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Online Learning Innovations in School: Case Study on Subject Teacher Conference of Junior High School Pancasila and Civic Education in Surabaya City

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ABSTRACT

The objective of this research is to find out as a whole how the pancasila and civic education learning practices at junior high school in Surabaya during covid-19 pandemic. The method of this research uses quantitative approach with survey design. The findings from this research is teachers and students are not ready for WFH and LFH. So, teachers use various channels in learning. For example WhatsApp Group, Zoom, Google classroom, and others. From this research, conclusions can be drawn including: (1) With the pandemic conditions, requiring teachers to be able to adapt, from respondents who felt 13.5% less capable before the pandemic in mastering online learning teachers were finally able to adjust supportive learning technology; (2) Mastery of teachers in online learning before the pandemic period resulted very capable 7.9%, capable 78.7%, underprivileged 13.5%, unable 0%. The additional cost of internet access during online learning is between Rp.25,000 to Rp.100,000/month.

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INTRODUCTION

Online learning or commonly referred to as electronic or e-learning has started in the 1970s (Das, 2021; Waller & Wilson, 2001). In simple terms it can be said that electronic learning (e-Learning) is a learning activity that utilizes networks (Internet, LAN, WAN) as a method of delivery, interaction, and facilitation and is supported by various other forms of learning services (Ajibade & Zaidi, 2023; Brown, 2000; Feasey, 2001). In further elaboration, the terms "e-learning", "online learning" or "electronic learning" will be used interchangeably but still with the same meaning as stated. There are at least 3 (three) online learning functions for learning activities in the classroom (classroom instruction), namely as a supplement that is optional/optional, complementary, or substitute (Siahaan et al, 2002; Anggarawan, 2019; Firman & Rahayu, 2020; Handayani, 2020).

1. **Supplements**

It is said to function as a supplement, if students have the freedom to choose whether to use electronic learning materials or not. In this case, there is no obligation/requirement for students to access electronic learning materials. Even though it is optional, students who use it will certainly have additional knowledge or insight.

2. **Complementary**

It is said to function as a complement if electronic learning materials are programmed to complement the learning materials that students receive in class (Lewis, 2002). As a complement, it means that electronic learning materials are programmed to become

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reinforcement or remedial materials for students in participating in conventional learning activities.

Electronic learning materials are said to be enrichment, if students who can quickly master/understand the subject matter presented by the teacher face-to-face (fast learners) are given the opportunity to access electronic learning materials that were specifically developed for them. The goal is to further strengthen the level of student mastery of the subject matter presented by the teacher in the classroom.

It is said to be a remedial program, if students who have difficulty understanding the subject matter presented by the teacher face to face in class (slow learners) are given the opportunity to take advantage of electronic learning materials that are specifically designed for them. The goal is that it is easier for students to understand the subject matter presented by the teacher in class (Lidi, 2018; Sururiyah, 2018; Rati et al., 2019).

3. Substitution

Several institutions including schools/colleges in developed countries provide several alternative models of learning activities to training participants/students. The goal is that students can flexibly manage activities according to the time and other daily activities of students. There are 3 alternative models of learning activities that students can choose from, namely:

a. Fully face-to-face (conventional)
b. Some face-to-face and some via the internet, or even
c. Completely via the internet/online.
(Iqbal et al., 2019; Ammy, 2020)

Several institutions that provide e-Learning or online learning can be stated as follows:

1. The University of Phoenix Online is the most successful virtual university in the United States. The University of Phoenix Online has 37,569 students from a total of 78,700 students, 38 campuses, and 78 learning centers spread across the United States, Canada, and Puerto Rico. (Pethokoukis, 2002).
2. Jones International University is one of the universities that has also been successful in organizing e-Learning. The university has 6,000 students studying online (Pethokoukis, 2002).
3. United Kingdom Open University (UKOU) is the largest university that organizes electronic learning activities in the world with 215,000 students (Daniel, 2000).
4. The College of Business at the University of Tennesse started special e-Learning courses for 400 doctors working in emergency rooms across the United States and in 11 other countries. College that organizes a year program for MBA for doctors using e-Learning and face-to-face.
5. Universiti Tun Abdul Razak (UNITAR) is the first university in Malaysia and in the Southeast Asia region to provide lectures electronically (e-Learning). This electronic lecture was started by UNITAR in 1998 (Alhabshi, 2002).
6. The Open University (UT) has conducted a pilot of Electronic Tutorials (Tutel) in 1999 for its students. The reason for doing this electronic tutorial trial is according to the needs of students to help them solve the difficulties they face during independent study (Anggoro, 2001).
7. Gajah Mada University (UGM) has started to prepare learning activities using the internet for postgraduate programs in the field of hospital management and health service management in 1996 (Prabandari et al., 1998).
8. Florida Virtual School is one of the Middle Schools in the United States that has grown rapidly in the provision of electronic learning. In its fifth year, the Middle School accepted 3,505 students by employing about 41 teachers on a full-time basis and 27 teachers on a part-time basis. The school's motto is "anytime, anywhere, through any path, at any speed." (Wildavsky, 2001).

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9. State University of Surabaya, using V-Learning (VL), which is already quite good with various existing facilities. Some of the drawbacks are only because the connection capacity is not too large.

In Indonesia, online learning has been going quite well, especially in universities, including at Unesa using V-learning (Romadhoni, 2020). However, in PAUD education, primary and secondary education have not been carried out by education units. Institutionally, the Ministry of Education and Culture has done this through the study house portal, Pustekom, as well as paid ones such as the teacher's room. However, if it is done individually initiated by the teacher, it has not been done much. For this reason, this research is important to do.

Heinich et al. (in Warsita, 2008: 140) suggests six formats or forms of learning interaction that can be applied in designing an interactive learning media. The format or form of the interaction, namely: (a) practice and practice (drill and practice); (b) tutorials; (c) games (games); (d) simulation (simulation); e) discovery (discovery); and (f) problem solving.

Tutorial is a program in which the delivery of material is carried out in a tutorial, as is the case with tutorials carried out by teachers or instructors. Information that contains a concept is presented with text, images, either still or moving, and graphics. Practices and exercises are intended to train students so that they have proficiency in a skill or strengthen mastery of a concept (Rose & Nicholl, 2023; Tarihoan, 2017). The program provides a series of questions or questions that are displayed randomly, so that each time it is used, the questions or questions that appear are always different or in different combinations. Simulation, emulating dynamic processes that occur in the real world. The simulation is related to the material discussed in learning (Malanga et al., 2022; Warsita, 2008). Meanwhile, experiments or experiments are aimed at experimental activities (Khaeriyah et al., 2018; Hikam & Nursari, 2020). The program provides a set of experimental equipment and materials according to the instructions and then develops other experiments based on these instructions. Game (game), the form of the game presented refers to the learning process and it is hoped that learning activities while playing will occur so that students do not feel they are learning a concept so that it is fun (Warsita, 2008:142). In Anderson's view (in Prastowo, 2012), advances in the ability of computers to quickly interact with individuals, store and process large amounts of information, and combine with other media to display a large range of audio-visual stimulation, have made computers the dominant medium in the field of learning.

RESEARCH METHOD

The approach in this research is quantitative with survey design. The survey design was used to find out in its entirety or at least most of how the practice of learning Civics at the junior high school level in the city of Surabaya during the covid-19 pandemic. The survey research design is a quantitative research procedure carried out to obtain a description of attitudes (Fitrah and Luthfiyah, 2017; Hamzah, 2019; Parjaman, 2019; Miharja, 2022). The location of this research is in the city of Suranya, the subject is all pancasila and civic education teachers at the State Junior High Schools in the city of Surabaya as many as 60 teachers. The sampling technique used in this research is population sampling. The data collection technique in this research is a questionnaire. This questionnaire was used to obtain data on: The readiness of teachers to conduct online learning, Devices or channels used by Civics teachers in online learning, Strategies used by Civics teachers in online learning, Constraints faced by Civics teachers in online learning,

The type of questionnaire used is a mixture of closed and open. So researchers can use open answer alternatives, so that respondents are free to answer (Hakim et al., 2021). But there is also a closed questionnaire in which respondents have been given a choice of answers (Azizah, 2021). The questionnaire was distributed using googleform. This is taken with consideration of the corona pandemic period, which is not yet clear when it will end. The

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data obtained were analyzed descriptively quantitatively with percentages, and sharpened by qualitative analysis for open-ended questionnaires. The formula used for descriptive quantitative analysis with percentages.

RESULTS AND DISCUSSION

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Teacher Readiness to Conduct Online Learning

From the results of data analysis obtained from questionnaires distributed regarding teacher readiness to conduct online learning in general, respondents' answers are in the interpretation of the answers Good/interesting/appropriate/a lot or Very good/interesting/a lot, this indicates that the teacher's ability to plan, use , and managing various hardware and software to conduct online learning are able to properly adapt to the conditions of the covid-19 pandemic. With pandemic conditions also requiring teachers to be able to adapt, this can be seen from respondents who felt 13.5% less capable before the pandemic in mastering online learning teachers were finally able to adjust to supportive learning technology. With these learning conditions also have an impact on the additional monthly internet access costs that teachers have to spend during online learning, the majority of respondents spend Between Rp. 76,000 to Rp. 100,000 every month with a percentage reaching 37.1%, More than Rp. 100,000 with 20.2% respondents, the rest Between Rp. 51,000 to Rp. 75,000 as much as 20.2% and Between Rp. 25,000 to Rp. 50,000 with 11.2% respondents.

The results of this study indicate that the readiness of pancasila and civic education teachers in the city of Surabaya is good. For this reason, teacher readiness is very important in preparing learning under any conditions and situations. Teacher readiness is the most important thing, considering the teacher is someone who influences the success of students in the learning process (Jimoyiannis & Koukis, 2023). In addition, the readiness of teachers in facing the distance learning process also determines the success of student learning. Such readiness includes lesson plans, learning materials to be delivered, learning media, arranging online learning schedules, and others (Alwiyah & Imaniyati, 2018).

Preparations that must be prepared by teachers in online learning in this study are infrastructure (smartphones and internet quota packages), Learning Implementation Plans (RPP), Electronic Media (video tutorials, quizzes, etc.) forgot to communicate to parents that learning will be carried out remotely, stationery prepared at home, children's worksheets, materials to be distributed to parents. There are several applications that teachers use in online learning, namely Zoom, WhattsApps, and Youtube. This agrees with Sobron et al., (2019) that the preparation that teachers must prepare in online learning is the first adequate facilities and infrastructure such as WiFi, computers/laptops, projector screens, then one of the most important preparations in online learning is school data and the information conveyed is well received by the teacher. child. Then human resources in running online learning programs such as preparing material to be delivered to children.

Readiness is the overall condition of a person who makes him ready to respond/answer in a certain way to a situation (Haney, 2002; Almarzooq et al., 2020). Willingness to respond or react. Willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. This readiness needs to be considered in the learning process, because if students learn and there is readiness, the learning outcomes will be better (Saekow & Samson, 2011). An e-learning development in which there is a very important analysis process that will determine the next development step (Fadilla et al., 2021). E-learning readiness is grouped into six factors, namely (1) student readiness (2) teacher readiness (3) infrastructure (4) management support (5) school culture (6) face-to-face learning tendencies (Chapnick, 2000).

Online Learning Tools or Channels

Online learning devices or channels, hardware or software used by Civics teachers in the city of Surabaya in learning activities during the covid-19 pandemic, the majority of respondents used a combination of several channel platforms with a total of over 43% of respondents, the rest used Google Classroom 19.1 %, Zoom 10.1%, and Google meeting as much as 6.7% of the total respondents. This shows that respondents are quite varied in using channels or devices to support teaching and learning activities during the covid-19 pandemic.

Many e-learning readiness models have been developed. The model proposed in Reference Chapnick, (2000) is one of the readiness models with seven categories in its assessment. Ref. ([20]; Sudewa et al., 2021; Sukmawati & Nasran, 2021) suggest several components of readiness to use E-learning, namely (1) business readiness (2) technology readiness (3) training readiness (4) culture readiness (5) human readiness (6) financial readiness. E-learning readiness proposed by Ref. Chapnick, (2000) used eight categories in the readiness assessment, namely (1) psychological readiness which considers the perspective on the effect of E-learning initiatives. this factor is an important factor that must be considered and has the highest chance to sabotage the implementation process (2) sociosilogical readiness considering the interpersonal aspects of the environment with the program to be implemented (3) environmental readiness which considers the operation of large powers on stakeholders, both inside and outside the organization (4) human resources readiness which considers the availability and plans of the human resource support system (5) financial readiness which considers the size of the budget and allocation process (6) technological skill readiness which considers technical competencies to be observed and measured (7) equipment readiness which considers equipment ownership appropriate (8) content readiness that considers learning content and learning objectives. E-learning readiness assessment can also use readiness. This model is widely used in developing countries with four factors, namely technology, innovation, people and self-development. This E-learning Readiness model can be used to determine the level of E-learning readiness in an organization or school (Bubou & Job, 2022).

Strategies used and Barriers to Civics Teachers in Online Learning

The strategy used by pancasila and civic education teachers in online learning is the method used by Civics teachers in conducting online learning at the junior high school level in Surabaya. While the obstacles faced by Civics teachers in online learning are the obstacles experienced by Civics teachers in online Civics learning, both because of the ability to use, financial ability, lack of software and hardware. Operational ability which reaches 36% is the main obstacle experienced by teachers in addition to financial problems with 15%, combined Financial and Operational ability reaches 13.5% then Others for various reasons reaches 35.5%.

In Civics learning the most difficult to do in online learning is the Attitude aspect with 64% of respondents, the Skill aspect 31.5% and the Knowledge aspect 4.5%, inversely proportional to the easiest aspect to do with the Knowledge aspect reaching 85.4% , Skills aspect 7.9%, and Attitude aspect by 6.7% of the total respondents.

However, the strategies used by pancasila and civic education teachers in online learning in responding to obstacles and obstacles that occur in the online Civics learning process are 39.3% Asking colleagues, Learning through youtube/independent 21.3%, Participating in training 18%, Others -other 15% and 6.4% taught by children.

The learning strategy that is considered effective at this time in learning is the face-to-face method. The face-to-face method is still the best way for learning activities (Singh et al., 2021). The main advantage is the strong interaction between teachers and students which can provide an ideal environment for learning. The disadvantage is that not every individual has the same style and pace and learning needs. On the other hand, in addition to the face-to-face method, many also apply online learning. Online learning has advantages in the

wealth of learning resources provided, where teachers and students can reach a very wide range of learning resources. This learning also has a weakness, namely the absence of direct interaction between teachers and students. This causes the non-verbal elements in the interaction are not conveyed perfectly (Teddy & Swatman, 2006).

Presentation of material with an online system is less interactive, people feel alone and they need other people. Although for a true learner it is not an excuse. But the facts show, people can not stay long learning in front of the computer without interaction. However, learning is a two-way process. Participants need feedback from the teacher and vice versa the teacher also needs feedback from the participants. In this way, more effective, targeted learning outcomes will be obtained. People need friends and need immediate feedback, as we feel in conventional classroom training. Blended Learning eliminates the impression of loneliness, so it is motivated to continue learning. However, learning is a two-way process. Participants need feedback from the teacher and vice versa the teacher also needs feedback from the participants. In this way, more effective, targeted learning outcomes will be obtained. People need friends and need immediate feedback, as we feel in conventional classroom training. Blended Learning eliminates the impression of loneliness, so it is motivated to continue learning (Bursa, 2023).

The results of this study found that the ideal learning that can be done is blended learning. Blended learning is a process of unifying various learning methods that can be achieved by combining virtual and physical resources. Blended learning integrates –or blends-learning programs in different formats to achieve a common goal. it means that blended learning integrates – or combines – learning programs in different formats to achieve common goals (Driscoll & Carliner, 2005). Blended learning is a combination and various strategies in learning. So it can be said that blended learning is a learning method that combines two or more methods and strategies in learning to achieve the objectives of the learning process.

That "blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user" (Kurtus, 2004). It states that blended learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience for its users. The implementation of this strategy allows the use of online learning resources, especially those based on web/blogs, without leaving face-to-face activities (Elliott, 2002). But in the future it is possible that the time allocation from online learning will be used more than the time allocation for face-to-face learning, face-to-face learning will only be used as a reinforcement of online learning, for example, if someone has difficulty in learning the material in online learning, there will be new learning. face to face to discuss material that is considered difficult by students (Prahani et al., 2022).

Suggestions for improvement for online learning are often associated with student dissatisfaction. For example, students suggested improvements around areas of dissatisfaction such as increasing network instability, enabling interaction through increasing one-sided interactions, and conducting face-to-face classes for practice. The greatest dissatisfaction with online learning was due to network instability, and students were cited as having network difficulties that interfered with their classes. Networking is an important factor in the online learning environment. Students highlight increasing networking, which caters to online learning classrooms, as an important consideration. In distance learning, networking is not only a method for distributing educational materials, but also a means to promote interaction between teachers and students or among students.

Dissatisfaction with interactions including communication with the teacher as well as the immediate dissolution of relationships between classmates and the lack of exchangeable feedback between students. Online communication varies according to keyboard skills, because proper communication is difficult if keyboarding skills are insufficient, teachers must understand the level of students' keyboarding skills. Interaction perceptions are often

mentioned as satisfactory and unsatisfactory in the process of receiving distance learning. These results indicate that the interaction is more influenced by the personal characteristics of each student compared to the distance teaching system. As a result, teachers and students can be satisfied with interaction only when they fully learn the functions of the online platform and use it smoothly, participate actively, and invest time in communication. Academic achievement is also discussed as an area of satisfaction and dissatisfaction, and it can be seen that the effect differs depending on the characteristics and abilities of the students. Concentration serves as an important factor for academic achievement. The speed of online classes must be adjusted to effectively deliver class content while reducing problems regarding student concentration.

CONCLUSION

Based on the results and discussions that have been described above, it can be concluded that (1) With the pandemic condition also requires teachers to be able to adapt, this can be seen from the respondents who felt less capable 13.5% before the pandemic in mastery of online learning teachers finally able to adapt to supporting learning technology, (2) The various channels used by teachers found that the majority of teachers used WhatsApp Group as much as 20.2%, using Google Classroom as much as 19.1%, Zoom as much as 10.1%, Google meeting as many as 6.7%, Google Hangouts and Web bex meetings 0% that utilize, and a combination of the channels above as much as 43%, (3) Mastery of teachers in online learning before the covid 19 pandemic results in very capable results of 7.9%, Able 78.7%, Poor 13.5%, and Unable 0%. For self-financing, especially the additional cost of internet access every month during online learning from the data obtained between Rp. 25,000 to Rp. 50,000 as much as 11.2%, Between Rp. 51,000 to Rp. 75,000 as much as 20.2%, Between Rp. 76,000 to Rp. 100,000 37.1%, and 20.2% teachers spend more than Rp. 100,000.

Based on the results and discussion of the research, suggestions that can be submitted in relation to this research are (1) an e-learning development in which there is a very important analytical process that will determine the next step of development. E-learning readiness is grouped into six factors, namely (1) student readiness (2) teacher readiness (3) infrastructure (4) management support (5) school culture (6) face-to-face learning tendencies.

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Online Learning Innovations in School: Case Study on Subject Teacher Conference of Junior High School Pancasila and Civic Education in Surabaya City

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ABSTRACT

This research aims to discover how the Pancasila and civic education learning practices at junior high schools in Surabaya during the COVID-19 pandemic. The method this research uses is a quantitative approach with a survey design. The findings from this research are teachers and students are not ready for WFH and LFH. So, teachers use various channels in learning. For example, WhatsApp Group, Zoom, Google Classroom, and others. From this research, conclusions can be drawn, including (1) With the pandemic conditions requiring teachers to be able to adapt, from respondents who felt 13.5% less capable before the pandemic in mastering online learning, teachers were finally able to adjust supportive learning technology; (2) Mastery of teachers in online learning before the pandemic period resulted in very capably 7.9%, capable 78.7%, underprivileged 13.5%, unable 0%. The additional cost of internet access during online learning is between IDR 25,000 to IDR 100,000/month.

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INTRODUCTION

Online learning has been an interesting topic since its wide use in COVID-19. Online learning, commonly called electronic or e-learning, started in the 1970s (Das, 2021; Naim & Alahmari, 2020; Singh et al., 2021). E-learning is a learning activity that uses networks (Internet, LAN, WAN) as a delivery, interaction, and facilitation method and is supported by various other learning services (Ajibade & Zaidi, 2023). In the following explanation, the terms "e-learning," "online learning," and "electronic learning" will be used interchangeably but with the same meaning as previously stated. There are at least three online learning functions for learning activities in the classroom (classroom instruction), namely as an optional/optional supplement, as a complement, and as a replacement (Anggarawan, 2019; Firman & Rahayu, 2020; Handayani, 2020).

If students are free to choose whether or not to use electronic learning resources, e-learning is said to serve as a supplement. The use of electronic learning resources is not required or required in this instance for the students. Although it is voluntary, students will undoubtedly gain new information or understanding. When electronic learning resources are designed to supplement the textbooks students use in class, and this is referred to as functioning as a complement (Krismadinata et al., 2020; Vergara et al., 2022). In addition, it indicates that computerized learning resources are designed to serve as reinforcement or remedial materials for students taking part in traditional educational activities.

Suppose students who learn rapidly in person are given the chance to access electronic learning materials that were created just for them (fast learners). In that case, it can be said that

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electronic learning materials are enrichment. The objective is to increase the degree to which students understand the material the instructor teaches in the classroom. Suppose students (slow learners) who have trouble comprehending the material presented by the instructor in person in class are given the chance to utilize electronic learning materials that are especially tailored for them. In that case, it is said to be a remedial program. The objective is to make it simpler for students to comprehend the material the instructor covers. (Lidi, 2018; Sururiyah, 2018; Rati et al., 2019).

In developed nations, some institutions, such as schools or colleges, offer training participants or pupils a variety of alternative models of learning activities. The intention is for students to be able to manage their time and other everyday obligations with flexibility. Students have a choice between three different models of learning activities: 1) fully face-to-face (conventional); 2) some face-to-face and some online; or even 3) entirely online (Iqbal et al., 2019; Ammy, 2020).

In Indonesia, online learning has been going quite well, especially in universities, including the State University of Surabaya (UNESA), using VL (Romadhoni, 2020). However, in pre-primary school education, education units have not carried out primary and secondary education. Institutionally, the Ministry of Education and Culture has done this through the study house portal, Pustekom, and paid ones such as the teacher's room. However, if it is done individually initiated by the teacher, it has not been done much. For this reason, this research is important to become the online learning innovation in school.

Six different formats or types of learning engagement can be used when creating interactive learning materials. A drill-and-practice session, a tutorial, a game, a simulation, a discovery session, and a problem-solving session are examples of the interaction's format or shape. The term "tutorial" refers to a program in which the content is delivered in a tutorial, much like with tutorials given by teachers or instructors. Text, graphics, and still or moving images present information that includes a concept. Exercises and practices are meant to help students become proficient in a skill or deepen their understanding of a subject. (Rose & Nicholl, 2023; Tarihoan, 2017). The program offers a series of questions displayed randomly, so the queries or questions that show each time it is used are always unique or in unique combinations. Simulation: the imitation of dynamic events that take place in reality. The simulation relates to the material discussed in learning (Malanga et al., 2022). Meanwhile, experiments or experiments are aimed at experimental activities (Khaeriyah et al., 2018; Hikam & Nursari, 2020). The program provides experimental equipment and materials according to the instructions and then develops other experiments based on these instructions. Game (game), the form of the game presented, refers to the learning process, and it is hoped that learning activities while playing will occur so that students do not feel they are learning a concept and that it is fun. Advances in the ability of computers to quickly interact with individuals, store and process large amounts of information, and combine with other media to display a large range of audio-visual stimulation, have made computers the dominant medium in the field of learning.

RESEARCH METHOD

The approach in this research is quantitative with a survey design. The survey design was used to find out in its entirety or at least most of the practice of learning Civics at the junior high school level in Surabaya during the COVID-19 pandemic. The survey research design is a quantitative research procedure carried out to obtain a description of attitudes (Fitrah and Luthfiyah, 2017; Hamzah, 2019; Parjaman, 2019; Miharja, 2022). The location of this research is in Suranya, and the subject is all Pancasila and civic education teachers at the State Junior High Schools in Surabaya, with as many as 60 teachers. The sampling technique used in this research is population sampling. The data collection technique in this research is a questionnaire. This questionnaire was used to obtain data on The readiness of teachers to conduct online learning,

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Devices or channels used by Civics teachers in online education, Strategies used by Civics teachers in online learning, and Constraints faced by Civics teachers in online learning.

The type of questionnaire used is a mixture of closed and open. So researchers can use open-answer alternatives so that respondents are free to answer (Hakim et al., 2021). But there is also a closed questionnaire in which respondents have been given a choice of answers (Azizah, 2021). The questionnaire was distributed using Google Forms. This is taken into consideration during the corona pandemic period, which is not yet clear when it will end. The data obtained were analyzed descriptively quantitatively with percentages and sharpened by qualitative analysis for open-ended questionnaires. The formula used for descriptive quantitative analysis with percentages.

RESULTS AND DISCUSSION

Teacher Readiness to Conduct Online Learning

From the results of data analysis obtained from questionnaires distributed regarding teacher readiness to conduct online learning in general, respondents' answers are in the interpretation of the answers Good or interesting or appropriate or very good or interesting, and this indicates that the teacher's ability to plan, use, and to manage various hardware and software to conduct online learning can properly adapt to the conditions of the COVID-19 pandemic. With pandemic conditions also requiring teachers to be able to adapt, this can be seen from respondents who felt 13.5% less capable before the pandemic in mastering online learning. Teachers were finally able to adjust to supportive learning technology. These learning conditions also impact the additional monthly internet access costs that teachers have to spend during online learning. Most respondents spend Between IDR 76,000 to IDR 100,000 every month, with a percentage reaching 37.1%, More than IDR 100,000 with 20.2% of respondents, the rest Between IDR 51,000 to IDR 75,000 as much as 20.2% and Between IDR 25,000 to IDR 50,000 with 11.2% respondents.

The findings of this research show that teachers of Pancasila and civic education in Surabaya are well-prepared. Since learning can occur in various settings and circumstances, instructor readiness is crucial. Given that a teacher is a person who influences students' performance in the learning process, teacher readiness is the most critical factor (Jimoyiannis & Koukis, 2023). The success of pupil learning is also influenced by teachers' readiness to handle the distance learning process. Lesson plans, upcoming learning resources, learning media, setting up online learning timetables, and other preparations are examples of this (Alwiyah & Imaniyati, 2018).

Preparations that must be prepared by teachers in online learning in this study are learning media (smartphones and internet quota packages), Learning Implementation Plans (LIP), and Electronic Media (video tutorials, quizzes, etc.) that can communicate to parents that learning will be carried out remotely, stationery prepared at home, children's worksheets, materials to be distributed to parents. Teachers use several applications in online learning, namely Zoom, WhattsApps, and Youtube. This agrees with Sobron et al. (2019) that the preparation that teachers must prepare for online learning is the first adequate facilities and infrastructure such as WiFi, computers or laptops, and projector screens. Then one of the most important preparations in online learning is school data, and the teacher's information is well received. Then human resources in running online learning programs such as preparing material to be delivered to children.

A person's overall state of readiness determines how they are prepared to react or respond to a circumstance. Availability to move or act (Almarzooq et al., 2020). Being mature means being ready to use skills, and maturity is linked to willingness because both come from within a person. The learning outcomes will be improved if this readiness is considered during the student's learning process (Chung et al., 2020b, 2020a; Churiyah & Sakdiyyah, 2020; Junus et al.,

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2021; Sriwichai, 2020). An e-learning development in which there is a very important analysis process that will determine the next development step (Fadilla et al., 2021). E-learning readiness is grouped into six factors, namely (1) student readiness, (2) teacher readiness, (3) infrastructure, (4) management support, (5) school culture, (6) face-to-face learning tendencies (Agustini, 2021; Dharmayanti et al., 2021; Riyanti et al., 2023; Saleh et al., 2021; Samin et al., 2022; Wahyudi et al., 2023).

Online Learning Tools or Channels

Online learning devices or channels, hardware, or software used by Civics teachers in the city of Surabaya in learning activities during the COVID-19 pandemic, the majority of respondents used a combination of several channel platforms, with a total of over 43.0% of respondents. The rest used Google Classroom 19.1%, Zoom 10.1%, and Google Meeting as much as 6.7% of the total respondents. This shows that respondents vary in using channels or devices to support teaching and learning activities during the COVID-19 pandemic.

There are numerous methods for e-learning readiness. The model suggested in the reference is one of the readiness models with seven categories in its assessment (Sudewa et al., 2021; Sukmawati & Nasran, 2021). It suggests some components of readiness to use E-learning, including (1) business readiness, (2) technology readiness, (3) training readiness, (4) culture readiness, (5) human readiness (6) financial readiness. Eight categories are used in the readiness evaluation for e-learning, including (1) psychological readiness, which considers the viewpoint on the impact of e-learning initiatives. This element is crucial to take into account and has the greatest potential to thwart the implementation process. (2) sociological readiness taking into account the interpersonal aspects of the environment with the program being implemented (3) environmental readiness taking into account the operation of significant powers on stakeholders, both inside and outside the organization (4) human resources readiness taking into account the availability and plans of the human resource support system (5) financial readiness taking into account the size of the budget and allocation process (6) Technical competency preparedness, which takes technical abilities into account and measures them (7) The readiness of the equipment, which deems equipment ownership suitable. (8) Content readiness that takes learning goals and content into account. Assessment of e-learning preparation may also use readiness. This model, which focuses on technology, innovation, people, and self-development, is extensively used in developing nations. This e-learning readiness model can be used to assess how prepared a company or school is for e-learning (Bubou & Job, 2022).

Strategies Used and Barriers to Civics Teachers in Online Learning

The strategy used by Pancasila and civic education teachers in online learning is the method used by Civics teachers in conducting online learning at the junior high school level in Surabaya. In comparison, the obstacles faced by Civics teachers in online learning are those experienced by Civics teachers in online Civics learning, both because of the ability to use, financial capacity, and lack of software and hardware. The operational capability, which reaches 36.0%, is the main obstacle experienced by teachers in addition to financial problems with 15.0%, combined Financial and Operational ability comes at 13.5% then Others for various reasons reach 35.5%.

In Civics learning, the most difficult to do in online learning is the Attitude aspect with 64.0% of respondents, the Skill aspect with 31.5%, and the Knowledge aspect with 4.5%, inversely proportional to the easiest factor to do with the Knowledge aspect reaching 85.4%, Skills aspect 7.9%, and Attitude aspect by 6.7% of the total respondents. However, the strategies used by Pancasila and civic education teachers in online learning in responding to obstacles and obstacles that occur in the online Civics learning process are 39.3% Asking colleagues, Learning through youtube/independently 21.3%, Participating in training 18.0%, Others -other 15.0%

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and 6.4% taught by children. The face-to-face method is currently thought to be the most efficient learning strategy. For learning tasks, face-to-face communication is still the best option. (Singh et al., 2021). The primary benefit is the close communication between teachers and students, which can create a perfect learning environment. The drawback is that not every person learns at the same speed, with the same style, etc.

On the other hand, many also use Internet learning in addition to the face-to-face approach. Online education offers instructors, and students access to a vast array of learning materials, which is one of its main benefits. The lack of direct interaction between teachers and pupils is another flaw in this learning process. As a result, the non-verbal aspects of the exchange are not properly communicated.

Online systems make it harder for users to engage with the material, making them feel lonely and needing social interaction. However, it is not an excuse for a genuine student. But as the data demonstrates, individuals cannot learn for very long in a computer-free environment. But learning is a mutual process. The teacher requires feedback from the students, and the students need input from the teacher. This will lead to the achievement of more efficient, targeted learning results. People require instant feedback and friendship, as in a traditional classroom setting. Blended learning removes the feeling of isolation, which encourages learners to keep learning. But learning is a mutual process. The teacher requires feedback from the students, and the students need input from the teacher. This will lead to the achievement of more efficient, targeted learning results. People require instant feedback and friendship, as in a traditional classroom setting. Blended learning removes the feeling of isolation, which encourages learners to keep learning. (Bursa, 2023).

According to the study's findings, integrated learning is the most effective type of instruction. By combining virtual and physical tools, blended learning can bring different learning methodologies together. Blended learning integrates or combines learning programs in various formats to accomplish a shared objective. To achieve shared goals, blended learning integrates—or combines—learning programs in multiple formats. A combination of different learning methods is known as blended learning. Accomplish the plans in the learning process, and blended learning is a way of learning that incorporates two or more techniques and strategies.

Blended learning combines various learning strategies and delivery methods to optimize the user's learning experience. It states that blended learning is a mixture of multiple learning strategies and delivery methods that will optimize the learning experience for its users. The implementation of this strategy allows the use of online learning resources, especially those based on web/blogs, without leaving face-to-face activities (Dakhi et al., 2020; Rachmadtullah, 2020; Suartama et al., 2019). But in the future, the time allocation from online learning may be used more than the time allocated for face-to-face learning. Face-to-face learning will only be used as a reinforcement of online learning. For example, if someone has difficulty learning the material in online learning, there will be new learning. Face-to-face to discuss material students consider difficult (Prahani et al., 2022).

Online learning suggestions for growth are frequently connected to student dissatisfaction. For instance, students proposed enhancing network instability, facilitating interaction by enhancing one-sided interactions and holding face-to-face classes for practice to address areas of dissatisfaction. Students reported experiencing network issues that disrupted their classes, which was mentioned as the biggest source of dissatisfaction with online learning. In the context of online learning, networking is crucial. Students call attention to growing networking, which supports online learning classes, as a critical factor. (Alsuwaida, 2022; Divaharan & Chia, 2022; Whalley & Barbour, 2020; Zhang et al., 2019). Networking in distance learning is used to facilitate contact between instructors and students and distribute educational materials.

Dissatisfaction with interactions, such as communication with the instructor, the quick breakup of friendships between classmates, and the absence of feedback that can be shared

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between students. Online communication differs depending on keyboard proficiency, so teachers must be aware of their pupils' keyboard proficiency levels because insufficient keyboard proficiency makes it difficult to communicate effectively. (Al-Amrani & Harrington, 2020; Alshawabkeh et al., 2021, 2021; Arifiati et al., 2020; Shim & Lee, 2020; et al., 2021). When getting distance learning, interactions are frequently rated as satisfactory or unsatisfactory. These findings suggest that, in contrast to the distance learning method, the exchange is more influenced by the individual traits of each student. As a result, the interaction between instructors and students can only be satisfying if both parties fully understand how to use the online platform, participate actively, and dedicate time to communication. Academic success is another topic discussed in terms of happiness and dissatisfaction, and it is clear that the impact varies depending on the traits and skills of the students. Academic success is largely dependent on concentration. To deliver course material successfully while minimizing issues with student concentration, the pace of online classes must be changed.

CONCLUSION

Based on the results and discussions that have been described above, it can be concluded that (1) With the pandemic condition also requires teachers to be able to adapt. This can be seen from the respondents who felt less capable before the pandemic in the mastery of online learning teachers finally able to adapt to supporting learning technology, (2) The various channels used by teachers found that the majority of teachers used WhatsApp Group, Google Classroom, Zoom, Google meeting, Google Hangouts, and Web bex meetings, and a combination of the channels, (3) Mastery of teachers in online learning before the COVID 19 pandemic results in Able category. For self-financing, especially the additional cost of internet access every month during online learning from the data obtained between IDR 25,000 to IDR 50,000 as much as 11.2%, Between IDR 51,000 to IDR 75,000 as much as 20.2%, Between IDR 76,000 to IDR 100,000 teachers spend more than IDR 100,000.

This study implies that e-learning can be the innovation of learning media that can be continued to every educational level, especially universities. Based on the research results and discussion, suggestions that can be submitted to this research are an e-learning development in which there is a very important analytical process that will determine the next development step. E-learning readiness is grouped into six factors, namely (1) student readiness, (2) teacher readiness, (3) infrastructure, (4) management support, (5) school culture (6) face-to-face learning tendencies.

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