

# PPKN LEARNING APPROACH POST PANDEMIC THROUGH INNOVATION CAPABILITY STRATEGIES IN SCHOOLS

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## INTRODUCTION

Pancasila and Citizenship Education is one of the learning subjects that must be developed at all levels of formal education. Therefore, the curriculum content and content of Civics learning must pay attention to learning objectives and indicators that are in accordance with the dynamics of the times and the character of the students. One of the main issues that are always present in Civics learning is national insight amidst the swift currents of global digitalization progress. This is the challenge for Civics educators to be able to internalize the spirit and spirit of patriotism and nationalism from the legacy of the founding fathers into the attitudes, behavior and actions of the nation's next generation, which in this case are students. Not just understanding the material, but rather the application of national values that must be demonstrated and developed by students in real daily action.

In the current era of digital disruption, national insight is the main thing, especially in online or online learning. Digital media-based learning is an opportunity as well as a challenge in developing national insight for students. At the same time, the massive use of online learning technology is also faced with the strengthening pressure of the post-truth storm in which news content and

false information are widely spread on social media (Harnani, 2020). This of course will also affect the perspective and mindset of the younger generation, especially those of school age. In facing this challenge, it is very important for educators to proactively find the right solution to face the existing problems and challenges. The solution that is quite effective is of course by strengthening the educational base of national values and character.

In this digital era, networked communication has definitely transcended space and distance between nations. However, the nature of humans as cultured creatures and has origins in certain social entities will not be lost. With national insight, the spirit of patriotism and nationalism, the future young generation will remain firm in their identity in the midst of the globalization influence of digital technology media which is getting stronger. In this case, the flow of changes in technological civilization in the field of education also encourages changes in systems and methods related to the Civics learning process to be more effective and efficient (Siagian & Nababan, 2019). With this change, it is hoped that the main goal in developing national insight becomes more optimal.

Optimizing the development of national insight is of course always

relevant and current and therefore requires in-depth analysis of the context of its application. With that, the implementation of Civics learning should also adapt to the use of online networking media. The mediation of digital technology in the development of material and discussion in Civics lessons is a challenge in itself because in it there are assumptions about technical skills related to the technological devices used. In the end, the learning process will determine the quality or output of targeted learning outcomes in accordance with the learning objectives (Juwandi, 2020: 256), including those mediated by digital technology devices that are the demands of the times.

The challenges in the world of education to date are very dynamic, especially in the world of education in Indonesia. The globalization of digital information technology in many aspects has also triggered various social and political problems and upheavals, including in the democratic order. Within the scope of this issue, the problems of Civics education are very much in contact with changes in the socio-political system of society that are taking place very quickly. The necessity to adopt the application of digital technology into learning, especially triggered by the current pandemic emergency curriculum, requires also increasing technical capabilities and skills so that technological innovation can be optimally applied in learning praxis (Sofyan and Sanusi, 2020). The technical skills of the students and here directly involve the teachers (Educators of the PPKn Mapel in schools) regarding technical-technology competencies when

accessing the internet. Internet accessibility and utilizing digital technology are key requirements for the success of online learning. This is a fundamental condition for successfully using the Internet for the complexities of digital citizenship.

## **Discussion**

### **The Importance of Mastering Online Learning Technical Skills**

There is ample evidence to support the idea that technical skills serve as an important prerequisite and a fundamental aspect of demand for the success of the learning process in the e-Learning community. Technical skills greatly determine the effectiveness of learning outcomes, including Civics learning activities in schools. Technical skills as a precondition of course involve the ability to seek and obtain civic information including on issues in the social, political, economic, and cultural fields. With digital media, the perspective of issues at the local, national, and global levels that are connected through the internet network will encourage the level of awareness of citizens in the scope of networked social relations and interactions that they enter. With technical mastery of using digital technology media in the internet network, users can communicate effectively. In this condition, students can be effectively and efficiently directed to find information about their subject matter independently according to their level of thinking skills.

Networked digital technology has also helped the growth of a democratic system, when all citizens have equal rights and access to government

policies and the right to determine government leaders. This attention to the importance of civic education reinforces the view that the problems of citizens' lives in a democratic value system have been "globalized" or "globalized." Patrick (2002:1) mentions that the global upheaval of the idea of democracy during the last quarter of the twentieth century has opened the world wide with renewed interest in civic education. Leaders in former communist countries have realized the building of authentic democracies that depend on development through education that makes citizens competent and conscientious. They know what democracy is, how to do it, and why democracy is good, or at least better than alternative types of political systems that have ever existed (Patrick, 2002:1).

The emergence of international attention on democratic education through civic education as one of its main means has stimulated the thinking of the international community. Intergovernmental organizations such as the European Union and international civic society organizations such as the Civitas, show other indicators. Both show that democracy as a universal value will not be possible to become a global reality, as a common sense of the world community, without an intensive and serious international effort through what is called education.

In line with global demands for the important role of civic education, Indonesia has experienced a paradigm shift in civic education. This new paradigm focuses on efforts to form students as civil society by empowering citizens through the educational process so that they can actively

participate in a democratic state government system (Muchson, 2004: 32). In connection with the new paradigm, the study of civic education aims to shape students to have competence as "good citizens" in terms of (1) civic knowledge (knowledge of citizenship); (2) civic skills (civic skills); and (3) civic dispositions (citizenship character) (Muchson, 2004:33).

The development of information technology today has greatly influenced the patterns of social relations and activities of people's lives in various aspects, including the world of education. A result of a study related to learning in the pandemic era, shows that a drastic shift in the educational paradigm occurs due to the rapid development of the flow of information, due to technological efficiency that allows the fading of the spatial dimensions of human social life. The educational paradigm shift leads to demands for changes in learning, from conventional ones to multimedia-based learning sourced from the internet (Brihannur, et al., 2020). The application of e-learning is a need and a concrete reality that must be accepted as an important part of learning resources. Actually, the core problem in the world of education, which can be found as a deficiency is the conventional teaching and learning process that relies on face-to-face meetings between teachers and students, lecturers and students, trainers and trainees, but this is an easy target and the easiest target to target. want to improve the quality of education (Afrianto, 2018). The conventional system can be said to be ineffective if the teaching and learning process uses this conventional system at all, because along with the times,

the exchange of information becomes faster and faster, but institutions that are still using this traditional teaching system (at the secondary school level are considering providing information) is very slow and not in line with the development of science and technology.

To be able to survive in this rapidly changing world we must have the ability to adapt or we are left behind from the changes. Likewise in education, more attention is needed from all interested parties in facing the era of the Industrial Revolution 4.0, such as the government as an education provider, curriculum developer, teachers and even parents. They must have new thoughts about education and learning in this era (Oktiansyah, 2020: 11).

The Age of Digital Technology and Innovation Capability Development Strategy is often used to set tactics in order to achieve goals well. In other words, strategy in the context of education can be interpreted as a plan that contains a series of activities designed to achieve educational goals (Suyadi, 2013). Strategy in the context of education leads to more specific things, namely specifically on learning. Consequently, strategy in the context of education is interpreted differently from strategy in the context of learning. According to (Kemp, 1995) explains that learning strategies are learning activities carried out by educators and students to achieve learning objectives effectively and efficiently. According to (Dick, 1996) learning strategy consists of all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve learning goals. From various opinions it can be

concluded that learning strategies are steps taken by teachers to utilize existing learning resources, in order to achieve learning objectives effectively and efficiently. There are many terms whose meaning can be equated with the term "strategy," some of which are models, approaches, methods and techniques. According to (Sanjaya, 2006), these terms can be interpreted as learning strategies.

For more details, the following describes the terms that have the same meaning as the learning strategy. 1). Model. A small or miniature image of a big concept. The learning referred to here includes the use of learning media in general, such as books, films, computers, curriculum, and others (Suyadi, 2013). 2). Approach. The strategy and method are based on two approaches in learning. 3). Method. The method or procedure taken by the teacher to achieve the learning objectives. 4). Technique. The description of the learning method is one of the ways to be taken. In other words, sometimes learning can be understood as broader, so it can be stated that in teaching.

A study (Suparman, 2005) states that there are four main components of a learning strategy, namely: (1) The existence of a learning activity process, where the sequence of the teacher's activity process in conveying the content of the lesson to students. (2) The existence of learning methods, as a way for teachers to organize subject matter and students so that the learning process occurs effectively and efficiently. (3) The existence of learning media, namely equipment and instructional materials used by teachers and students in the learning process activities. 4. There is time used

by teachers and students in completing each step in learning activities.

Innovative learning strategies have contained one character value, namely innovative. From one character value, it can be developed into other character values, such as curiosity, hard work, independence and so on. Innovative learning strategies can also form a person's independence. Innovative learning strategies are able to develop old methods into new methods, so that they can be used to solve current actual problems such as covid-19. The values in innovative learning strategies can be explained as follows: 1. Innovative (The essence of this innovative learning strategy is that students have the competence to think design-build so that new knowledge is created. 2. Independence (how a person has physical and mental abilities in overcoming all kinds of problems) problems they face, both old and new, actual and current problems 3. Hard Work (New products that are the result of innovation without going through extraordinary hard work, it is hoped that students will be able to increase their achievement and strength of self-quality in order to face the future) 4. Desire Know (emphasizes the emergence of curiosity, especially new things that were not there before. Thus, it cannot be denied that innovative learning strategies contain a very high "curiosity" character value).

### **Stages of Innovative Learning Development**

After knowing the values that can be transformed by teachers to students through innovative learning strategies in learning, the following procedures will be presented for implementing

innovative learning strategies according to (Suyadi, 2013). According to Suyadi, innovative learning can be developed in the following stages. The first is the problem-finding stage; In this stage, students, under the guidance of the teacher, are directed in such a way that they are able to find problems that will become the object of innovation or renewal. With the discovery of new problems that did not exist before, it will open a way for automatically the learning process will also take place full of novelty or not as usual. Second, the stage of discussing the problem; In this stage, students are invited and directed to discuss the problems found in order to get a solution in the form of a solution method. The method must be new and appropriate to the nature of the problem at hand.

Third, the stage of analyzing the problem in a number of aspects; in this case, the teacher takes the role of a facilitator who seeks to guide students to analyze in various perspectives about the elements of the problem that are the core of the discussion. Next, students are directed to find solution ideas. After identifying these ideas, the next step is to test the elements of the problems encountered so that they can be solved comprehensively. The trial step referred to may be more than one or two times, even other ideas also need to be tested to find solutions that are truly touching and innovative. Fourth, the application or implementation stage; In this stage the findings of the problem solving results in the previous three stages are directed to be applied in real action. It is important to do this, because the trial does not reflect the acceptance or accuracy of the solution to the problem

findings in the previous stages. Therefore, a solution testing tool is not limited to testing but must be implemented in real terms. Civics education as an integral part of social science learning can also use this kind of framework in order to provide in-depth meaning and the results are of higher quality and can be applied in the real actions of learners.

Innovation in the learning process is one of the important things to improve the ability of schools to achieve excellence and educational goals. Types of innovation according to the author's view, namely: 1). Innovation into results and processes (Lin, 2007). 2). Innovation is of two types: technical and administrative innovation (Damanpour and Aravind,

2011). 3). The ability of innovation as a school effort that is able to continuously change knowledge and ideas into new results, processes and school learning systems (Szeto, 2000). The Lawson & Samson study, as quoted in the study of Xu Q., et al (2012) believes that innovation capability is a process that can improve the ability of teachers to carry out a quality learning process. The same approach will clearly illustrate a number of creative ideas and new problem solving findings that also satisfy students. Furthermore, a number of innovation capability dimensions can be tabulated in detail in the following table:

**Tables Related to the Dimensions of Learning Development Innovation Capabilities**

<b>Dimensi</b>	<b>Indikator</b>
<b>Learning Outcomes Innovation</b>	<ul style="list-style-type: none"> <li>▪ Developing new learning outcomes and services.</li> <li>▪ Schools produce learning in the form of online and home visits.</li> <li>▪ Learning outcomes become a model for other schools.</li> <li>▪ Learning outcomes are faster, more accurate and on target according to educational goals.</li> <li>▪ Development of old ways of learning with new learning outcomes..</li> </ul>
<b>Process Innovation</b>	<ul style="list-style-type: none"> <li>❖ Innovative and fun learning operational procedures (RPP, RPS).</li> <li>❖ Need for new skills or equipment to improve the ability of teachers and administrative staff.</li> <li>❖ More efficient curriculum development.</li> <li>❖ Flexible in providing learning.</li> <li>❖ Implementation of effective, efficient and fun learning.</li> <li>❖ Provide facilities and infrastructure that support online, offline, and home visits</li> </ul>

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<b>Learning</b>	• Changing the pattern of division of teaching hours.
<b>Governance</b>	• Adopt a teaching approach in the form of online and home visits.
<b>Innovation</b>	• Improving the welfare of teaching staff. • Recruit personnel who have IT skills, are innovative and creative. • Strengthening the role of education stakeholders such as organizing bodies, School Committees, MGMPs, Educational NGOs, Universities, and others

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Source: Development of various perspectives of learning governance systems based on the theory of Lawson & Samson (2001).

The implementation of learning based on innovation capability in the midst of the covid-19 pandemic as the author's suggestion, even though it has been carried out so far by the government, is in line with the implementation of learning from home during the deployment emergency which aims to ensure students get educational services during the covid-19 emergency. Teachers and education personnel carry out picket when distance learning is carried out by students and parents at home. There are three things that must be considered in responding to the challenges of learning models in the future by looking at the implementation of learning by considering innovation capability, namely the ability to innovate in providing technological infrastructure, the ability to make curriculum innovations, and the ability to innovate to increase teacher capacity.

- 1) The ability to innovate in providing technology infrastructure. Given the importance of technology infrastructure in accessing

distance learning, the government must be able to provide equal distribution of digitization throughout Indonesia. There is a suggestion that Indonesia has a special education satellite to avoid blank spots and blank pockets (Hamad 2020). Even though schools have tried to deal with the existing conditions, digital equity, both geographically and socially, will help equalize access to education in the future. In line with that, no less important is the increase in digital literacy. All parties need to be invited to identify, produce, and disseminate educational content, not negative content that spreads ignorance, divides, and disturbs students' mentality (Indahri, 2020).

- 2) Ability to make curriculum innovations. Currently, the curriculum used during the pandemic is not perfect. The ability to make curriculum innovations should be developed rationally and

adaptively with current conditions, health emergencies become homework, especially the Curriculum and Books Center at the Research and Development Agency and Books of the Ministry of Education and Culture to prepare options for curriculum simplification. The curriculum will contain basic competencies that are really needed to respond to pandemic emergencies and focus on numeracy, literacy, and character education content.

- 3) The ability of innovation to increase teacher capacity. The ability of teachers to use information technology when teaching needs to be improved. Therefore, it is necessary for teachers to provide assistance, training, and technical guidance to prepare themselves to be able to carry out distance learning more effectively and efficiently, so that teachers are able to implement adaptive curriculum or learning materials according to the context during the COVID-19 pandemic.
- 4) The ability of innovation to involve the community and educational stakeholders, the success of the learning process needs to involve innovations that can move the participation of the education community and stakeholders, thus the distance learning process can be monitored and assisted by the community to maintain its quality and results. So it is

hoped that the Covid-19 pandemic condition will not dampen enthusiasm in the process of achieving educational goals.

Based on the results of the explanation above regarding the innovation capability strategy in the learning process in Indonesia in the midst of the COVID-19 pandemic, it must be carried out with high technology, it is very important that the learning outcomes must be of the highest quality and up to the standards of the educational goals that have been set. Emergency curriculum planning needs to be carried out with various studies and research so that it can provide comfort for teachers and students. The results of online learning, offline and home visits must be carefully designed with the intention of meeting the needs of teachers and students. So that there will be a commitment in every school to always innovate, strengthen the quality of learning and continue to always provide the best teaching. Each school always reviews sustainable priorities based on the development and launch of learning to develop technology for innovation. The ability of schools to carry out the process of innovation in learning outcomes needs to be planned and implemented properly. Every school that innovates in the learning process must create a team that involves all parties including parents of students, always encouraging teachers to be active in innovative learning processes so as to create a culture of innovation. Schools must improve the ability of human resources for teachers and educators through training, workshops and



seminars both nationally and internationally so that their ability to carry out offline learning, online and home visits goes well. Thus, the role of the innovation capability strategy in learning during the COVID-19 pandemic is very important and needs to be considered by all parties so that educational success is achieved and educational goals are realized properly.

## CONCLUSION

In the overall development of ideas and perspectives in the review above, it can be concluded that the post-pandemic Civics learning approach through innovation capability strategies in schools is an alternative to developing teaching materials through the use of today's networked digital technology devices. With this strategy, there are a number of fundamental prerequisites that are important for education stakeholders at every level of formal education institutions. The first thing concerns the technical skills of using digital devices by both educators and students, especially in the implementation of online education. While on the other hand, the offer of strategies and steps for the approach to learning innovation capability presupposes the readiness of education actors, especially in developing Civics teaching materials in a systematic, targeted and measurable manner. Therefore, it is very important to also master the framework of thinking related to the steps and stages of implementing innovative capabilities in learning. Both educators and students should integrate their understanding of teaching materials as much as possible with the technological devices used. In

developing Civics learning in national character schools which are imbued with the spirit of patriotism and nationalism, it requires adaptive actualization with the demands of globalization in the field of commuting information technology and a number of derivative digital media devices. Hopefully this perspective will bring impact and benefit for further studies.\*

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