried out by the government to break the chain of transmission of this virus. The first step taken by the government is the recommendation of social distancing as an effort to prevent the spread of Covid-19 (Nurhalimah, n.d.). Therefore, learning during the Covid-19 pandemic cannot be done face-to-face but learned at home with online learning or online learning (Adha et al., 2021).

The government's policy regarding online learning is contained in circular letter number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Coronavirus Disease (Covid-19) which states that the learning process from home is carried out with the following provisions: "a) Learning from home through online/distance learning carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; b) learning from home can be focused on life skills education, including regarding this pandemic," (KEBUDAYAAN & Indonesia, 2020). Online learning is a teaching and learning process with virtual/online applications but still pays attention to the competencies to be taught (Syarifudin, 2020). Related to this policy, the learning process which is usually done face-to-face is then forced to go online, and this is of course many challenges and obstacles faced by educators (teachers) and students. As stated by Taradisa & Nida Jarmita (2020) that online learning makes it difficult for teachers to choose what method to apply in learning. Online learning is considered less effective due to network limitations and supporting devices from students such as cellphones and laptops, therefore teachers find it difficult to carry out this online learning process. Also, other obstacles faced by teachers are the lack of students' understanding of the material and other supporting facilities. Nengrum et al., (2021) states that online learning has its drawbacks but also advantages. The advantage is that the material that has been taught can still be repeated.

The drawback is the ineffectiveness of students in understanding the material and not all students have devices or internet packages. This is felt by teachers, including PPkN subject teachers.

PPkN learning is a very important subject related to growing character and insight into the state such as democracy, national security, nationalism, etc. The role of PPkN education subjects is very important in growing insight into the love of the homeland, forming human beings with character and virtuousness, and is expected to be able to analyze and answer problems in the life of society and the state in accordance with the ideals and goals of the state as stated in the preamble 1945 Constitution of the Republic of Indonesia (Sartika et al., 2018). Therefore, following the new Law No. 20 of 2003, PPkN is a subject that must be given at all levels of education, including the tertiary level. In general, citizenship education has a goal of developing the potential of individual Indonesian citizens, so that their insight, attitude, and citizenship skills are good, and become smart individuals, responsible individuals in the life of society, nation, and state (Sartika et al., 2018). Therefore, it is very important to cultivate interesting and fun learning situations in the educational environment, especially in schools, considering that PPkN is a branch of science that is not only useful in terms of science but also in growing national character which is expected to be a guide for social life because PPkN is closely related to moral values.

Previous research by Nurjanah et al., (2021) analyzing the use of online learning by PPkN teachers at SMA Negeri 1 Sungai Raya, there are obstacles in the online learning process, namely obstacles faced by teachers where teachers are constrained by learning applications and obstacles faced by students are gadgets and internet quotas. Other research by Ningsih & Montessori (2022) which discusses the challenges of PPkN learning during the Covid-19 pandemic, shows that there are 4 obstacles to PPkN online learning, namely the lack of distribution of the internet network, lack of learning facilities such as gadgets, lack of mastery of technology, and lack of parental supervision. In addition to these obstacles, there are obstacles in character building in the PPkN Education folder which is carried out online, namely infrastructure and students' socio-economic conditions (Sahabsari & Suwanda, 2022).

Looking at the characteristics and mission of PPkN subjects as character education, however, PPkN learning is considered a boring subject by students so it is a challenge for PPkN teachers to be able to manage interesting PPkN learning and can achieve the vision as character education, especially nowadays with the implementation online learning. Based on the problems and previous research, the researcher conducted a preliminary study, namely interviews with PPkN teachers at SMKN 3 Salatiga on Thursday, October 22, 2020, PPkN learning is currently carried out online and requires special attention by PPkN teachers, in its implementation, there are obstacles faced for both teachers and students. Therefore, researchers are interested in research to find out the obstacles to PPkN online learning and solutions to overcome them in class X at SMKN 3 Salatiga.

2. Method

This study uses a descriptive-qualitative type of research and was carried out at SMK Negeri 3 Salatiga. Data collection techniques in this study used observation, interviews, and questionnaires. The data analysis technique uses the Flow Chart Analysis model by Miles and Huberman, namely data reduction, data presentation, and concluding/verification. Observations were made to find out how the online PPkN learning process was. Interviews were conducted on 3 PPkN teachers using a semi-structured interview type to find out the obstacles faced by PPkN teachers during online learning and efforts to overcome them, and questionnaires were distributed to 30 students of class X from different majors through Google Forms to find out the obstacles faced by students in PPkN online learning. Class X was chosen because the students are new and also still in the learning atmosphere during the pandemic in the implementation of learning at SMK Negeri 3 Salatiga.

3. Results and Discussion

Based on observations, learning during the Covid-19 pandemic at SMK Negeri 3 Salatiga was carried out online for approximately 2 years (2020-2021) since the issuance of government policies regarding online learning. SMK Negeri 3 Salatiga uses the *Sekolah Digital* learning application as a means of delivering material from teachers to students. Sekolah Digital provides features such as online classes that subject teachers can create, online assignments, online assessments, attendance, etc. Online learning using the *Sekolah Digital* application is done by first creating an online class by the subject teacher, then the teacher can input the material

in the online class. The material can be in the form of text, ppt, or video links. During learning, there is a chat room/discussion column as a means of communication between teachers and students. The teacher provides an evaluation at the end of the lesson in the form of assignments and motivation for students. At Sekolah Digital, learning materials and learning activities that have been implemented can be downloaded in the form of learning journals that can be used as evaluations by teachers in improving future learning.

Online learning presents a challenge for PPKn teachers. Judging from its characteristics, PPKn is a normative-adaptive subject whose goal is to build character and moral values. In line with opinion Fitriani & Dewi (2021), PPKn consists of many supporting media in character building because PPKn learning provides social life skills, critical thinking skills, responsibility, and making citizens with good personalities according to the principles of citizenship. The results of observations and interviews with 3 PPKn teachers showed that in their implementation of achieving the PPKn learning objectives, teachers faced obstacles because learning was carried out online, including:

First, planting character/moral values. 2 PPKn teachers stated that it is more difficult for students to instill character online than when offline because usually character cultivation such as motivation, reprimand, and discipline is regulated in school regulations that can be monitored directly by the teacher, while online this is less maximum implementation. According to opinion Bestari et al. (2021), The disciplined character of students can be reflected through obeying school rules, such as taking out the trash, dressing neatly, and obeying the rules in class. During online learning, many students experience changes in their character (Veny et al., 2021). In the Sekolah Digital application, teachers cannot monitor student activity during online learning because the discussion is only in the form of text, namely interactive chat. The solution made by teachers to overcome this obstacle are by using the Google Meet or Zoom application in several meetings as an effort to instill character and moral values in students. The application was chosen because in Google Meet/Zoom the teacher can monitor student activity during online learning through the "on camera" and audio features so that they can provide warnings and motivation if there are students who do not comply with the rules when learning online.

Second, the learning application constraints are error and slow. The Sekolah Digital application is a new application, so of course, it has drawbacks, the application often experiences server problems and is busy when inputting material and when conducting online tests with errors. Whereas learning applications are one of the important factors for the success of online learning (Budhianto, 2020). Solutions are being made to overcome this problem by creating online learning classes at Sekolah Digital and inputting material well in advance of the scheduled time, as well as scheduling online tests with a certain time frequency, for example from 7 a.m to 4 p.m so that students can avoid the server. busy due to clashes with other students who are also taking tests.

Third, student discipline constraints are related to attendance and undisciplined collection of assignments during the implementation of online learning. Where most students are only absent and then disappear during online classes, or their attendance is only half an hour, teachers find it difficult to be fair to the discipline of student attendance. The results of this study are similar to those of Kurniati et al. (2021) where there are obstacles to online learning, namely the presence of students, then as many as 70%-90% of teachers take the initiative to make alternative student attendance, namely on camera (for applications that support the use of "on camera") or through the google form application for student attendance who attends learning. the solution made by schools to overcome these obstacles are through form teachers and BK teachers. BK teachers have a job to control student discipline regarding attendance and assignments as stated by PPKn teachers through interviews. Based on the results of the interview, the teacher of the subject in question will contact the form teacher regarding students who are often absent from the class, then the homeroom teacher will be assisted by the BK teacher to make a home visit to the student's house for questioning and the results will be decided through a meeting that what punishment will be given to the student. Usually, the punishment is in the form of asking students to change their departure to school according to the number of absent absences or other punishments to discipline students. Similar to research Veny et al. (2021) that the solution to student discipline problems is also taken with a home visit. Communication with parents is also important with student discipline at home. The form teacher took part in communication-related to the absence of students and cooperation regarding the billing of student assignments.

Fourth, is the problem of choosing the right learning method. The learning method became an obstacle felt by the three PPKn teachers at SMK Negeri 3 Salatiga. The three only take advantage of the Sekolah Digital application feature which can only upload material and video links and use the discussion column as a bridge between teachers and students. the teacher becomes difficult to choose a suitable learning method for students. The choice of material is also a consideration for teachers so that the material presented is easily understood

by students. During a pandemic, teacher innovation in learning activities is very much required. Teachers must be able to innovate so that the material presented is more interesting so that learning can be conveyed well to students, namely through illustrations, videos, and ppt. (Wahyuningsih, 2021). Sauri et al. (2020) stated that the challenges and obstacles faced by teachers and lecturers were related to the operation of technology, internet networks, and also the methods used by teachers in teaching virtual learning. Efforts are being made to overcome the obstacles in using the method, namely the teacher simplifies KD and material so that it is easier for students to understand. For method innovation, teachers need to study the characteristics of each student to choose the appropriate learning method for each class.

In addition to the obstacles faced by teachers, students also face several obstacles when learning online, especially in PPKn. The researcher asked some questions through closed and open questionnaires via google form to 30 students. The results of the questionnaire can be seen in the table below:

Table 1
Student Constraints

Question	Yes	Not
Does learning PPKn online hinder your enthusiasm for learning?	33.3%	66.7%
Is the PPKn material that you get online easy to understand?	46.7%	53.3%
Are there any problems related to the device (mobile phone)?	56.7%	43.3%
Are students hampered by internet quotas when learning online?	80%	20%
Are there any problems related to communication between students when learning online?	63.3%	36.7%

Based on table 1, the results show that there are 5 obstacles faced by students in online PPKn learning, namely:

- 1) The enthusiasm of student learning. A total of 66.7% showed that online learning did not increase students' enthusiasm for learning. The solution taken by PPKn teachers is to provide motivation and rewards to students. Motivation can be given such as providing additional value for students who are active during the learning process. Then one of the rewards is in the form of a certificate with the class that is the most diligent in attending online learning. Lack of motivation and the absence of rewards also affect the decline in students' learning enthusiasm because teachers who usually accompany students at school cannot do it at home or lack access to strengthening motivation and giving these rewards at home (Cahyani et al., 2020).
- 2) Material that is difficult for students to understand. As many as 53.3% of students found it difficult to understand the PPKn material obtained. Most of the material provided by PPKn teachers is in the form of text/writing, but some teachers include video links. Similar to Albab's research, students have difficulty understanding the material that is only in the form of text because students understand better if the material is delivered by the teacher (Albab, 2020). This is in line with what was stated by the students in the suggestion of an open questionnaire, that is "the teacher should deliver the material in the original voice, not only with the text". The solution to this problem is by using the Google Meet or Zoom application in several learning/meetings so that it answers students' problems related to text-only discussions. Another solution chosen by the teacher is to simplify the basics and materials needed by students so that students understand what the teacher is saying.
- 3) Device constraints. Devices used by students sometimes have problems, whether their use is lacking in space or other obstacles such as devices that are less supportive. In the implementation of online learning, devices are needed as supporting tools by students, of course, the devices used must be adequate, but in fact, students or parents of students do not necessarily have devices (Prawanti &

Sumarni, 2020). Based on the results of the questionnaire, there are 56.67% of students have problems with their devices. In overcoming these obstacles, the solution applied by the school is to provide a computer lab as a school facility to support online learning. Students who are constrained by devices can take advantage of these facilities.

- 4) Internet quota. As many as 80% of students stated that there were problems related to the internet quota. Many students complained about the limited quota and internet signal. Students who live in the area tend to have difficulty with internet signals. In line with Brier's opinion in Huzaimah & Amelia that online learning depends on an internet signal/connection. A bad signal/connection can hinder students from sending their assignments (Huzaimah & Amelia, 2021). Utami also conveyed the same thing that the most common obstacles were internet signals, which were difficult and expensive quotas (Utami, 2021). From the results of the open questionnaire, there were 14 students who wrote about the difficulty of quotas and internet signals. The solution to overcome this problem is to provide quota assistance from the government and schools to provide free wifi spread throughout the classrooms and also the reading garden in the school library. So, students who are constrained by quotas and internet problems can carry out online learning at school.
- 5) Limited communication between students. As many as 63.3% of students stated that there were problems related to communication between students. The Sekolah Digital application feature provides a discussion column/chat room as a bridge between teachers and students communicating. However, this is only limited to chat in written form. One of the factors that hinder online learning is communication between classmates (Huzaimah & Amelia, 2021). The use of additional applications, namely google meet or zoom, is carried out to overcome the limitations of communication between students during learning.

In addition to the student obstacles mentioned above, there are also results of the open description questionnaire, namely other obstacles experienced by students in online PPKn learning "What are the obstacles to online learning for students other than those mentioned above?" and suggestions for online learning at SMK Negeri 3 Salatiga and the results showed that other obstacles faced by students showed that as many as 14 students stated that there were internet problems, that is signals or quotas, 4 students stated that there were no other obstacles, 3 students answered that they did not understand the material, 1 students stated that their cellphones (cellphones) were not supported, 1 student stated that online was okay, face-to-face was okay, 1 student stated that their eyes were tired, 1 student stated that the application was sometimes difficult to open, 1 student stated that there were problems with sending assignments and 4 students wrote that there were no problems when learning online. The suggestions proposed by students were that many wrote so that online learning was abolished and switched to face-to-face learning, then some stated that the online learning schedule was not carried out too early, reduced the task of making videos, improved the server and learning applications, and made learning more interesting.

4. Conclusion

From the results and discussion of the research, it can be concluded that the obstacles in learning PPKn which are carried out online are divided into 2, namely teacher constraints and student constraints. Obstacles faced by teachers are related to the cultivation of students' character/moral values, learning applications that are often error/slow, student discipline in attendance and collection of assignments, and the selection of appropriate learning methods. The solutions to overcome these obstacles are making online classes and inputting materials in Sekolah Digital applications well in advance of the scheduled time, controlling students together with homeroom teachers and BK teachers with home visits/visits, simplification of basic competence by selecting important materials, and use of video media. Constraints faced by students in online PPKn learning are related to student learning enthusiasm, the difficulty to understand the material, device constraints, internet quota, and limited communication between students. Solutions to overcome these obstacles are done by providing motivation, rewards, quota assistance, providing wifi in schools and computer labs.

From the obstacles faced by teachers and students above, efforts have been made by both teachers and schools in overcoming the obstacles to PPKn online learning. However, renewal of innovation in creating interesting learning for students needs to be done because the role of PPKn in character building in students is very large, such as innovations in PPKn teacher learning methods which are only limited to material and videos, students consider PPKn learning to be a boring subject and the material which is difficult to understand. In the

future, it is hoped that teachers, especially PPKn teachers, can carry out various learning innovations so that PPKn becomes interesting and attractive learning for students. For students, it is necessary to make more efforts in carrying out online learning independently at home,

References

- [1] Adha, M. M., Parikesit, H., Perdana, D. R., Hartino, A. T., & Ulpa, E. P. (2021). Pendidikan Karakter Melalui Pembelajaran PKN di Masa Pandemi Covid-19 demi Masyarakat Taat PSBB.
- [2] Albab, S. U. (2020). Analisis Kendala Pembelajaran E Learning Pada Era Disrupsi Di SMK Terpadu Al-Islahiyah Singosari Malang. *Mudir: Jurnal Manajemen Pendidikan*, 2(1), 37–46.
- [3] Bestari, P., Rifma, R., Syahril, S., & Ermita, E. (2021). Strategi Guru Dalam Pembinaan Karakter Peserta Didik Di Upt Sd Negeri 26 Painan Selatan. *Jurnal Pendidikan Tambusai*, 5(3), 7418–7422.
- [4] Budhianto, B. (2020). Analisis perkembangan dan faktor yang mempengaruhi keberhasilan pembelajaran daring (e-learning).
- [5] Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Motivasi belajar siswa SMA pada pembelajaran daring di masa pandemi covid-19. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 3(01), 123–140.
- [6] Fitriani, D., & Dewi, D. A. (2021). Pembelajaran Pendidikan Kewarganegaraan Dalam Pengimplementasian Pendidikan Karakter. *Jurnal Kewarganegaraan*, 5(2), 489–499.
- [7] Huzaimah, P. Z., & Amelia, R. (2021). Hambatan yang dialami siswa dalam pembelajaran daring matematika pada masa pandemi covid-19. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 5(1), 533–541.
- [8] KEBUDAYAAN, M., & Indonesia, R. (2020). Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19). Khomariyah, KN, & Afia, UN (2020). Digitalisasi Dalam Proses Pembelajaran Sebagai Dampak Era Keberlimpahan. *ISOLEC Proceedings*, 4(1), 72–76.
- [9] Kurniati, T., Yusup, I. R., Hermawati, A. S., Kusumawardani, D., Wijayanti, D., & Irhamudzikri, I. (2021). Respon guru terhadap kendala proses pembelajaran biologi di masa pandemi covid-19. *Jurnal Educatio FKIP UNMA*, 7(1), 40–46.
- [10] Nengrum, T. A., Pettasolong, N., & Nuriman, M. (2021). Kelebihan dan Kekurangan Pembelajaran Luring dan Daring dalam Pencapaian Kompetensi Dasar Kurikulum Bahasa Arab di Madrasah Ibtidaiyah 2 Kabupaten Gorontalo. *Jurnal Pendidikan*, 30(1), 1–12.
- [11] Ningsih, & Montessori, M. (2022). Tantangan Pembelajaran PPKn pada Masa. 2(1), 55–60.
- [12] Nurhalimah, N. (n.d.). Upaya Bela Negara Melalui Sosial Distancing dan Lockdown untuk Mengatasi Wabah Covid-19 (Efforts to Defend the Country Trough Social Distancing and Lockdown to Overcome the Covid-19 Plague). <https://ssrn.com/abstract=3576405>
- [13] Nurjanah, Syamsuri, & Purnama, S. (2021). Pemanfaatan Pembelajaran Daring di Masa Pandemi Covid-19 oleh Guru PPKN. 6(2), 118–123.
- [14] Prawanti, L. T., & Sumarni, W. (2020). Kendala pembelajaran daring selama pandemic covid-19. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 3(1), 286–291.
- [15] Sahabsari, A., & Suwanda, I. M. (2022). Strategi Guru PPKN dalam Pembentukan Karakter Disiplin Peserta Didik Melalui Pembelajaran Daring di SMA Negeri 16 Surabaya Annisa Sahabsari I Made Suwanda Abstrak. *Kajian Moal Dan Kewarganegaraan*, 10, 196–210.
- [16] Sartika, M., Suntoro, I., & Yanzi, H. (2018). Peranan Pembelajaran PPKn dalam Menginternalisasi Nilai-nilai Demokrasi. *Jurnal Kultur Demokrasi*, 5(10).
- [17] Sauri, S., Munawaroh, T., Riswanto, D., & Nurbani, S. (2020). Pembelajaran Virtual pada Masa Pandemic Covid-19: Tantangan dan Solusi Permasalahan. *Civics Education And Social Science Journal (Cessj)*, 2(2).
- [18] Syarifudin, A. S. (2020). Impelementasi pembelajaran daring untuk meningkatkan mutu pendidikan sebagai dampak diterapkannya social distancing. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 5(1), 31–34.
- [19] Taradisa, N., & Nida Jarmita, E. (2020). Kendala yang dihadapi guru mengajar daring pada masa pandemi Covid-19 di MIN 5 Banda Aceh. *Kendala Yang Dihadapi Guru Mengajar Daring Pada Masa Pandemi Covid-19 Di MIN*, 5, 1–11.
- [20] Utami, R. T. (2021). Kendala Orang Tua Siswa dalam Mendampingi Pembelajaran Jarak Jauh. *PISCES:*

Proceeding of Integrative Science Education Seminar, 1(1), 432–440.

- [21] Veny, K., Subiyantoro, H., & Suja'i, I. S. (2021). Karakter disiplin dan mandiri siswa dalam pembelajaran daring pada masa pandemi Di SMP Katolik Santa Maria Tulungagung tahun 2021. *Jurnal Pendidikan Tambusai*, 5(3), 6030–6037.
- [22] Wahyuningsih, K. S. (2021). Problematika pembelajaran daring di masa pandemi covid-19 di SMA Dharma Praja Denpasar. *Pangkaja: Jurnal Agama Hindu*, 24(1), 107–118.

