

An Implementation Ruangbaca as a Civic Knowledge in Ruangguru.com For High School Student to Stregthen Civic Engagement

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Abstract:

The study of Ruangguru.com as a digital learning media with several features that can be accessed by the public aims to determine student interactions in strengthening the character of citizenship with the Ruangbaca media. The research method was carried out with literacy studies and surveys with several high school students using Ruangguru in strengthening the character of citizenship. The interest in the study of the Ruangguru application is based on several sources stating that Ruangguru is trusted as the "Best Education Platform". After the study, the Ruangguru application was judged to have met these aspects. So it's no wonder the Ruangguru application is used as an online learning center among Indonesian students.

Keywords: Ruangbaca, Civic Knowledge, Civic Engagement

Introduction

The portrait of civic life that I have painted provides good reason to worry. It also suggests a question: if we are interested in reversing the decline in civic life, are there particular factors on which we should focus our attention? A part of the answer, I believe, is to emphasize the acquisition of civic knowledge.

The focus of this article is on civic competence in young people, what that competence is, how it normally develops, real-world conditions that affect its development, and policies that might help facilitate its development in the future. This work is the product of a series of discussions and exchanges of notes among the authors as they were interpreted by the first author who takes responsibility for the integration. This is not a disclaimer so much as an acknowledgment that this topic is still in the process of being defined, after years of neglect by social science researchers. Strengthening the character of



Figure 1. Internet Users

Source: <https://qwords.com/blog/jumlah-pengguna-internet-di-indonesia/>

digital citizenship through community science and technology learning in the 4.0 era must be in line with creative, innovative and honest values. Millner (2002) states that critical technological literacy is useful in improving critical understanding skills. By utilizing science-technologybased Citizenship Education, the substance of digital citizenship will slowly build up.

The character of digital citizenship will be able to provide an understanding of society's civility, especially digital society. Mossberger & Tolbert (2008) states that digital citizenship is the ability to participate in online society. The

revitalization of digital citizenship here is related to the management of digital attitudes and ethics that can align with their social functions as a digital society. Digital media can affect the shape and identity of a person. Based on the results of a survey from the Association of Internet Service Providers (PPJII) that in 2018 internet users in Indonesia experienced an increase. The results of the survey are as follows:

From the survey results, it can be understood that Indonesia is one of the countries that has many internet users. Blossom (2009) states that the use of technology facilitates access to human social coverage. Therefore, digital ethics must be emphasized and nurtured in every individual in order to create digital citizenship that has responsible behavior and norms so that it reflects the ideal Indonesian human. Digital citizenship is intended so that every individual internet user has attitudes and behaviors like in real life. Omenugha (2018) states that digital media is widely used to represent the use of computers to be combined with various forms of media. Thus, digital citizenship can contribute to strengthening the national identity of citizens in cyberspace.

Holig & Hasebrink (2018) stated if the use of the internet has become the biggest breakthrough and has a good impact on digital media in recent years.

In these situation, digital citizenship guides and prevents cyberbullying and cyberharrasment from happening.

Learning science, technology and society in Citizenship Education is a hope in strengthening the character of digital citizenship. A student as the younger generation is a generation that is sufficient with the internet and digital devices. It is not uncommon for the phenomenon of the younger generation to do things that are not in accordance with good ethics in cyberspace.

Roztocki et all (2019) states that today's computers have helped individuals, governments and corporate organizations in carrying out their daily tasks. In this situation, digital citizenship promotes social stability between the real world and the cyber world. Based on the findings of observations that researchers have conducted in January-December 2020 at the ITB Campus regarding the development of Civics Education learning

based on science, technology and society, ITB students have considerations in their digital citizenship, especially in the use related to their digital socialization platform, namely social media.

Thus, based on the results of these observations, it can be said that ITB students really maintain their existence in the digital socialization platform so that their digital ethics are very well maintained and this is where the urgency of research on strengthening digital citizenship occurs through Civics Education courses based on science, technology and society for ITB students.

The purpose of this study was to determine the strengthening of civic engagement through Civics Education courses by an aplication "Ruangbaca" as a civic knowledge media. The formulation of the problem in this research is how to strengthen civic engagement. The urgency of the research is the importance of strengthening civic engagement by the aplication "Ruangbaca" as a civic knowledge media for student.

Methods

The research method was carried out with literacy studies and surveys with several high school students using Ruangguru in strengthening the character of citizenship.

Works in the field of Literacy Studies thus draw attention to an 'autonomous' character of a singularly conceived literacy, which implicates power relations and is 'embedded in specific cultural meanings and practices' (Street 1995, 1).

It embraces the thesis that literacies emerge in social practices and are 'ideological', subsuming the autonomous model which positions literacy as a 'uniform set of technical skills' (Street 2001, 2) to be applied the same everywhere; literacy practices therefore are ways of 'thinking about doing and reading in cultural contexts' (Street 2001, 11).

As a result of this theoretical view of literacies as primarily social, Literacy Studies perspectives take context as their starting point, and indeed, main focus of enquiry.

Result and Discussion

Based on the results of research on an implementation ruangbaca as a civic knowledge in Ruangguru.com for high school student to stregthen civic engagement, data is generated that civic competence in digital citizenship is a combination of civic knowledge, civic disposition, and civic skills.

Lippe (2019) states if new media, both legacy organizations, and digital birth organizations have increased revenue based. Students as digital citizens must have skills, knowledge in accessing technology without abandoning ethics as responsible citizens.

Isman & Gungoren (2014) stated that being a digital citizen is more important in this day and age. Isman & Gungoren emphasized that the goal of digital citizenship in the 21st century is to make students digital citizens. Today we facing digital media and application for study who can easily to access the information and upload content in a polite manner that includes their daily activities. Cambron (2009) suggest that social media platforms prohibit activities such as, terrorist activities, untrue content and threats of violence. This can be concluded if students in High School have digital awareness and digital ethics that can place their digital citizenship positively. Daniel (2007) states that economic and social activities depend on information and communication technology. Critical thinking in the concept of digital citizenship makes Civic Education based on science, technology and society make social interactions of students increasingly increase awareness and digital ethics. An implementation “ruangbaca” as a civic knowledge in *Ruangguru.com* for high school student to strengthen civic engagement has made its users to continue to comply with the rules and norms that apply in their real world, Fahrimal (2018) Civic competence in strengthening digital citizenship through Citizenship Education courses based on science, technology and society has made its users to continue to comply with the rules and norms that apply in their real world. Fahrimal (2012) namely as in character education and value education. In strengthening digital citizenship by fostering science-technology-based learning and society, digital citizenship is compatible with society in the 4.0 era.

The combination of civic knowledge, civic disposition, and civic skills to form civic competence ultimately forms a smart and good citizen. Oham (2018) states that the form of citizen participation has four dimensions, namely obedient, optional, individual and collective. Based on the results of research on strengthening digital citizenship through Citizenship Education courses based on science, technology and society in the 4.0 era, it was found that civic competence in digital

citizenship resulted in that digital media is a virtual space that has various dimensions of interest. This is where the strengthening of digital citizenship lies in the comfort and conduciveness of interacting in cyberspace.

Assessing youth’s participation in the foregoing range of activities provides only a limited understanding of how well they are being prepared as citizens. Putting in hours toward a political cause or a service activity has only limited meaning unless the changes within individuals and groups that lead to continued commitment and participation are understood. Thus, it is necessary to examine theoretical notions about ways in which civic competence develops, looking across arenas in which the process of civic development has been discussed.

Civic engagement is one of the most important instruments in democracy (Hauser, 2000). The destiny of countries lacking political participation is in the hands of a reduced number of people (oligarchy) who hold the power and deny it to anybody else. In the long term, democracy cannot survive without civic engagement. To deeply understand the concept of civic engagement, consider the case in which you decide to commission a constructor to build a house. Imagine that you wanted brown window frames and that the constructor is painting the window frames blue. Without any objection from your side you will get blue window frames although you wanted brown ones. The only way to get brown window frames is to remind the constructor of your instruction and advise him to do as you said. Without your intervention the constructor – like any government – will do whatever he or she decides to do despite your wishes. Therefore, civic engagement can be considered as a control mechanism within democracy. It is indispensable and assures that a country stays democratic in the long term.

Civic knowledge and skills help to filter the manipulative elements to identify the facts behind them (perception process). The filtered information leads to more or less unbiased deductions and judgements depending on the quality of the filtering process (political judgements). Afterwards the filtered information can be used to

effectively participate in political discussions and processes (civic engagement). Finally, active participation leads in the long term to an effective control of the actions of political institutions (political decisions). Besides their role as information filters, civic knowledge and skills are thought to affect participation motivation, which is itself considered as a determinant factor with reference to political activity. Introduced a model to explain civic engagement in which no distinction was made between civic knowledge and civic skills. The model proposed in this article has been used to provide an answer to relevant theoretical questions on the meaning of civic knowledge and civic skills for the prediction of likelihood to vote. Results indicate that civic knowledge seems to be a better predictor of likelihood to vote than civic skills in the majority of the countries involved in the analyses. From a theoretical point of view this outcome indicates that civic education may be an effective means to enhance likelihood to vote and that civic skills are not necessarily required to improve this motivation for engagement.

Civic knowledge appears to be a more important predictor than civic skills, but the real reason for that is related to the evidence that such a simple behaviour as voting is most likely essentially dependent only on knowledge and does not require a skills component in most countries. We hypothesise, therefore, that future consideration of other important engagement variables could fully clarify which aspects of civic engagement are primarily affected by civic skills and which aspects – such as voting – simply require civic knowledge. This point is certainly of major theoretical relevance for education because this distinction is crucial in order to recognise differential patterns of educational influence on civic engagement.

Certainly, the findings reported in this article do not provide responsible leaders in school affairs and civic education with a ready-to-use recipe for direct application in educational practice. Nevertheless, it helps to understand which role is played by crucial educational variables with reference to civic engagement.

For example, an implementation civic knowledge using a media for learning using “ruangbaca” its help student to build the engagement as a citizenship because with a good knowledge student will improve they skills to interaction as a citizen.

Conclusion

Based on the research that has been done, it can be concluded that 1) the digital media for learning will helpful a student to build a civic competences, 2) Strengthening digital citizenship through Citizenship Education courses requires digital habituation in everyday life. student day. 3) The ruangbaca approach is to answer the problems that exist in the community so that learning becomes more meaningful. Based on field findings through observations in implementation digital learning with ruangbaca as a civic knowldege to build civic angegement high school student.

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