

Learning in digital era: Analysis of civic education learning materials for students in junior high school

Lathifah Sandra Devi¹, Triana Rejekiningsih¹, Rusnaini¹

¹ Pancasila and Civic Education Study Program, Universitas Sebelas Maret, Surakarta, Indonesia

ABSTRACT

This study aims to find out obtain the results of analysis learning materials Civic education in junior high school at digital era. Analysis of civic education learning materials for student in junior high school is focused on Banten Province. This study was conducted using descriptive quantitative approach. The data collection technique used *purposive sampling technique*. The sample used to obtain the data is junior high school student respondents to civic education in the digitalization era in Banten Province who were randomly selected in Eight grade and consisted of 40 respondents. Data were collected through the process of observation, interviews, and filling out a questionnaire in the form of a questionnaire. The results of this questionnaire data are then processed and made in the form of percentages in the form of tables and figures chart. Analysis of Civic education learning materials for students' junior high school at digital era found that in the learning process, learning materials that use technology are needed so that learning is more creative and innovative. This can be seen based on the percentage of statements agreeing to the needs of students' learning materials civic education in junior high school at digital era, namely 65.4% agree and 34.6% disagree. Then the results of the analysis of the needs of students' teaching materials will be used to design the development of civic education in junior high school teaching materials in the digital era.

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Introduction

Everyday development of information and communication technology continues to undergo a transformation that enters the era of digitalization. This can be seen in the impact of the development of information and communication technology on education, especially the use of teaching materials for students. With the current digitalization process, the world of education should no longer be conventional or manual but already at the stage of using teaching materials that use technology as an effort in the world of education that is responsive to the digital era. The development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process (Harju et al., 2019). Teachers are also required to be able to develop skills in making learning media that will be used (Purwaningtyas et al., 2017). Digital technology consists of a variety of hardware and software, including Information Communication Technology (ICT), which can be used to collect, store, process, and action data and facilitate creative and critical thinking, problem-solving, collaboration, and communication (Addae et al., 2021).

To achieve the objectives of implementing learning activities in the digital era, an intermediary media is needed that can be used to channel messages and stimulate students' thoughts, feelings,

and willingness to learn. Learning media can be in the form of print media or media that utilize technology. The learning process is a communication activity carried out between the teacher and students in the classroom. Learning media is one of the important elements in learning that can improve the learning process so that in the end it is expected to improve learning outcomes (Mahdum et al., 2019). Learning media has two main functions, namely media as a tool and media as a source of learning for students. As a tool, learning media can be used to simplify the process of delivering information, accelerate understanding, and increase student attention to the subjects being taught (Fransisca et al., 2019). This statement is following the Cone Experience theory that this media helps convey what will appear real, such as by utilizing video, animation, and other interactive techniques. In learning activities, teachers should use learning media such as job sheets or modules that are adapted to the times (Fransisca et al., 2019). An obstacle was found if this learning media was in the form of print, namely the frequent loss of the learning media which caused students to feel lazy and bored. Based on these constraints, digital learning is related to computers and digital learning activities such as the use of the internet in learning, digital learning models, digital learning literacy, digital text, digital images, digital audio, digital video, digital animation, and developing virtual classes in learning. In addition, digital learning is instructional learning to strengthen students' learning experiences using technology and can assist teachers in providing feedback to achieve learning goals (Hover & Wise, 2022).

Digital devices are used because they are very flexible and adaptive to the needs of students and the times (Hover & Wise, 2022). Digital modules have the advantage of being able to display material using learning media anywhere and anytime without taking up time. In the era of the industrial revolution 4.0 where the use of technology in education continues to spur teachers to innovate in the field of learning, one of which is the use of print modules in electronic modules. Learning using digitalization (the internet) can change learning interestingly because students can explore further learning material and can think deeply (Scheuerell & Jaeger, 2015).

Based on research from Septiani et al., (2020), the use of interactive learning media in the digital era is very helpful in the learning process, especially to develop student character. This research has succeeded in creating learning media products that are by the current development of science and technology without neglecting the development of student character (Septiani et al., 2020). Related to Qodr et al., (2021), the use of smartphones in sociology learning in high school is strongly supported by the development of technology, information and communication. But the reality is that teachers have not been able to maximize technology in learning. Learning innovations emerge with the use of smartphones for Sociology learning combined with games on smartphones so as to encourage students to be more active, creative, and innovative in the learning process. The conclusion of this research is that Mobile Game-Based Learning (MGBL) is a great opportunity for the use of smartphones in the digital era to make it easier for students to learn sociology in high school (Qodr et al., 2021).

Based on these studies, it can be concluded that learning in this digital era, it is better to use technology because the use of technology in education will be more effective and efficient. A learning innovation by developing teaching materials is very supportive for student activity, learning becomes interesting, innovative, creative and needs to be supported by teacher competence in terms of using technology for learning. The existence of this article is to find out the extent of civics learning at the junior secondary level in Banten Province in the digital era with pandemic obstacles on an international scale. Civics learning was chosen because it is one of the subjects that shape the character of citizens (to be a good citizenship). The formation of this character is very important to be instilled in students. In learning, the need for teaching materials must be in accordance with the

learning objectives and must be adjusted to the needs of students so that they can be used according to needs based on regional and student characteristics. In addition, e-modules in online learning are very helpful in the implementation of learning and play an important role for the benefit of progress in education.

Method

This study uses a quantitative approach method. In the process of collecting data to take an analysis of the needs for teaching materials for civic education in junior high school students in Banten Province using a questionnaire as primary data, then it will be explained descriptively so that it is easier to understand the data submitted. This population or sample collection can usually be done randomly using certain considerations. This research was conducted at junior high schools in Banten Province in 2022. Data collection on the needs of students' teaching materials was carried out using a questionnaire using a purposive sampling technique based on answers from respondents, namely students of Eight grade junior high school, this questionnaire contains questions related to material needs. teaching students, learning and what facilities are owned by students or schools. This student needs analysis questionnaire was developed by focusing on the needs of teaching materials for Civic education junior high school students in the digital era, interviews were conducted with Civics teachers and observations were made by researchers in Civic education learning activities. Respondents were randomly selected from 40 junior high school students in Banten Province who had participated in Civic education at Eight grade.

Furthermore, the results of the analysis of the needs for teaching materials for Civic education junior high school students obtained will be displayed in the form of tables and graphs to make it easier to read the results of the analysis of data on the needs of students with descriptions of teaching materials. The secondary data in this article uses interviews with civic education subject teachers in junior high schools in Banten Province regarding civic education learning that will be carried out in the classroom, then the data is analyzed using interactive analysis from Miles and Huberman which consists of data collection, reduction, data presentation and conclusions and observations regarding learning activities in the classroom (Creswell, 2013).

Result and Discussion

The results of the analysis of the needs of students' teaching materials that have been obtained from the questionnaire contain indicators of student needs for learning civic education in junior high school VIII grade in the digital era. This indicator is divided into ten question points related to Civics Middle School teaching materials in learning activities that have been carried out by students. Respondents to the questionnaire consisted of 40 junior high school students in Banten Province who learn civic education

Table
Indicators of Learning Materials for Middle School Civic Education in Digital Era

No	Question	Student Answers %	
		Yes	Not
1	Do teachers use lecture and discussion methods in Civic education?	78	22
2	Do you understand the Civic education material delivered by the teacher?	68	32
3	Do teachers use textbooks when learning?	93	7
4	Has the teacher ever used other learning materials?	65	35
5	Can you operate a gadget or laptop?	57	43

No	Question	Student Answers %	
		Yes	Not
6	Is it easy to understand Civic education learning online?	53	47
7	Do you prefer learning by practice/simulation?	68	32
8	Do you agree that Civics learning uses <i>e-modules</i> ?	57	43
9	Do you have difficulty when doing test questions through a gadget or laptop?	35	65
10	Is learning using <i>e-modules</i> more effective and efficient?	80	20

Based on the results of the data obtained, from 40 students, 10 questions were given about the need for Civic education learning materials which were tried to be offered to students as innovations in Civic education learning materials. Questions are given with a choice of “yes” or “no” answers. The results of the data above show that 93% of teachers still use conventional methods in learning such as using textual learning materials, namely textbooks, 78% show teacher-centered learning methods that cause student passivity in learning. The percentage of 65% of other learning materials used by teachers such as cardboard, newspapers and power points. 57% of students answered that they could operate gadgets and laptops as media for learning materials. 53% answered that Civic education was easy to understand using the online learning method because in 2 semesters, students at junior high school 4 Serang City experienced online learning and 1 semester at junior high school Daar El Qolam carried out online learning. Respondents answered that 68% preferred if Civics learning carried out practical activities or simulations. 57% answered that Civic education used learning materials in the form of *e-modules*. 65% of students have no difficulty spelling questions through gadgets and laptops. 80% of respondents answered that the use of *e-modules* is more effective and efficient in learning because there is no need to carry a lot of books in a bag.

In addition, data were obtained through interviews with Civic education teachers and conducting observations in Civics learning activities for Eight grade JUNIOR HIGH SCHOOL in Banten Province. The process of learning activities carried out by the two schools was carried out as usual, such as carrying out apperception activities such as conveying learning objectives, asking the extent of learning materials, preparing class conditions and singing a national compulsory anthem before starting the core learning activities. This activity is teacher learning using printed teaching materials such as Civic education package books that have been provided by the school with the lecture method, question and answer and group discussions and the teacher centered learning approach, namely teacher-centered learning. Because it uses textbook teaching materials which every student already has, sometimes students don't pay attention to what the teacher says and there is a commotion (not conducive) in the middle of learning, namely students telling stories to their friends. To sharpen students' abilities, the teacher gives time to discuss in groups so that transfer of knowledge occurs, socializes, and can respect the opinions of fellow friends. Closing activity, the teacher closed with a question and answer activity to determine students' abilities, draw conclusions by students and then detail them again by the teacher. Before ending the learning activities the teacher gives messages to students in order to form good characters and provide examples of good behavior and can be actualized in the surrounding environment such as diligently studying, doing assignments, respecting elders, loving the younger, respecting differences from ethnicity, race, culture, religion, language and obey all regulations and keep up the good school.

The interview activity conducted by the Civics Education teacher in Banten Province, namely teacher 1 said that to prepare for Civics teaching, it must be prepared carefully, namely by making lesson plans for each lesson and bringing it into the classroom, preparing the material to be conveyed

and learning tools such as markers (Interview 1: December 2021). Then teacher 2 said that in preparing for Civics learning, it must begin by welcoming students, one of them by dressing neatly, preparing lesson plans as a guide in teaching, teaching materials in the form of textbooks, student absences and learning media using Microsoft Power Point, videos in the form of films or YouTube (Interviews). 2: December 2021). It can be concluded from the interviews conducted with two Civic education subject teachers, namely learning is prepared by making lesson plans and preparing the media needed in delivering the material, learning activities are carried out with enthusiasm. However, the use of technology has not been fully used in learning, due to the lack of teacher expertise in the use of technology in education.

From the results of observations made by researchers in Civic education learning, teachers carry out activities such as singing the national compulsory anthem before the start of learning to increase the desire to learn so as to increase enthusiasm, conduct discussions after delivering the material in order to respect the opinions of other students, give messages to always obey the rules. and the good name of the school as well as the message to be able to apply the values of tolerance as a character of society in a multicultural country. In addition, it was found that Civics learning activities carried out by teachers were still teacher centered (teacher centered learning) which resulted in student passivity in learning, had not maximized interactive teaching materials because the teaching materials used were printed teaching materials, namely textbooks where all students already had them, then the response was of students pay less attention to what is conveyed by the teacher.

Technology in learning is very busy being used in early 2020 to support the learning process in schools because it is one way the learning process continues during a pandemic because right now the world is being hit by the Covid-19 pandemic (Scully et al., 2021). This virus brings uncertainty and insecurity to all people (Sharma et al., 2021). This condition has an impact on all aspects of human life, especially the line of education (Abidah et al., 2020). This new disease has a global effect, affecting people from every country in the world with few deaths recorded. Apart from the unfortunate death of millions of people around the world, this virus has affected the socio-economic life of many people as a result of various measures taken to deal with the increasing number of infections including restrictions on entry and exit as well as social restrictions (Addae et al., 2021). The spread of Covid-19 had a very deep impact on all aspects, but the impact was felt by students in the world of education. The policy taken by the Indonesian government is to suspend all educational activities as an alternative to distance learning or online learning (Abidah et al., 2020). In the world of education, such as schools as formal educational institutions, have transformed both in terms of the implementation of the learning process and the learning system (Baber, 2021; Jogeza et al., 2021).

In the era of the Covid-19 pandemic, face-to-face learning activities in schools have shifted to online learning activities (on the network) (Garad et al., 2021). Online learning can create more knowledge and explore new skills (Sharma et al., 2021). Online learning activities are learning activities carried out by students to be given the allowed act with learning resources, teachers, the environment, and peers asynchronously by using the internet network as a learning medium (Abidah et al., 2020; Alavudeen et al., 2021). Online learning states that the field of education continues to move dynamically, especially to create more interactive and comprehensive educational media, methods and materials. This can be proven by the number of learning resources that have begun to switch to digital form. With the use of software teaching and learning can be done comfortably for students regardless of physical contact. While the benefits of digital technology are well documented, the viral incident exposed the unpreparedness of many higher education institutions in the country to embrace innovation and the inevitable push towards digitalization in teaching and learning (Addae et al., 2021).

Teaching materials in digital form for online learning can also facilitate students in learning activities such as delivering material (Fransisca et al., 2019). Digital teaching materials can increase the level of effectiveness of learning activities (Fransisca et al., 2019). The digital era can increase the speed of knowledge distribution and understanding in schools through online learning using digital teaching materials (Bartel & Hagel, 2014). Learning must become more efficient, effective, and fun through online learning (Venkata & Subrahmanya, 2021). Teaching materials that can be used for learning in this digital era are e-modules. E-modules can help students improve student skills because in their use students are directed to view and listen to existing videos, read material and answer existing questions (Zwart et al., 2017). Educational transformation in technology today can be enjoyed by learning through videos, image and audio used simultaneously via laptops or cellphones (Garad et al., 2021).

Learning that uses curriculum 13 utilizes information and communication technology to improve the efficiency and effectiveness of learning by the Ministry of Education and Culture No. 65 of 2013. 20 of 2003 states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become responsible human beings.

Students have a positive tendency toward the ICT, especially when it has interesting, clear, and easy applications in use for academic tasks that have been given by the teacher (Runchina et al., 2022). On this policy, teachers are required to be able to develop ICT-based learning resources. This is also supported by the development of digital technology in the industry 4.0 era which has now brought changes and influenced various aspects of human life, including in the field of education. Hoyles & Lagrange (2010) assert that digital technology is the thing that most influences the education system in the world today. So that the use of multimedia in learning is a new demand in the implementation of current learning.

Education 4.0 encourages students to be creative and generate innovation by networking in learning communities (Fasso et al., 2015). Students can now access virtual classrooms, digital textbooks, and various other learning tools online from many rooms at any time of the day or night, the design and management of learning environments is a very important task. Teachers need to ensure that the learning environment utilizes available technology (Knight, 2015).

The abilities and competencies of teachers have a major influence in creating more effective and efficient online learning, so it is expected that teachers have high flexibility in the sense of being sensitive to student needs and also need to optimize the use of technology. Mason and Rennie (2006) argue that e-learning has become a strategic way of lifelong learning and spread in the world of education, and Kear said that e-learning provides open opportunities for students to be active, independent, self-reflective and collaborative. The benefits of using e-learning are expected to be able to develop students to learn to be more independent looking for learning resources considering learning with internet-based e-learning, also students can study comfortably for a long time without being limited in space as well. This distance learning provides a weakness for students in expressing their opinions during face-to-face discussions due to lack of confidence, with e-learning students can freely express their opinions to express their ideas (Karwati, 2014).

As a negative result of digitalization, Indonesia is currently experiencing de-characterization, marked by national issues such as corruption, and violence in religion between students. All the problems faced by the Indonesian people cause the low quality of resources and the character of the Indonesian people. According to the Master Design for National Character Development, all the problems faced by the Indonesian people want to emphasize that there is uncertainty about the identity and character of the nation, which leads to (1) disorientation and lack of appreciation of the

nation's cultural values. Pancasila as the philosophy and ideology of the nation, (2) the limitations of integrated policy tools. In realizing the values of the essence of Pancasila, (3) shifting ethical values in the life of the nation and state, (4) waning national and state awareness of cultural values, (5) the threat of national disintegration, and (6) weakening the independence of the nation. All the problems of the Indonesian nation require an integrated policy in which the values of the nation's character are accommodated. Many people assume that this renewal can only occur through the world of education. Education is considered an alternative to prevention because education builds a new generation of a better nation. As a preventive alternative, education is expected to develop the quality of the nation's young generation in various aspects that can minimize and reduce the causes of various cultural problems and the character of the nation. It is recognized that educational outcomes will have a visible impact quickly, but have a strong impact on society, especially students.

The decline in the values of life and public morals can also be caused by a lack of understanding and application of values, especially in Civics learning, which encourages the development of the values of the Indonesian nation's personality. Pancasila and Citizenship Education are issues that aim to create intelligent, intelligent, individual, and democratic human beings. As stated in Permendikbud No. 59 (2014), Pancasila and Citizenship carry out the mission of developing Pancasila civilization, civilizing, and empowering good intellectuals and students. The future of Indonesia is trustworthy, honest, intelligent, and responsible, and local cultural values. Education is seen as the most effective way, in the long run, to allow tolerance to develop among people in diverse societies. Schools as educational institutions play an important role in promoting tolerance. Schools are places where children learn and internalize important values in their lives. Governments, educators, and researchers have made tremendous efforts to ensure that schools are effective places for tolerance education. Many converging factors make teaching and learning in cross-cultural and multicultural contexts more common.

Citizenship Education teaches students to be proud of the nation, love the homeland, and have the will to defend the country. Citizenship Education is one of the subjects that is used as value education. In other words, as seen in the citizenship curriculum, it is a subject that socializes and internalizes the values of Pancasila and the culture of the Indonesian nation. One of the most important things in society is to educate about the importance of nationalism. Pancasila and Citizenship Education incorporate and convey the value of nationalism to shape the character of students who love and are proud of their country. Education is the key to cultural transformation to maintain the noble values of life and develop a culture that becomes the nation's identity. Citizenship subjects are essential subjects in the context of state and state life in Indonesia (Kusdarini et al., 2020; Suyato et al., 2016). Learning in the digital era coupled with this never-ending pandemic has become an obstacle, challenge, and opportunity for the scope of the world of education. So learning innovation is needed, and learning implementation is part of learning development to effort that is focused on improving the quality of learning so that learning activities can help improve the quality of learning for students.

Conclusion

Analysis of the need for teaching materials for Civic education junior high school subjects in the digital era was obtained by collecting questionnaires as primary data filled out by Eight grade students, conducting interviews with Civic education subject teachers in junior high schools and observing learning activities at school. The results of the research from observations showed that Civic education learning in junior high schools had not fully utilized technology in learning, the teaching resources used were still using textbooks (printed modules), and learning was not yet student-centered which caused students to be less active in learning. The results of the questionnaire given to students with indicators of student needs in teaching materials were obtained with a total

of 65.4% of students responding agreeing to technology-based civic education learning with e-modules and 34.5% of students answering disagreeing if technology-based Civic education learning with e-modules. Supported by the results of interviews by civic education subject teachers who said that learning carried out with learning media often used Microsoft Power Point, audio-visual with videos or films, the rest of the cartons were textbooks that were borrowed from schools. Observations made by researchers also see that learning has not used technology and is still conservative. From the results of the analysis of the needs for Civic education teaching materials in junior high schools, it can be concluded that a module packaged in electronics is needed as an education that is responsive to modernization with technology, its form is efficient and can be used anywhere without the need for special space and time. From the results of the needs analysis, follow-up will be carried out in the development of civic education teaching materials for Eight grade junior high school in fulfilling teaching materials in the digital era with the challenges of COVID-19 pandemic.

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