Optimizing Civics Learning in High School through the Use of Print Books and Online Learning Resources

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Abstract
Pancasila and Citizenship Education (Civics) is one of the core subjects in the Indonesian education curriculum. Along with the development of ICT, Civics learning began to evolve from the use of printed books to the utilization of online learning resources. Both learning resources have their own advantages and are equally needed by students in the context of learning, so from this it is necessary to adjust the Civics teaching method with current technological developments. Therefore, the purpose of this study is to identify and analyze the optimal strategies for utilizing printed books and online learning resources to improve the quality of Civics learning in high schools. This research was qualitative and used the literature study method and data analysis techniques in the form of an interactive model. The results of the study showed that teachers can optimally improve Civics learning in high school by integrating printed books and online learning resources by first understanding in depth the Civics curriculum in high school, then making lesson plans that combine printed books and online learning resources and Learning Management System (LMS), applying project-based learning methods, giving online assignments related to printed book materials, fostering students' digital literacy to find accurate and reliable learning sources, using multimedia such as learning videos from YouTube and implementing simulations. Finally, teachers should evaluate their teaching strategies regularly and collect feedback from students through surveys or class discussions. Integrating printed books and online learning resources can provide students with a more interactive and comprehensive learning experience.

Keywords: civics learning, high school, print book, online

INTRODUCTION

Pancasila and Civic Education/*Pendidikan Pancasila dan Kewarganegaraan* (*PPKn*) is one of the core subjects in the education curriculum in Indonesia. This subject aims to develop students' ability to understand the values of Pancasila and their application in the lives of society, nation, and state. (Jamaludin & Alanur, 2021) state that civic education is a subject that supports the formation of students' potential, for example, citizens who have a great responsibility in building their character. At the senior high school level, civics plays a role in shaping attitudes toward nationalism, democracy, and tolerance. Therefore, civics has a great influence on the formation of humans who are not only highly intellectual but also moral and ethical, because, in principle, intellectuality must be in harmony with spirituality, which prioritizes moral and religious values (Saragih & Silaban, 2022).

In education, the use of learning resources in the form of printed books is an inseparable aspect of learning, including in civics. Print books, often referred to as package books, textbooks, material books, and textbooks are always in second place after teachers, aids, and main support for students (Ratmelia, 2018). The advantage of printed books is that they are a source of information that can be accessed directly, so they can help improve student understanding and encourage student interest in reading. Print books also assist in implementing the curriculum because they are compiled based on the latest curriculum and can be read and repeated by students (Ismawanti et al., 2023). In a study conducted by Millar & Schrier (2015), of 232 students who were asked to choose between e-textbooks or printed textbooks, 57.4% said they preferred printed textbooks, and only 25% preferred e-textbooks. The availability of existing and easily available books is why students prefer printed books.

Along with the times, information and communication technology has changed the educational landscape. Civics learning has begun to evolve from the use of printed books to the utilization of online learning resources. With widespread access to the internet and e-learning platforms, online learning resources have become an attractive new reference source. Online learning resources include various platforms, ranging from online courses and learning videos to learning materials that are available for free (Ilmi et al., 2024). These learning resources provide broad access to various learning materials, high interactivity, and the latest information developments. In addition, online learning resources are flexible and unlimited, so they can adjust to students' learning styles and preferences. A study on the use of e-learning in high school found that regular and consistent use of e-learning can have a positive influence on student learning outcomes (Murtado et al., 2019). Especially at this time, most high school students already have their own devices, so it will be easier to access online learning resources independently. However, the use of online learning resources can still be ineffective. According to research by Purwanto et al. (2020), teachers, parents, and students have a low mastery of technology when using the internet for learning. Online learning resources are also needed by students in the context of learning in addition to printed books in today's digital era. Therefore, it is essential to integrate printed books and online learning resources to facilitate a more optimized and easily accessible learning process, especially in the context of civic learning in high school.

Exploring and researching the optimization of civics learning through printed books and online resources is important for several reasons. First, it is necessary to adapt civics teaching methods to current technological advancements. Second, there are few studies specifically addressing the combination of printed books and online resources in

the context of high school civics education. This necessitates the identification of the best method for integrating these resources in line with the curriculum and teaching materials to ensure they complement each other. Therefore, the purpose of this study is to identify and analyze the most effective strategy for utilizing printed books and online resources to enhance the quality of civics education in high schools. This research aims to help teachers identify and apply relevant learning materials to improve the effectiveness of civics education, enabling students to better understand and apply the values of Pancasila in their daily lives.

METHOD

This research used the literature study method. Literature study research is a study that uses a collection of information and data obtained from sources such as documents, books, articles, magazines, news, and others (Idhartono, 2020). In this research, a literature study is used to analyze carefully and deeply the use of printed books and online learning resources for optimizing civics learning in high schools from various literatures. The type of research used in this study is qualitative research. Qualitative research is research that interprets and describes research findings in the form of words and sentences, not in the form of numbers. This qualitative research is more descriptive and analytical, so the discussion of its contents is comprehensive, systematic, and organized.

The data source used is secondary data obtained from books, articles, journals, and previous research relevant to this study. From secondary data, researchers collect various pieces of information needed to gain a more accurate understanding of the context of the research topic. The data collection technique is documentation, namely looking for data or information in the form of notes, books, articles, papers, or journals related to the formulation of the problem (Mirzaqon & Purwoko, 2017). The data analysis technique used is an interactive model consisting of data reduction, data display, and data conclusion. The collected data will be reduced, summarized, and selected for important points, which are then analyzed to obtain the necessary information specifically and in-depth. The data that has been analyzed is then presented in the form of structured text. After the data is presented, the final step is drawing conclusions that summarize the main findings of the data analysis results for easy understanding.

FINDINGS AND DISCUSSION
Civics Learning in High School

Pancasila and Civic Education is one of the core subjects in the Indonesian education system, which aims to form the next generation of the nation who are aware of national values, democracy, and diversity. Akbal (2021) states that civic education is one of the foundations of character building and national identity, which means that civic education educates people to become good citizens and smart citizens to face world developments in the current global era. Pancasila and Citizenship Education has a broad indicator of importance, whose purpose is not only to increase nationalism and love for the country based on the four pillars of nationalism but also the formation of inclusive, democratic, and responsible citizens (Naibaho & Sitompul, 2023). Civics is expected to be a learning tool that develops students' sense of nationalism and love for the homeland, the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, and the spirit of Bhinneka Tunggal Ika.

At the Senior High School level, Pancasila and Civic Education have a very important role in shaping the character and personality of Indonesia's younger generation

amid today's development. Moral and moral crises are very vulnerable. For this reason, civics is needed as the main pillar that teaches and instills the noble values of Pancasila and strong ethics so that it can act as a shield from negative influences. Specifically, the purpose of civics in junior high school is to increase knowledge and develop the ability to understand, appreciate, and believe in the values of Pancasila as a guide to behavior in the lives of society, nation, and state to be responsible, reliable, and provide provisions for further study (Mikdar, 2015). In other words, civics in high school aims to encourage students to actively participate in the lives of the nation and state and prepare them to become a generation that has high legal and moral awareness.

The scope of civic education subjects regulated in Permendiknas No. 22 of 2006 concerning content standards for primary and secondary education units includes aspect: National unity and integrity; Norm, laws, and regulations; Human rights; The needs of citizen; State constitution, Power and politics; Pancasila; and Globalization. In the 2013 Curriculum, civics subjects for primary and secondary school levels are included in Group A (General), which is a curricular program to develop students' attitudinal competencies, knowledge, and skills as a foundation and strengthen their abilities in the lives of society, nation, and state. However, when the Merdeka Curriculum was implemented to replace the 2013 Curriculum, civics subjects were strengthened through the Pancasila Learner Profile Strengthening Project (P5) program, which is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and characters according to the Pancasila learner profile compiled based on the Graduate Competency Standards (Wahab & Sapriya, 2023). The Pancasila Learner Profile is the answer to the question of what are the characteristics of Indonesian students, and the answer is summarized in the statement: "*Indonesian students are lifelong learners who are competent, have character, and behave according to the values of Pancasila,*" having six dimensions that are balanced and optimal, namely: 1) faith, devotion to God Almighty, and noble character; 2) global diversity; 3) cooperation; 4) independence; 5) critical reasoning; and 6) creativity (Irawati et al., 2022). The following is civics material at the high school level.

Table 1. Civics Material at the High School

No.	X Grade	XI Grade	XII Grade
1	Pancasila	Harmonization of Human Rights and Obligations in the Perspective of Pancasila	Cases of Violation of Rights and Denial of Citizen Obligations
2	The 1945 Constitution of the Republic of Indonesia	System and Dynamics of Pancasila Democracy	Protection and Law Enforcement in Indonesia
3	Bhinneka Tunggal Ika	Legal and Judicial System in Indonesia	The Influence of the Advancement of Science and Technology on the Unitary State of the Republic of Indonesia
4	Unitary State of the Republic of Indonesia	Indonesia's Role in World Peace	Dynamics of Unity in the Context of the Unitary State of the Republic of Indonesia

| 5 | Aware of Threats to the Position of the Unitary State of the Republic of Indonesia |
| 6 | Strengthening National Unity in the Unitary State of the Republic of Indonesia |

In learning civics in high school, the method of teaching material carried out by teachers tends and mostly leads to the lecture method. The lecture method is part of the teaching method in many schools, and teachers are also used to it. This method is considered by teachers to be effective in delivering material to students directly and quickly. Limited teaching time also often forces teachers to use the lecture method so that the material can be completed quickly. However, this lecture method can make students easily bored if the teacher is not able to explain the material interestingly. This is because students only act as passive listeners without interaction. Hidayat (2022) stated that the lecture method makes it difficult to determine whether all students have understood the material explained or not. Therefore, teachers should combine the lecture method with other interactive methods to improve learning efficiency and increase student participation in learning civics in high school.

The methods used in civics learning should be different from the methods of other subjects because civics subjects have a position and characteristics in the sense that civics is not only ordinary learning but also causes changes in attitudes and actions based on the values of Pancasila (Kartika, 2016). Examples of interactive teaching methods that can be applied by teachers in learning civics in high school include group discussions, questions and answers, case studies, and project-based learning by giving project assignments or presentations on the results of their analysis of a particular issue. In addition, it can also be done with the simulation method by involving students in certain roles or activities in a chosen process or situation, such as simulating elections, and also with the role-playing method by involving students in certain roles or as historical figures, individuals in social conflicts, or leaders in decision-making. By combining the lecture method and interactive methods, civics learning in high school becomes more effective, interactive, and interesting for students.

Utilization of Printed Books

The utilization of printed books in schools still plays an important role, even though technological developments are increasingly advanced. Print books or textbooks are school books that contain selected materials from certain fields of science in written form, which meet certain requirements in educational and educational activities and are arranged systematically (Asri, 2017). Printed books are often the main source of information and learning materials presented in the classroom. The content of the book is usually divided into chapters or sub-chapters, making it easier for students and teachers to understand the learning process. Print books can also be a reliable reference for students for school assignments and projects. The advantage of printed books is that they are a learning resource that can be accessed directly without an internet connection. Students can also gain a more in-depth learning experience as they use their sense of sight and touch while reading. Furthermore, the use of printed books in schools can help improve students' reading and comprehension skills. By reading books directly, students

can develop concentration and focus, which are important skills in the learning process. In addition, printed books are one way to stimulate students' interest in reading. By offering a variety of book titles that are interesting and relevant to students' interests, printed books can attract students' attention and encourage them to love reading to help students improve their literacy skills and broaden their horizons and knowledge through printed books. Not only that, but the use of printed books in schools can also be a means of preserving the cultural heritage and knowledge contained in these books. Print books often contain historical values and local wisdom that need to be preserved and passed on to future generations. The utilization of printed books in schools helps maintain the sustainability of existing knowledge and culture.

At the high school level, printed books for civics are the main source for understanding the values of Pancasila, democracy, human rights, and others. Of course, this plays an important role in the student's learning process. Print books from different authors and publishers offer diverse and comprehensive perspectives and approaches for students. Print books make civics materials more accessible to students from various social and economic backgrounds, thus expanding the scope of learning for all students. The use of printed Civics books in high school also helps students develop the ability to read, understand, and analyze Civics materials. Learning from printed books requires students to interact directly with the text, process information, and respond critically. Reading printed books can train students to develop skills to synthesize, evaluate, and reflect on the noble values of Pancasila, nationality, human rights, democracy, and other socio-political issues. Students can also take notes or mark important material in printed books during the learning process, making it easier for them to remember in the future. Another benefit of using Civics printed books in high school is that it makes it easier for students to obtain reliable information from official sources. Civics printed books are usually created by education experts and go through a rigorous curriculum process to ensure the content of the books provided is relevant, accurate, and meets national education standards, so students can learn civics material without having to worry about inaccurate or biased information.

Figure 1. Printable Civics Books in High School

The picture above shows examples of printed civics books in high school from grades X–XII that have used the Merdeka Curriculum. The publisher of all books is the

Center for Bookkeeping of the Ministry of Education and Culture, Research, and Technology. The first figure is Abdul Waidi et al. as writers; the second figure is Tedi Kholiludin et al. as writers; and the third figure is Ahmad Asroni et al. as writers. All the material in each printed book is the same as the material written in Table 1.

The provision of printed books in schools, including civics subjects, is an integral part of efforts to improve the quality of education in Indonesia. However, several problems, such as budget constraints, uneven distribution, and the inability of some students to purchase additional books, still occur. To overcome this, schools need to allocate the budget more efficiently and use it as well as possible. In addition, cooperation with companies or organizations that are willing to donate printed books or provide price relief for printed books can be a proactive solution that schools can take. This step is necessary to ensure that every student has fair and equal access to reading materials that are essential for education.

Online Learning Resources

Online learning resources are any material or information that can be accessed via the internet and used for learning. Online learning materials contain various types of data, information, and multimedia content specifically designed or freely available on the Internet to facilitate learning effectively and efficiently (As'ari, 2017). It includes various online learning platforms such as e-books, online courses, learning videos, and interactive modules that facilitate virtual teaching and learning. With the development of information and communication technology, online learning materials have become a new option that can improve knowledge and skills without having to be physically present at the place of learning. According to Alba et al. (2017), online learning resources are characterized by wide accessibility and high temporal flexibility. Online learning resources allow access from various electronic devices such as computers, tablets, and smartphones, making it easier for students to learn anywhere and anytime. In addition, online learning resources often provide interactive features such as discussion forums, quizzes, and assignments that help increase student engagement and understanding.

At the senior high school level, online learning resources play an important role in supporting the learning process in the current digital era, including in learning civics. By utilizing online learning resources, high school students can expand their knowledge of the material taught at school, train their independence in learning, and adapt to the development of information technology. In addition, online learning resources are often more updated in presenting the latest information than traditional textbooks. Students can use online learning materials and deepen their understanding of difficult subjects due to flexible study time. For example, if students have difficulty understanding a particular math concept, the platform can provide additional exercises or more detailed instructional videos. This allows each student to have a learning experience tailored to their learning pace and style (Redaputri el al., 2021). Not only that, based on research conducted by Rikizaputra and Sulastri (2020), the use of online learning resources in the form of e-learning by high school students affects learning outcomes and student learning motivation (Rikizaputra & Sulastri, 2020). The use of online learning resources is also important for high school students when facing national or school exams. With practice questions and online tests offered by various online learning platforms, high school students can practice their ability to answer test questions to be better prepared for the actual exam.

Online learning resources are numerous and varied, with methods and materials that support a wide range of learning. Here are some types of online learning resources that are often used:

1. Online Learning Platforms, include any form of website, application, or learning management system designed to support the learning process through the Internet. Some online learning platforms include Ruangguru, Quipper, Zenius, Rumah Belajar, Kelas Pintar, and Google Workspace for Education. These platforms provide access to various learning materials, practice questions, simulation exams, and discussion forums that suit students' learning needs. Rumah Belajar is the official learning portal of the Ministry of Education and Culture and contains learning materials for teachers and students, activity and forum tools, question banks, and learning media catalogs (Mulyadi, 2015). Google Workspace for Education is a collection of applications developed by Google that integrates Gmail, Google Drive, Google Classroom, Gmeet, Google Calendar, Google Docs, Google Sheets, Google Slides, Gforms, and Google Sites (Widayati, 2021).

2. Learning Videos, which are videos containing learning materials accessed by the internet. YouTube is one of the main sources of learning videos for various levels of education. Apart from YouTube, platforms such as Udemy, Khan Academy, Coursera, edX, and Skillshare also provide interactive learning videos for students to learn complex material in depth. For example, Khan Academy offers more than 5,000 online learning videos in various fields such as calculus, biology, physics, computer programming, world history, and SAT practice with real-time data and analysis features (Vidergor & Ben-Anram, 2020).

3. E-books, or digital books, are books that can be read via the Internet using a smartphone, laptop, or computer (Ruddamayanti, 2019). E-books are available in several formats, including PDF, ePub, MOBI, and AZW (a special format for Amazon Kindle). E-books are very useful and practical for high school students because they can download and read them anywhere and anytime without having to carry heavy books. Sites like Project Gutenberg offer thousands of free books, while Google Books and Scribd offer access to academic books and other literature.

Online learning resources are a new alternative for high school students to learn various materials quickly and affordably. With smartphones as the main device for online learning resources, students can use various learning platforms that provide materials, learning videos, e-books, and practice questions that can be used anywhere and anytime. The habit of using smartphones for social media, games, and entertainment can be shifted to more productive activities by using online learning resources to help them learn and stay connected to the desired technology. They can utilize free time on the go while waiting, or in between other activities to access learning materials without feeling tied to a specific schedule or location.

Optimizing High School Civics Learning Through the Use of Print Books and Online Learning Resources

Pancasila and Citizenship Education/Pendidikan Pancasila dan Kewarganegaraan (PPKn) has a very important role in shaping the character and personality of high school students. A deep understanding and good application of Pancasila values require the application of appropriate and innovative learning strategies. One of the optimal strategies to implement is the integration of printed books and online learning resources into the learning process. The combination of these two learning resources plays an

important role in improving the quality of civics learning in high school. First, teachers must have a good understanding of the civics curriculum in high school to identify suitable online learning materials and resources to be integrated with printed books. If teachers understand this well, it will be easier to choose online learning materials that are by the material in printed books and answer student needs, so that students have a deep understanding of civics material. Furthermore, teachers create lesson plans that synergistically combine printed books and online learning resources. Print books can be used to explain the main concepts and basic understanding of civics material, while online learning resources can be used to enrich and expand the material taught. For example, after discussing the basic concepts of a democratic system in a printed book, teachers can direct students to online resources to find the latest articles or videos about the implementation of the system in other countries. This not only strengthens students' understanding but also develops their ability to find and analyze information. The use of a learning management system (LMS) is an effective way to integrate printed books and online learning resources. The LMS allows teachers to download learning materials from printed books in digital format and provides links to relevant articles, videos, and other online resources.

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The use of project-based learning is also key to optimizing the effective integration of print and online learning resources. In this approach, students are assigned a project that requires study or research of both learning resources. The project can take the form of a case study, public policy study, or analysis of hotly debated civic issues. Through this activity, students not only learn Civics material in depth, but also develop research, analysis, and presentation skills. Alternatively, teachers give online assignments related to printed book materials to test students' understanding and improve their skills in using online learning materials. For example, students are asked to find additional information on online learning resources to complement the material in the

printed book. For students to use online learning resources wisely and effectively in Civics learning, teachers can provide digital literacy coaching to students. The purpose of this coaching is to ensure that the information they use is valid and reliable. Teachers can teach how to use websites or online platforms to avoid false or fraudulent information.

Multimedia utilization for civics learning can also be applied to enrich students' learning experiences, for example, through learning videos and simulations. Teachers can choose relevant videos from platforms such as YouTube or other educational websites to complement the material in printed books. As for simulations, real-life situations are modeled to gain a deeper understanding of the civics material. For example, a simulation of the general election process can provide students with a clearer and more interesting picture than simply reading the explanation in a printed book. To ensure the effectiveness of combining the two learning resources, teachers must also periodically evaluate the teaching strategies applied. Teachers can collect feedback from students and assess learning outcomes and student engagement through surveys or class discussions. With the implementation of appropriate and structured strategies, the integration of printed books and online learning resources in civics education in senior high schools can provide optimal benefits for students in understanding and applying Pancasila values and developing their digital skills.

CONCLUSION

The subject of Pancasila and Citizenship Education/Pendidikan Pancasila dan Kewarganegaraan (PPKn) plays a critical role in shaping the character and personality of high school students. One effective strategy for enhancing civics learning is the integration of printed books and online resources. To execute this strategy, teachers must have a deep understanding of the civics curriculum in high school to select appropriate online learning materials that complement printed books and meet students' needs. The combination of printed books and online resources allows for a comprehensive approach to teaching, using printed books to convey main concepts and understanding and online resources to enrich the material with additional information. A learning management system (LMS) can facilitate this integration by providing digital access to printed learning materials and links to online resources. Project-based learning also integrates printed books and online resources to deepen students' understanding of civics while developing research and presentation skills. The integration of multimedia can enhance students' learning experiences. Teachers can utilize learning videos and simulations to complement traditional printed materials. Thus, integrating printed books and online learning resources can provide students with a more interactive and comprehensive learning experience.

As a suggestion, teachers should be creative and skilled in combining different types of civics learning media, such as printed books and online resources, engagingly and interactively that meet the needs of students and take into account technological advancements. Further research is needed to examine the effectiveness of incorporating printed books and online resources directly into civics education in schools.

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