

Online Learning Analysis in the Currency of Civil Services in Building 21st Century Skills in SMA Negeri 2 Lintau Buo

Nelfisa Fitri¹, Maria Montessori²

^{1,2}Universitas Negeri Padang, Indonesia

nelfisa@gmail.com

Abstract

This research focuses on the study of online learning specifically for Civics Education subjects and its relation to the skills that students must possess in the 21st century. The researcher took a case study at SMA Negeri 2 Lintau Buo, with a qualitative approach through a series of observations and interviews. The results of this research include: :ImplementationPPKN online learning in building 21st century skills is that PPKN teachers at SMA 2 Lintau use the WA (Whatsapp) application because students and teachers are already familiar with the application in sharing photos, videos, files and others. In building 21st century skills in online PPKN learning, some PPKN teachers give individual assignments to students by asking them to write down their opinions on current cases related to the material provided, such as executive, legislative and judicial institutions (class X), human rights (class X). XI), and Rights and Obligations (Class XII). The constraints faced by PPKN teachers in delivering online learning are due to the limited time for PBM during the pandemic; students lack motivation in learning and have not been able to explore the potential that exists in themselves; many students are not present during online lessons so that communication does not go well because the signal is not good, there is no data package and others; students have not been able to train themselves to think critically and creatively because most of the learning and other subject assignments given do not build 21st century skills.

Keywords

online learning; PPKN; 21st century skills; SMA 2 Lintau Buo



I. Introduction

The current development of information and communication technology should be used optimally by teachers and students in the learning process during the pandemic. Ellis et al in Husamah (2014: 10) state that Information and Communication Technology (ICT) has benefits and can be used in the field of education. However, ICT will not have a significant impact on learning if it is not designed properly and attractively. In addition, the use of technology is a challenge and a skill that must be possessed by teachers and students in the 21st century.

National Education has faced difficult challenges for almost four decades, development policies are focused on economic growth and political stability with a security approach. Law No. 20 of 2003 concerning the National Education System Article 3, National education functions to develop capabilities and shape the character and civilization of a dignified nation

in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. As in the 2013 Curriculum which requires students to think critically, teachers should develop their competencies by utilizing advances in information and communication technology.

In the 21st century learning and curriculum changes in 2013 that require teachers' pedagogical abilities to be able to design learning to be more interesting and meaningful, teaching and learning activities must be expanded beyond the boundaries of the classroom. Teachers are required to achieve the success and effectiveness of the teaching and learning process in the classroom, so a teacher must be able to design their learning to be more interesting and meaningful, by utilizing various sources including technology.

As a source of learning, books are no longer the only source of knowledge. Sources of knowledge become very wide open when teachers and students access the internet. The learning process is not limited to the classroom, does not depend on a teacher, nor is it limited to textbooks or books in the library because information can be known and analyzed from various sources (Tilaar, 2002; 11).

Not all teachers can use technology, both as a learning medium and as a learning resource. This is reinforced by data from a survey of one of the online learning media (online) <http://blog.ruangguru.com> which released the following information in the form of an infographic:



Figure 1. Frequency of Computer Use in Schools (Source, Tilaar, 2002: 11)

Based on the graph, it can be seen that the frequency of computer use in the classroom is only 22%, in the lab. computers 18%, and in the classroom and in the computer lab by 13%. There are still many teachers who have not used computers in the teaching and learning process in the classroom, namely 47% with a comparison of 5 out of 10 teachers already using computers in the teaching and learning process. When viewed as a whole, the percentage of technology use in education in Indonesia is still around 20%. This figure is still low compared to the acceleration of the use of digital technology in the industrial era 4.0.

From the data of teachers who are already able to use computers, it turns out that this ability is obtained independently (71%). Meanwhile, through computer courses and training conducted by the education office, only 11% each. Of course, in this case the role of the government through the ministry of education is very necessary. Teachers are not only trained in their teaching skills, but must also be trained in their computer technology mastery skills so that the percentage of computer use in schools will increase.

According to Dwiyogo (2017; 11) online learning is not a new thing in the world of education, especially related to 21st century learning which is changing rapidly. The learning paradigm shift in this century is more a result of the increasing intensity of technology use.

Graham (2004; 3) defines "Online learning is the combination of instruction from two historically separate models of teaching and learning: traditional face to face learning system and distributed learning system. It also emphasizes the central role of computer-based technologies in blended learning.

Web-based learning is also applied at the primary and secondary school levels. According to Passey (2000; 45), primary and secondary schools use various forms of technology to support teaching. At this time, the students they face are students who were born and developed in the digital era, so teachers must also have high technology. Creativity is very important for teachers (Husamah, 2014; 7). Therefore, the mission of educational institutions is to educate the nation's generation to become creative and innovative human beings.

According to Susilo (2011; 3) life in the 21st century demands various skills that must be mastered by a person, so it is hoped that education can prepare students to master various skills in order to become successful individuals in life. Important skills in the 21st century are still relevant to the four pillars of life which include learning to know, learning to do, learning to be, and learning to live together.

In more detail, the material for citizenship knowledge includes first, knowledge of citizens' rights and responsibilities, human rights, democratic principles and processes, governmental and non-governmental institutions, national identity, rule of law and the judiciary. that is free and impartial, the constitution, and the values and norms of society. Second, Civic skills include intellectual skills (intellectual skills) and participation skills (participatory skills) in the life of the nation and state. Third, Civic Disposition (citizenship characteristics), this component is actually the most substantive and essential dimension in Civics Education subjects.

Based on the objectives of the PPKN subjects, PPKN teachers are required to be able to develop the learning process so that it is more interesting, fun, challenging and forms the skills of students. Civics as a subject that integrates knowledge, skills and attitudes in developing various competencies, the competencies in question must be able to adapt to the times accompanied by mastery of ICT so that they are relevant to a number of global issues and reflect 21st century skills.

The 21st century learning paradigm in Civics subjects emphasizes the ability of students to think critically, master information technology, be able to connect knowledge with the real world, communicate and collaborate. Century 4.0 requires students to have learning and innovation skills, which are related to critical thinking skills. This ability demands freedom of thought in a learning process. Students must have creative and innovative characters.

At SMA Negeri 2 Lintau Buo, students are currently being required to face global problems, namely the COVID-19 virus pandemic. Sihombing (2020) state that Covid-19 pandemic caused everyone to behave beyond normal limits as usual. The outbreak of this virus has an impact especially on the economy of a nation and Globally (Ningrum, 2020). The problems posed by the Covid-19 pandemic which have become a global problem have the potential to trigger a new social order or reconstruction (Bara, 2021). So they also follow government policies to carry out online learning or known as BDR (Learning at Home) and limited face-to-face learning whose duration is limited to only 25 minutes per lesson hour.

There are a number of problems that the author encountered in learning during the Covid-19 period. Among them, students are less responsive in the learning provided by the teacher through online methods (on the network) or online. Many of them do not complete the task on time. Students are already accustomed to using cellphones in daily activities, but

they are only used as a means of communication and information, but there are also those who use it as a tool to play games.

Based on an interview with one of the students (S7, interview, June 20, 2020) that he had difficulty understanding the material because the teacher only gave him a soft copy of the textbook, so it took a lot of space on his cellphone to store the data. Meanwhile, according to S6 (interview, June 21, 2020) he has difficulty studying online because the internet network where he lives is very bad.

A number of interviews with other students the author concluded that in general students are less motivated to learn online because there is no direct interaction with the teacher, the problem of insufficient gadget specifications, not interested in reading writing/text from cellphone screens or other virtual sources, either through softcopy materials or videos. youtube. Meanwhile, PPKN learning should be able to be applied in any condition, even during a pandemic, the achievement of Civics learning in an effort to build 21st century skills must be implemented.

II. Research Methods

The type of research used is a qualitative approach. Abdulhak, et al (2017; 176) state that: Qualitative research is a research method based on the philosophy of positivism, used to examine the condition of natural objects with the aim of understanding a phenomenon or case in a natural social context by prioritizing a deep communication interaction process between the researcher and the phenomenon under study. The same thing was also conveyed by Sugiyono (2018; 3) which stated that, "qualitative research methods are mainly used to obtain rich data, in-depth information about the issue or problem to be solved".

In this study, the researchers conducted intensive research, starting with conducting pre-research in October 2020, then conducting interviews with subject teachers in November 2020. Followed by observations during KBM, daily tests, quiz activities, assignments, remedial. Then the researcher records what happened, conducts a reflective analysis of various documents found in the field and makes a detailed research report.

III. Discussion

3.1 Results

SMA Negeri 2 Lintau Buo is located in Tanah Datar Regency. This school was founded on June 16, 2003 which is a secondary-level educational institution with the status of an A-accredited public school under the Ministry of Education and Culture. SMA Negeri 2 Lintau Buo has a teacher council of 41 people consisting of permanent and non-permanent teachers. The number of students who have as many as 540 children. And look at this school environment which shows the condition of a beautiful and conducive school environment that is far from noise. All school members have a fairly high social relationship as evidenced by their activeness in joy and sorrow activities and also always maintain friendly relations with teachers and employees who have retired at this school.

Over time, the development of SMA Negeri 2 Lintau Buo can be felt by all stakeholders in the school environment and the surrounding community as seen from the achievements that have been achieved by the school including; 1st place in the 2018 District Level Healthy School competition; 1st place in the 2019 West Sumatra Province Healthy School, Adiwiyata School at the West Sumatra Province level, 2019, the West Sumatra Province Legal Awareness School in 2019, and received an award in the preparation of the KTSP for the 2020/2021 school year.

a. Condition of Teachers and Employees

Table 1. Condition of Teachers and Employees

School year	Teacher			Quantity	Employee / TU		Quantity
	GT	GB	GTT		PT	PTT	
2015/2016	30	0	19	49	2	8	10
2016/2017	31	0	22	53	2	8	10
2017/2018	28	0	19	47	2	8	10
2018/2019	28	0	19	47	2	8	10
2019/2020	28	0	19	47	1	9	10
2020/2021	25	0	16	41	1	9	10

In the table of conditions for teachers and employees above, it can be seen that this school consists of auxiliary teachers, permanent teachers and temporary teachers. Since the school was founded, it can be seen that the growth of teaching staff and education staff has shown that this school continues to make improvements in terms of human resources as evidenced in the final year the number of teachers available is very adequate to provide academic services to students and their education staff.

b. Student Condition

Table 2. Student Condition

School year	The number of students			Quantity
	Class X	Class XI	Class XII	
2015/2016	189	142	136	467
2016/2017	208	177	143	528
2017/2018	217	189	173	579
2018/2019	203	187	180	570
2019/2020	191	165	139	535
2020/2021	190	185	165	540

In the table above, the growth and condition of students at SMA Negeri 2 Lintau buo also has students who can be categorized as one of the most popular schools. The condition of the students detailed in the table above shows that the interest from year to year has increased at every level.

c. Academic Achievement of National Examination Students

Table 3. Academic Achievement of National Examination Students

Year	Science Program		Social Studies Program		Amount		Pass Percentage
	Participant	Graduated	Participant	Graduated	Participant	Graduated	
2016	51	51	93	93	144	144	100
2017	50	50	123	123	173	173	100
2018	73	73	104	104	177	177	100
2019	69	69	108	108	177	177	100

It can be seen in the table above that students pass 100 percent each year. This means that students of SMA Negeri 2 Lintau Buo have good academic achievements.

d. School Facilities and Infrastructure

Table 4. School Facilities and Infrastructure

ROOM	TOTAL	CONDITION			KET
		B	RS	RB	
PRINCIPAL	1	1	-	-	
DEPUTY HEAD	1	1	-	-	
ADMINISTRATION	1	1	-	-	
TEACHER ASSEMBLY	1	1	-	-	
LIBRARY	1	1	-	-	
BIOLOGY LABOR	1	1	-	-	
PHYSICS	1	1	-	-	
LABORATORY	1	1	-	-	
CHEMICAL LABOR	1	1	-	-	
COMPUTER LABOR	21	17	4	-	
CLASS	1	1	-	-	
UKS	1	1	-	-	
BK	1	1	-	-	
prayer room	1	1	-	-	
SECURITY POST	1	1	-	-	
WAREHOUSE	10	10	-	-	
WC	1	1	-	-	
student council	1	1	-	-	
GALLERY	1	1	-	-	
GREEN HOUSE	1	1	-	-	
TOGA					

The facilities and infrastructure shown in the table above show that SMA Negeri 2 Lintau Buo has facilities and infrastructure that are quite representative in supporting the smooth teaching and learning process and are also supported by practice rooms or laboratories that are used as learning places that require practical competence such as labor and libraries.

In developing students' 21st century skills in online learning, some teachers carry out activities and provide assignments that hone their critical thinking and creativity skills by asking students to write an essay on the topic being studied. As the RF teacher stated:

“Saya memberikan tugas individu maupun kelompok kepada siswa untuk menulis esai tentang pendapat mereka mengenai sebuah isu atau kasus yang terjadi saat ini atau sebuah topik yang aktual. Tapi sebagian dari mereka menyontek tugas temannya. Saya menggunakan Zoom jika banyak siswa yang tidak paham dengan materi maupun tugas yang diberikan, namun tidak rutin karena jaringan yang tidak bagus.”

In addition to the RF teacher's statement above, the doctoral student also said that the PPKN teacher asked him to write an essay quoted as follows:

"Ada buk. Bapak meminta kami mengerjakan tugas yang meminta pendapat kami, tulis dalam bentuk esai, kirim ke google classroom, buk."

The statement above is also in line with the document below where the teacher assigns students to write an essay and send it to their respective classroom accounts.



Figure 1. *The Students' Assignment given by Teacher to Write an Essay and Send it to Their Respective Classroom Accounts*

The AR teacher also gives assignments by asking students' opinions on a topic that is currently happening or that is hotly discussed related to PPKN material. AR teachers more often use the Zoom application to teach to build students' 21st century skills by asking students to express their opinions about the material being studied, then giving a case and AN teachers wanting to see how far students solve the problem which looks like the interview excerpt below:

"Saya memberikan tugas meminta pendapat siswa mengenai sebuah topik yang terjadi saat ini atau yang hangat diperbincangkan terkait materi PPKN. Saya menggunakan zoom untuk mengajar untuk mendengar secara langsung pendapat siswa mengenai materi dan tugas. Saya meminta siswa untuk mengemukakan pendapat mereka tentang materi yang dipelajari, kemudian memberikan sebuah kasus dan saya dapat melihat sejauh mana siswa memecahkan masalah tersebut."

The above statement is reinforced by the zoom and google classroom documentation below:

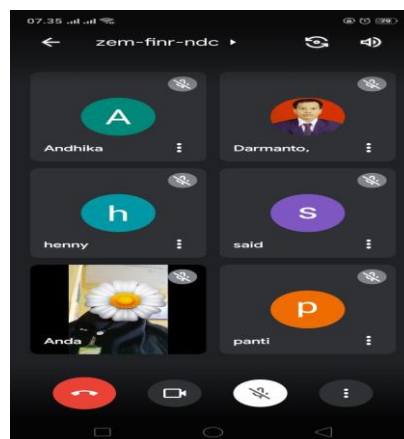




Figure 2. *The Implementation of PPKN Online Learning*

Based on the data above, it can be concluded that the implementation of online PPKN learning in building 21st century skills is by honing students' critical thinking skills through assignments that ask for their opinions on cases, current events related to the material being taught. They are asked to write an essay and submit it through the Google Classroom application or send it to school for those who are constrained by the network or otherwise, of course, by dressing politely and according to procedures.

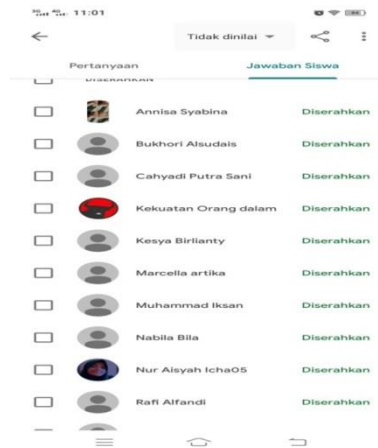
e. Implementation of Online Civics Learning Assessment in Building 21st Century Skills

In implementing the online PPKN learning assessment, the teacher assesses student assignments through the google classroom application, and for students who are constrained by their communication tools, their assignments are assessed directly by the teacher because they deliver their assignments directly to school. With the google classroom app, students can see their grades in real time too. As the RF teacher stated:

“Materials, assignments, and attendance I send to Google Classroom. Their assignments are also assessed through classroom.”

The RF teacher's statement above is also supported by the documentation below:





Pertanyaan	Jawaban Siswa
☐ Annisa Syabina	Diserahkan
☐ Bukhori Alsudais	Diserahkan
☐ Cahyadi Putra Sani	Diserahkan
☐ Kekuatan Orang dalam	Diserahkan
☐ Kesya Birlanty	Diserahkan
☐ Marcella artika	Diserahkan
☐ Muhammad Iksan	Diserahkan
☐ Nabila Bila	Diserahkan
☐ Nur Aisyah Icha05	Diserahkan
☐ Rafi Alfandi	Diserahkan

Figure 3. The RF Teacher's Statement

Based on the data above, it can be concluded that online learning assessment is carried out through the google classroom application because it makes it easier for teachers to correct assignments, and students can also see their grades directly. For students who are constrained by communication tools, data packets, networks and so on, they can deliver their assignments to school directly by observing health protocols, their assignments are assessed directly by the teacher, and can be taken again by students the following week.

f. Obstacles to Online Civics Learning in Building 21st Century Skills

There are several obstacles encountered in implementing online learning in building 21st century skills:

- Less learning hours during the pandemic. During the pandemic, the 1 hour learning hours in high school became 30 minutes which previously was 45 minutes, which means there was a reduction of 15 minutes for 1 hour. The impact of reducing study hours has made RM teachers not yet carry out learning that builds 21st century skills of students where these skills require students to have critical thinking skills, have creativity, are able to communicate and collaborate so that teachers play an important role in developing these student skills.
- Students' learning motivation is lacking in online learning. This can be seen from the number of students who do not attend online classes, and do online assignments on time according to the specified time. The number of students who are not present during online class hours makes communication not work well. Then, when asked to submit assignments, only a few children submitted assignments on time, and most of them did not submit assignments, there were also those who submitted assignments but cheated on their friends' assignments.
- IT limitations in online learning. From the results of interviews with 3 PPKN teachers, RM teachers experienced problems in terms of the devices used in online learning, the smartphones used had limitations in storage so they could not install the Google Classroom or Zoom applications so the teacher delivered material, assignments, and attendance through the WA application only. .

Based on the data above, it can be concluded that teachers have their own obstacles in building 21st century skills of students during online learning including, lack of student motivation in learning, limitations of IT (data packets, cell phone storage, networks), and lack of learning hours.

g. Efforts to Build 21st Century Skills in Online Civics Subjects at SMA N 2 Lintau Buo

Besides the obstacles faced by PPKN teachers in developing 21st century skills in online learning, they also have their own ways to overcome the problems they face, including:

- d) The teacher gives an extension of time for students to submit assignments.
- e) Provide essential material to students who are able to hone students' 21st century skills.
- f) Take advantage of existing IT in schools. To solve problems for students who do not have smartphones, internet packages or have problems with communication tools that hinder the online learning process, RF teachers advise students to use school computers on condition that students follow health protocols, dress modestly so that online learning takes place properly. good.

Based on the data above, it can be concluded that the teacher's efforts in building 21st century skills of students are that students can take advantage of existing IT in schools if they do not have cellphones or packages, extend the time of working on student assignments, and provide assignments that can improve students' critical thinking skills and creativity.

3.2 Discussion

a. Implementation of Online Civics Learning in Building 21st Century Skills at SMAN 2 Lintau Buo

In carrying out online learning, PPKN teachers at SMA 2 Lintau generally use the WA (Whatsapp) application because students and teachers are already familiar with the application in sharing photos, videos, files, VN and others. The Zoom and Google Classroom applications are not optimally used due to the limited storage of teachers' and students' smartphones, these applications simply require a large internet package, and the internet network is not good in some places which makes this application not optimal to use. This is a challenge in using technology as Nikolopoulou and Gialamas (2016) say that the challenges of using ICT in the learning process are lack of support (lack of support), lack of confidence (lack of confidence), and lack of equipment (lack of equipment).

When the online PPKN lesson takes place, the PPKN teacher greets students in the WA Group then asks students to sort their names to check student attendance. For teachers and students who use Google classroom, the teacher asks students to check their attendance in the application, and asks students to understand the material and then do the assignments that have been given. If students do not understand or are still unsure about the material and assignments, the WA Group is used as a place to discuss further about the material and assignments.

In building 21st century skills in online PPKN learning, some PPKN teachers give individual assignments to students by asking them to write down their opinions on current cases related to the material provided, such as executive, legislative and judicial institutions (class X), human rights (class X). XI), and Rights and Obligations (Class XII). Zoom is used when many of the students do not understand the material and students are asked to express their opinions. Zoom is not routinely implemented because the network is not good.

From the above, it can be concluded that students and teachers have not really felt the benefits of online learning as stated by Daryanto (2017: 62), where the benefits of online learning are to facilitate interaction between students and subject matter/materials; students can share information or opinions on various matters relating to lessons or students' self-development needs; and teachers can place learning materials and assignments that must be done by students in certain places on the web for students to access. This is different from the results of this study, which is caused by the internet network, quota packages, students' self-motivation, and students' unfamiliarity with switching from face-to-face learning to online learning.

b. Obstacles to Online Civics Learning in Building 21st Century Skills

There are several obstacles faced by PPKN teachers in online learning to build 21st century skills of students. First, time constraints where normally 1 hour of lessons is 45 minutes, now it's reduced from 15 minutes to 30 minutes an hour. This does not allow the teacher to carry out activities that build 21st century skills such as collaboration, communication, critical thinking and soliciting student creativity.

Second, students lack motivation in learning. Students have not been able to explore the potential that exists within themselves, and they also have not been able to train themselves to think critically, and creatively because most of the learning and other subject assignments given do not build 21st century skills. This is in line with research conducted by Shendy and Harmanto (2018) where the obstacle in developing students' critical thinking skills is that students have not been trained in developing their mindset towards analysis.

Third, there are still many students who are not present during online lessons so that communication does not go well because the signal is not good, there is no data package and others. As a result, many children do not submit assignments on time. This is a challenge in using technology in learning. Nikolopoulou and Gialamas (2016) classify the challenges of using ICT in the learning process from three aspects, namely: lack of support (lack of support), lack of trust (lack of confidence), and lack of equipment (lack of equipment). First, the lack of support. Lack of support from parents and the government makes online learning constrained, such as the internet network that is not yet good, internet packages are not enough in online learning while most parents just work as farmers. Second, lack of equipment (lack of equipment). Actually network problems can be included in the category of lack of support from school management. Schools should provide a budget to provide internet facilities in schools. When associated with the school literacy movement program, the indicator that the school is already running a digital literacy program is the availability of internet facilities in schools. Third, lack of trust. Teachers and students face many challenges when implementing online learning, including knowledge and skills in using learning applications.

The results of this study are in line with research conducted by Suyahman Suyahman, Falakh Ramadanti, Deny Oktaviani, and Diska Pindya Wardhani who conducted a 2019 study entitled "Problematics in Civic Education Learning in the Covid-19 Era at SMA NEGERI 3 SUKOHARJO". The results of his research show that the obstacles in online learning are internet quotas and connections, implementation of learning, supporting tools that are not supportive, and the influence of online learning on learning outcomes.

Besides that, the results of this study are different from the results of previous research conducted by Indra (2010) entitled "Implementation of Civic Education Learning Through Online Learning Applications X SMA Negeri 1 Kartasura" where the results of this study are Civic Education learning through online applications for class X students. SMA Negeri 1 Kartasura makes PPKN learning able to be carried out in accordance with the demands of the curriculum and produces fun learning. Meanwhile, what happened at SMA N 2 Lintau Buo was that online learning was less effective because students were still not aware of the benefits of technology to gain knowledge. Besides that,

Then, the implementation of 21st century skills in online learning has not been optimized because students are not accustomed to honing critical and creative thinking skills in each subject which is also the cause of the ineffectiveness of online learning. This is different from the results of Endang Mulasari's research entitled "Application of E-Learning in PPKN Learning (Qualitative Descriptive Studies at SMPN 2 Bangka Belitung)" where the results of the research are that the application of E-Learning in PPKN learning can improve 21st century skills.

c. Efforts to Build 21st Century Skills in Online Civics Subjects at SMA N 2 Lintau Buo

In overcoming obstacles in building 21st century skills, there are several efforts that can be made including: First, carry out online learning using the Zoom application or Google Classroom (there is Google Meet) to be able to develop critical thinking skills in problem solving, collaborate with friends others, can communicate directly, and train creativity and innovation (Redhana, 2019: 2250).

Second, the teacher continues to provide tasks that stimulate students' critical thinking skills, both structured tasks, individual and group assignments. By familiarizing students with tasks that explore critical thinking skills in problem solving and creativity, it is hoped that students will be able to express their opinions and be creative with these tasks, such as giving assignments around current topics in textbooks, social media and other sources related to material. As research conducted by Shendy and Harmanto (2018), strategies in developing students' critical thinking skills can be done by choosing the right learning model, namely cooperative learning, problem-based learning, discussion, and scientific learning, literacy activities, and observing activities.

Third, the teacher also provides sufficient time to do the task. If students are constrained by internet packages, networks, smartphone storage and so on, students are allowed to collect assignments directly while still paying attention to health protocols. The ability to collaborate and communicate with fellow students is almost lacking due to the limitations of internet packages, smartphone features, and unsupported networks because Lintau is still in a rural area where there is only one provider that can be used. In addition, the benefits of the latest technology have not been used as much as possible by students in online learning. They still use smartphones as a means of communication, games, and selfies.

IV. Conclusion

Implementation of PPKN online learning in building 21st century skills is that PPKN teachers at SMA 2 Lintau use the WA (Whatsapp) application because students and teachers are already familiar with the application in sharing photos, videos, files and others. The Zoom and Google Classroom applications are not optimally used due to the limited storage of teachers' and students' smartphones, these applications simply require a large internet package, and the internet network is not good in some places which makes this application not optimal to use. In building 21st century skills in online PPKN learning, some PPKN teachers give individual assignments to students by asking them to write down their opinions on current cases related to the material provided, such as executive, legislative and judicial institutions (class X), human rights (class X). XI), and Rights and Obligations (Class XII).

The obstacles faced by PPKN teachers in delivering online learning are due to the limited time for PBM during the pandemic; students lack motivation in learning and have not been able to explore the potential that exists in themselves; many students are not present during online lessons so that communication does not go well because the signal is not good, there is no data package and others; students have not been able to train themselves to think critically and creatively because most of the learning and other subject assignments given do not build 21st century skills.

In overcoming obstacles in building 21st century skills, PPKN teachers continue to provide tasks that stimulate students' critical thinking skills. By familiarizing students with the task of practicing critical thinking skills in problem solving and creativity, it is hoped that students will be able to express their opinions and be creative with these tasks, such as giving assignments around current topics in books, social media and other sources related to Civics Education material.

References

- Abdulkhak, I. & Darmawan, D. (2017). *Teknologi Pendidikan*. Bandung: PT Remaja Rosdakarya
- Al Muchtar, S. (2015). *Dasar Penelitian Kualitatif*. Bandung: Gelar Pustaka Mandiri.
- Allen, E., Seaman, J., & Garrett, R. (2007). *Blending in the Extent and Promise of Blended Education in the United State*. USA: Sloan Consortium.
- Arsyad, A. (2014). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada. ISBN 978-979-769-513-2.
- Asmani, J.M. (2011). *Tips Efektif Pemanfaatan Teknologi Informasi Komunikasi*. Jogjakarta: DIVA Press.
- Arikunto, S. (2005). *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ariyana, Y., dkk. (2018). *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan.
- Banks, J.A (1985). *Teaching Strategies for the Social Studies*. New York: Longman.
- Bath, D & Bourke, J. (2010). *Getting Started With Blended Learning*. Australia: Griffith Institute for Higher education.
- Bara, A., et.al. (2021). The Effectiveness of Advertising Marketing in Print Media during the Covid 19 Pandemic in the Mandailing Natal Region. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Vol 4 (1): 879-886.
- Beetlestone, F. (2011). *Creative Learning: Strategi Pembelajaran untuk Melesatkan Kreativitas Siswa*. (N. Yusron, Trans.) Bandung: Penerbit Nusa Media.
- Bersin, J. (2004). *The Online learning Book. Best Practice, Proven Methodologies, and Lessons Learned*. San Francisco: Pfeiffer.
- Bonk & Graham. (2006). *The Handbook of Online Learning Environments: Global Perspectives, local designs*. San Fransisco:
- Jossey-Bass/Pfeiffer.
- Branson. (1998). *The Role of Civic Education*. Calabasas: CCE.
- Creswell, J. (2015). *Riset pendidikan (Edisi Kelima)*. Yogyakarta: Pustaka Pelajar.
- Darmawan, D. (2012). *Pendidikan Teknologi Informasi dan Komunikasi*. Bandung: PT Remaja Rosdakarya.
- Daryanto. (2011). *Media Pembelajaran*. Bandung: PT Sarana Tutorial Nurani Sejahtera
- Daryanto, & Karim, S. (2017). *Pembelajaran Abad 21*. Yogyakarta: Penerbit Gava Media.
- Daryono, M. (2008). *Pengantar Pendidikan Pancasila dan Kewarganegaraan*. Jakarta: PT Rineka Cipta.
- De Porter, B., & Reardon, M., & Singer, S. (2002). *Quantum teaching: Mempraktikan Quantum Learning di Ruang-Ruang Kelas*. Bandung: Kaifa.
- Dictionaries, O. (2010). Oxford University Press. Oxford, United Kingdom.
- Ditjen Pendidikan Dasar dan Menengah. (2017). *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 di Sekolah Menengah Atas*.
- Ditjen Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan. (2018). *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi Program Peningkatan Kompetensi Pembelajaran Berbasis Zonasi*.
- Douglas, A. K. (2014). *The Challenge of Online Learning using a Media Annotation Tool*.
- Dwiyoogo, D. W. (2017). *Pembelajaran Berbasis Online Learning*. Depok: PT Rajagrafindo Persada.

- Eggen, P & Kauchack, D. (2012). Strategi dan Model Pembelajaran, Mengajarkan Konten dan Keterampilan Berfikir (6 ed.). Jakarta: indeks.
- Elliott, M. (2002). Blended Learning: The Magic is in The Mix. In A. Rosset (Ed). The ASD e-learning Handbook. New York: McGraw-Hill.
- Fisher, A. (2009). Berpikir Kritis: Sebuah Pengantar. Jakarta: Erlangga.
- Graham, C.R. (2004). Online Learning System: Definition, Current Trends, and Future Directions. San Francisco: Published by Pfeiffer.
- Garrison, D. R., & Vaughan, N. D. (2008). Online Learning in Higher Education Framework, Principles, and Guidelines. San Francisco: Jossey-Bass Company.
- Hanum, Fathikah Fauziah. (2018). Pengembangan Media pembelajaran Berbasis Web Moodle dalam PPKN Untuk Memperkuat Karakter Integritas Siswa SMA. Tesis. 1-132i.
- Astuti, H. (2014). The Use of Online learning Trough Facebook to Improve students „Writting ability“.
- Hilma, Halimatus Sadiyah. (2020). “Efektivitas Pembelajaran PPKN Berbasis Daring Terhadap Partisipasi Belajar Peserta Didik di SMAN 11 Garut”. Journal Civics & Social Studies, 4(1): 81 -94.
- Husamah. (2014). Pembelajaran Bauran (Blended Learning). Terampil Memadukan Keunggulan Pembelajaran Face to face, E-learning offline-online dan Mobile Learning. (M. Jauhar, Ed.) Jakarta: Prestasi Pustaka.
- Komalasari, K. (2011). Pembelajaran Kontekstual: Konsep dan Aplikasi. Bandung: Refika Aditama.
- Kurfiss, J. G. (1988). Critical Thinking: Theory, Research, Practice, and Possibilities. Washington: ASHE.
- Ningrum, P.A., Hukom, A., and Adiwijaya, S. (2020). The Potential of Poverty in the City of Palangka Raya: Study SMIs Affected Pandemic Covid 19. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (3): 1626-1634.
- Sihombing, E.H., and Nasib. (2020). The Decision of Choosing Course in the Era of Covid 19 through the Telemarketing Program, Personal Selling and College Image. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (4): 2843-2850.