CIVIC EDUCATION BASED IT MANAGEMENT
AT SMK NEGERI 2 PURBALINGGA

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This research are to describe (1) the classroom setting characteristic of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga; (2) the material characteristics of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga; (3) the interaction characteristics of IT-Based Education Learning at SMK Negeri 2 Purbalingga.

This research is a qualitative research using the ethnography design. This research was conducted in SMK Negeri 2 Purbalingga. The resource persons in this research were the Principal, teachers, and students. Data collection methods used was depth interviews, observations, and documentations. Data analysis used was the analysis technique arranged in a site.

The results of the research shows; (1) the classroom settings that are used in IT-based Civic Education learning are in classical form and in groups. The characteristics are the classroom lighting not too bright, comfortable for students to see the results of an LCD display, tables and chairs face the LCD screen, and pay attention to the current source to be used. The principle used in the determination of classroom setting is the effectiveness of media, the efficiency of learning time, and convenience; (2) The materials of IT-based Civic Education have the higher difficulty level than other materials. The materials are presented to simplify the way of students’ thinking in understanding Civic education and the higher complexity materials become simple and easy to be understood and implemented. The materials can be developed by students with using internet as the learning source. The materials are also presented in the teachers’ private blogs that can be accessed by students. The assignments are sent via email. The materials are presented through the LCD media in the form of pictures, graphics, data, maps, diagrams, exposure or power point, and in film in accordance with the learning materials; (3) The teachers interact directly with students by explaining materials. The teachers explain the learning materials with LCD. Students interact directly with other students in group discussions and they have their own working system. Teachers and students interact indirectly via Internet. Students send the assignments via email and the teachers give confirmation by giving answer via email.

Keywords: IT-Based Civic Education, classroom setting, material, interaction

INTRODUCTION

Background

The local autonomy gives some effects to the management of education in Indonesia (Wardani, 2007: 1). One of them is the implementation of school autonomy, where each school has an authority to manage and improve the school’s
quality based on the national education policy. In the scope of the class, the teacher has a strategic role to improve the quality of learning.

Teachers are the adults who have responsibility to educate, teach, and guide the learners (Uno, 2008: 15). The teachers are the school personnel who have more time to meet students. Their role and responsibility in accordance with the school autonomy policy, among others, to retain and develop learning materials, to plan and prepare learning and to control and evaluate the students' activities.

Schools have a very important role and responsibility to prepare citizens who have a strong and consistent commitment to defend the Unitary Republic of Indonesia (Anonim, 2010: 1). The effort that can be done is by organizing the educational programs that give some abilities as a citizen through various subjects include Civic Education. It is one of subject that can be used as a mean to make the behavior of students to be better and can improve the education quality as expected.

The Civic education is essentially an education that leads to the formation of good and responsible citizens based on the values and foundation of Indonesian State, Pancasila (Supardiyo, 2009: 11).

One of the Civic learning problems is the most of learning process still use the old paradigm, where teachers impart knowledge to students who are passive (Amelia, 2009: 3).

Creating an inspiring, interactive, and fun classroom situation in learning Civic education is not easy (Sukarto, 2010: 2). Most students assume that the Civic education subject is a subject that emphasizes on memorizing. The knowledge from teacher is considered less empowering their cognitive, affective and psychomotor potential optimally. The society also give criticism that the Civic education material is not consist of practical values, but only political or indoctrination tool for the government’s benefit. Teachers are more dominant in one way method. Because of the fact, so we need an innovation of learning strategy that is expected more effective and efficient as an alternative, one of which is IT-based learning.

Today, information technology is not something new. It has been used in various field works as well as on education (Wahidin, 2009: 1).
IT-based learning media is closely associated with the students’ development creativity and the ability to solve problems (Anonim, 2007: 17). The use of information technology and multimedia becomes an effective and efficient way to deliver information.

The use of an information technology for education’s need is wider, especially in the developed countries (Widiyanto, 2007: 2). It is a fact that indicates the possibility of an effective teaching and learning process if using the media.

Along with the times, the learning process is no longer centered on an education center such as college, school, courses, or training center (Wen, 2007: 5).

In the IT-based learning, students can learn anywhere and anytime (Muarifah, 2008: 1). At present, the information technology has been popular in the community, but its use as a tool in the teaching and learning process is still lacking. Therefore, the writer intended to use the information technology to enhance the success of teaching and learning process, especially in Civic education subject.

The same thing is done at SMK Negeri 2 Purbalingga. As the pioneer international standard school, SMK Negeri 2 Purbalingga has an infrastructure that supports the application of IT-based Civic education learning. the infrastructure includes computer laboratory, multimedia room, language laboratory and the qualified and competent educators. In an effort to realize the international school, teachers conduct learning activity using English and Indonesian when deliver the material and utilize the information technology in learning.

Based on the above research background, the focus of this research is how the characteristics of the management of IT-based Civic education learning at SMK Negeri 2 Purbalingga and it has three sub focus namely : (1) How are the classrooms setting characteristics of IT-based Civic Education learning ? (2) How are the material characteristics of IT-based Civic Education learning ? (3) How are interaction characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?

These research objective are To describe : (1) the classroom setting characteristics of IT-based Civic Education learning (2) The material characteristics
of IT-based Civic Education learning? (3) interaction characteristics of IT-based Civic Education learning at SMK Negeri 2 Purbalingga?

THEORY

Learning is a structured combination including the element of human, material, facilities, equipment and procedures that affect each other to achieve the learning objectives (Hamalik, 2008:57).

Civic Education subject is a subject that focuses on the self-formation in terms of religion, social culture, language, age, and ethnicity to become Indonesian citizens who are intelligent, skilled, and characterized that are mandated by the Pancasila and 1945 Constitution. (Anonim, 2003: 2).

Learning technology is a set of integrated process involving people, procedures, ideas, equipment, organization and management to solve education problems in the learning that has a purpose, Sudjana and Rivai (in Anas, 2008: 7).

The scope of Civic Education subject is grouped into the component and sub component of learning materials. The national and state system aspects include: the State and National Unity, values and norms (religion, morality, decency, and law), Human Right, the need of citizens to live, Power and Politics, Society of democracy, Pancasila and the Constitution of the State, and globalization (Anonim, 2003: 5).

According to Scanlan and Key management is the process of coordinating and integrating all sources, whether human, facilities, and other technical resources to achieve specific goals set (Danim, 2007: 32). Meanwhile, learning according to Hamalik (2008: 57) is a structured combination covering the human elements, material, facility, equipment and procedures that affect each other to achieve the learning objectives. There are three characteristics in the learning system namely the plan, interdependence, and goal.

Based on the opinion above, the management of learning can be defined as the process of coordinating and integrating all sources, whether human, facilities, and other technical resources to achieve the learning objectives. The learning process includes planning, implementation, and evaluation of learning.
The interaction of teaching and learning is an interactive activity from some components to realize the achievement of learning objectives that have been established in the lesson plan (Aqib and Rahmanto, 2007: 58).

**Previous Research**

Research conducted by Losito (2003) on the civic education entitled "Civic Education in Italy: intended curriculum and students' opportunity to learn". Research conducted in Italy suggested that the education system in Italy require any changes of educational system approved by the educational institution from elementary school to the high school.

Research conducted by Robinson (2008) with entitled "Using distance education and ICT to improve the access, equity and the quality in rural teachers' professional development in western China". Name of the journal is the *International Review of Research in Open and Distance Learning*. This research is a qualitative research study on distance education and ICT to improve access, equity, and quality of teachers in rural areas. This research confirms that teachers’ quality is the key determinant on the level of the students’ participation and achievement level.

Research conducted by Pilington (2001) entitled "Analysing Educational Dialogue Interaction: Towards Models That Support Learning". Name of the journal is the *International Journal of Artificial Intelligence in Education*. This research is a qualitative study that examines the educational dialogue interaction as a model of learning support. The result of this research is to establish a development of the next animation pedagogical agents generation that use verbal and non-verbal communicative action and encourage the design of more effective multimedia learning that encourages active involvement and interaction, both with them and around them.

Research conducted by Wang (2005) entitled "A Qualitative Exploration of the Social Interaction in an Online Learning Community". Name of the journal is the *International Journal of Technology in Teaching and Learning*. This research is a qualitative research that examined the social interaction of online learning community.
Fatemeh Zarghami and Gary Schnellert (2004) in their research entitled *class size reduction: no silver bullet for special education students' achievement*. The journal name is the *International Journal of Special Education*. In this research, the researcher investigated the characteristics of classroom and teaching method that affect the students’ academic achievement. This validates the use of learning method (implementation of ICT learning method) can improve students’ achievement.

Research conducted by Branson (2002) entitled “*Civic Educations*”. The name of the journal is the *International Journal of Education*. This research is a qualitative research. This research confirms that Civic education is an essential component of education that fosters citizens’ participation in the public life democracy, to use their rights and to carry out their responsibilities with the necessary knowledge and skill.

**RESEARCH METHOD**

Based on the study and the focus of this research which is trying to find out the management of IT-based Civic Education learning at SMK Negeri 2 Purbalingga, then this research is a kind of qualitative research. Qualitative research is also called a naturalistic study. With a naturalistic approach, the field situation will remain natural, reasonable, and no manipulation, settings or experiment (Harsono, 2008: 155).

The design of this research is ethnography. Ethnography is an effort to pay attention to the meanings of an event that happens to people that we want to understand. (Spradley, 2007: 6). The group studied was SMK Negeri 2 Purbalingga.

The research was conducted at SMK Negeri 2 Purbalingga with the consideration that this school has a specificity namely (1) as an International pioneer school in Purbalingga Regency; (2) s have the facilities and infrastructure to support IT-based learning such as language laboratory, multimedia, computer laboratory, etc., (3) educational personnel who are competent in their field.

According to Spradley (in Harsono, 2008: 158), the researcher’s status is as a research instrument that is as an investigator and a student. As a research instrument, the researcher acts as the data collection tool (Harsono, 2010: 2). Meanwhile,
according to Mantja (in Harsono, 2008: 158) as a student, the researcher has a role to observe the behavior of objects.

Data are the writings or records of everything that is heard, seen, experienced and even devised by the researcher during data collection activities and reflect those activities into ethnography (in Moleong Lofland, 2006: 157).

According to Spradley (in Harsono, 2008: 160), the source of data in the research is the words and actions of people that are observed or interviewed, while the rest is the additional data such as document and photograph. Sources of data in this research were People such as Civic Education teachers, principal, and students of SMK Negeri 2 Purbalingga; Event, which is a series of IT-based learning activities Civics; document about the management of IT-based Civic Education learning at SMK Negeri 2 Purbalingga such as lesson plan, syllabus, and others.

This research involved people who act as the key person. In case, they are the principal, teachers, and students of SMK Negeri 2 Purbalingga.

Data collection method in this research used some methods namely observation, depth interview and documentation.

There are three main activities in qualitative research namely data collection, data reduction, data presentation, and drawing conclusions (Harsono, 2011: 32). Qualitative data analysis used in this research was the analysis of data arranged in the site for description activity. Data is a description of words and sentences that are collected through interview, description of the interpretation result from observation, and documentation results. Then from the three data, the researcher can draw conclusion about the information obtained.

Techniques used to test the validity of data as proposed by Moleong (2006: 327), are an extension of the participation, persistence observation, triangulation, peer checking, negative case analysis, the adequacy referential, and checking the members involved in research. To test whether the data are valid or not, this research used triangulation. The kinds of triangulation are sources triangulation, method triangulation, confirmation, and dependability.
Triangulation used in this research was the sources triangulation, i.e. compare and check the degree of confidence any information gained through time and different tools in qualitative research. This can be achieved by:

1. Comparing the results of observational data with data from interviews.
2. Comparing what people are saying in public what they said personally.
3. Comparing what people are saying about the situation of research with what is seen at all times.
5. Comparing the results of interviews with the contents of a related document.

**DISCISSION AND FINDING**

Classroom Setting of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga has characteristics is one important aspect in the implementation of learning activity. The right classroom setting will effect to the implementation of learning and the effectiveness of technology used in learning.

Based on the observation that was conducted by the researcher in X.1 class of SMK Negeri 2 Purbalingga, can be described that the material delivered in learning is using a standard competence that show a positive attitude toward the law system and national justice. The basic competence analyzes the role of judicial institutions. Learning activity is carried out in the classroom. The learning media used is LCD. It is supported by the statement of an informant as follows.

Drs. Kamson MM, the Principal of SMK Negeri 2 Purbalingga stated:

"Particularly, there is no place used for IT-Based Civic Education learning. Learning can be done in the classroom or multimedia room because basically, the concept of IT-Based Civic Education learning is that the teacher conducts presentation using electronic media and submits tasks via email. This learning is motivated by the rapid progress in IT and globalization."

Based on the observation and interview with the informant above can be known that IT-Based Civic Education learning is conducted in the classroom and multimedia room. This learning is emphasized on presenting of the material using an electronic media and submitting assignments via email.
The classroom setting characteristic of the IT-Based Civic Education learning are (a) the lighting was too bright, and (b) comfortable for students to watch the results of an LCD display, (c) table and chairs facing the LCD screen. The principle that is used to determine the classroom setting of the IT-Based Civic Education learning is the effectiveness of using the media, the efficiency of learning time, and convenience.

There are many aspects that become the focus of teachers in preparing classroom setting of the IT-Based Civic Education learning. They are lighting, LCD screen position, students’ seating position, current source, and time. These aspects are the important parts in the preparation of learning undertaken by teachers.

Based on the observation conducted by the researcher in X.1 class, it can be described that in the early and the main activity, learning used the classical classroom setting. Students sit on their own seat. The students’ seat is prepared facing the LCD that is set in front of the class. Before learning begins looked teachers are busy preparing laptop, and LCD projectors to be used. The Preparation is carried out approximately 5 to 10 minutes.

Material of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga has Characteristics are related to the material of the internet-based Civic Education learning. Based on the researcher observation in X.1 class, the material given is about the judiciary institutions in Indonesia. The teacher opens the class by giving greeting and continues by giving apperception. In the previous meeting, the material given is about the meaning of the law system and national judiciary.

In the main activity, the teacher starts to explain the judiciary institution in Indonesia. The material is presented in a power point. The material characteristics of IT-Based Civic education learning are (a) has the higher difficulty level than other materials, (b) simplifying the students’ way of thinking in understanding Civic Education, (c) the higher complexity materials become simple and easy to be understood and implemented, (d) aims to facilitate students in understanding the material.

In the next central activity, after delivering the learning material, the teacher divided students into some groups to discuss about the role of judiciary institutions in
Indonesia. Each of the groups is contained four students. As we have known that the judiciary institution in Indonesia contained of the Supreme Court, general court, military court, religious court, and state administrative court. Each group is given an assignment to give some examples of cases which is a region or authority of a judicial institution in Indonesia. For example, the case of one artist divorce, then the case is one of the cases in the territory of religious court.

Each group is given an assignment to give three examples of different cases and the judicial institution that was authorized to handle the cases. Students can do the work in groups in class and continued outside of the effective Civic Education learning hour school hours. Students can utilize media such as newspapers, electronic media, or the Internet to do the task. The task which has been finished sent via email to the teacher’s new address that has been determined by giving the group’s members names and their present number.

The researcher did the next observation in the X.3 class of SMK Negeri 2 Purbalingga. It can be described that IT-based Civic Education learning is held in a multimedia room with the government system material. The material is presented using an LCD media. The material is provided in the form of power point and equipped with the images associated with the government system. The government system material is about the government system in some countries and in Indonesian.

The next activity is continued with the provision of task to students to analyze the implementation of government system in Indonesia and other countries. In this learning, students can use internet as the learning source. The task is sent via email in soft file to teacher.

Based on the observation from the researcher, it can be informed that in addition to conveying the material through LCD, the teachers have their own blogs used to give the learning materials. The blogs can be accessed by students anytime and used to add the students’ references.

Other effort that is conducted by teachers in IT-Based Civic Education learning are that teachers prepared their own Civic Education module based on the existence basic competence. Therefore, students do not only get the materials from handbooks, but also from their own teachers’ module. The materials in module are
usually easy to be understood. This is because the materials using simple sentences but did not reduce the essence of the materials. The materials are also completed by the real examples in surrounding environment of students that make it easy to be understood.

Meanwhile, in Civic Education learning at X1.2 class with the democratic culture material, the learning is carried out in the multimedia room. In the learning, teachers use film as one learning media. Teachers give the real examples of democratic implementation in Indonesia in the form of the 2009 election footage, the students activities during that time are doing demonstration and so on.

The management of the material at SMK Negeri 2 Purbalingga that is presented in the form of multimedia followed some management stages of subject material. The stages are the first selection, structuring, the second selection, and reduction. The reduction on the material that will be taught is conducted by simplifying the language, visualization, and the use of the history technique in the presentation. The simplifying of the language is done by ignoring things that less relevant to the need of students. Visualization is done by giving a picture of a process that occurs. It will be more easily understood if presented in the form of images (visual).

Interaction of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga has Characteristics that he learning interaction can be seen from a series of activities undertaken by teachers and students in the IT-based Civic Education learning. Based on the research conducted by the researcher in X.1 class, the learning activities in the classroom are listening teacher’s explanation which is presented using LCD and finishing assignments in groups.

In explaining learning material, the teacher is interacted directly to students to discuss the learning material. Before continuing to the next material, the teacher gives an opportunity for students who do not understand the material. The teacher then explains it again and supported by the material in LCD until the students actually understand.

One learning interaction characteristics of IT-Based Civic Education is the direct interaction. The direct interaction occurs between the teacher and students and
between the students with other students. The interaction between teacher and students occur when the teacher explained the material and the students focus on the material presented. Meanwhile, the interaction between the students and other students occur when conducting group discussion.

As has been explained before, it is known that one of the IT-based Civic Education learning is shown by the activity of sending the assignment via email. In the activity, can be seen the indirect interaction between teachers and students via internet. Students send their assignment, and then the teacher gives replay that the assignments have been received or appropriate with the instruction from the teacher.

In the IT-Based Civic Education learning, the method used by teachers is more varied. Students are not only good in academic and operate computer or use technology, but also trained to think critically and develop their ability to convey their opinions.

The classroom situation is also made freely. Students have the freedom to give questions about the lesson in progress.

Harmonious relationship of teachers and students is also evident in the learning. The relationship of teachers and students are friendship. Teachers acted as facilitators and motivators.

IT-based Civic Education learning at SMK 2 Purbalingga looked very interesting and fun. It is known from the enthusiasm of the students in following learning activities.

Meanwhile, the interaction between students and other students are also occurred in group discussion. In the group discussion, students learn to cooperate with other colleagues to do the assignments from teachers, learn to give opinion, and others. Students also cooperated to finish the assignments and then send it via email.

The assignments that will be sent electronically are in the form of typing. Therefore, in addition to the discussion, to finish the assignments, each group has their own work systems by dividing the assignments to get the good mark in Civic Education subject. Therefore, not only to enhance the students’ learning outcomes, in the IT-based Civic Education learning, students’ ability to cooperate and use the technology for learning is more increased.
DISCUSSION AND PROPOSITION

The Classroom Setting of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga has characteristics that can be compared with research conducted by Fatemeh Schnellert Zarghami and Gary (2004) in his research entitled *class size reduction: no silver bullet for special education students' achievement*. The journal name is the *International Journal of Special Education*. In this study, the researcher investigated the characteristics of classrooms and teaching methods affect to students’ achievement in academic. This proved the use of learning methods (implementation of ICT learning method) can improve students’ achievement.

Compared with the previous research, in this research noted that the IT-based Civic Education learning is held in the classroom and in multimedia room. The learning is emphasized on presenting of the material using an electronic media and submitting assignments via email. The classroom setting characteristic of the IT-Based Civic Education learning are (a) the lighting is too bright, and (b) comfortable for students to watch the results of an LCD display, (c) table and chairs facing the LCD screen. The principle that is used to determine the classroom setting of the IT-Based Civic Education learning is the effectiveness of using the media, the efficiency of learning time, and convenience.

There are many aspects that become the focus of teachers in preparing classroom setting of the IT-Based Civic Education learning. They are lighting, LCD screen position, students’ seating position, current source, and time. These aspects are the important parts in the preparation of learning undertaken by teachers. The classroom setting used in IT-based Civic Education learning is in a classical form and in groups according to the method used in learning. The use classroom setting is as needed.

The classroom setting of IT-based Civic Education learning in multimedia room tends classically in accordance with the interior design of the multimedia room. In the classroom setting, the students sit according to their number. The classroom setting is supported with adequate facilities in the form of a computer connected to the Internet.
The Material of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga has characteristics that can be compared with research conducted by Branson (2002) entitled "Civic Educations". The name of the journal is the International Journal of Educations. This research is a qualitative research. This research confirms that Civic education is an essential component of education that fosters citizens’ participation in the public life democracy, to use their rights and to carry out their responsibilities with the necessary knowledge and skill. Civic Education supported the citizens with the spirit to lead.

If compared with the previous research, in this research is noted that all Civic Education learning materials can be delivered using the IT-based model. The characteristics of IT-Based Civic education learning material are (a) have the higher difficulty level than other materials, (b) simplifying the students’ way of thinking in understanding Civic Education, (c) the higher complexity materials become simple and easy to be understood and implemented, (d) aims to facilitate students in understanding the material.

Research conducted by Robinson (2008) with entitled "Using distance education and ICT to improve the access, equity and the quality in rural teachers' professional development in western China". Name of the journal is the International Review of Research in Open and Distance Learning. This research is a qualitative research study on distance education and ICT to improve access, equity, and quality of teachers in rural areas. This research confirmed that teachers’ quality is the key determinant on the level of the students’ participation and achievement level.

If compared with the previous study, in this research is noted that through the LCD media, the Civic Education learning material become more interesting, and students are also more enthusiastic in joining learning process. The material is presented in power point, the main points are presented by the teacher and then amplified with the explanations that made students have to give attention to the presentation of the material from the teacher.

The material is presented through the LCD media in the form of pictures, graphics, data, maps, diagrams, exposure or power point. The material is delivered using the Indonesian language. The presentation of the material through the LCD
media is supported by the teacher’s explanations about the material being presented. One of the characteristics of IT-based Civic Education learning material is the students sending their assignments via email. In finishing the assignments, students can use media such as newspaper, television, and internet.

In the IT-based Civic Education learning, students can develop the material by using internet as the learning source. The assignments that have been finished then sent to teachers’ email. With the internet, the material obtained by the students became much more. Students’ skill to use technology in learning can be applied properly.

Interaction Characteristics of IT-Based Civic Education Learning at SMK Negeri 2 Purbalingga has characteristics that can be compared with research conducted by Pilibington (2001) entitled "Analysing Educational Dialogue Interaction: Towards Models That Support Learning". Name of the journal is the International Journal of Artificial Intelligence in Education. This research is a qualitative study that examines the educational dialogue interaction as a model of learning support. This research focused on the effective pattern of a dialogue from the analysis of interaction between students with teachers and students with students and the abstract of formal model and the computation. The dialogue analysis helped to bridge the gap between the empirical investigation of interaction and design of Intelligent Educational Systems (IESS) that interact with the students.

The result of this research is to establish a development of the next animation pedagogical agents generation that use verbal and non-verbal communicative action and encourage the design of more effective multimedia learning that encourages active involvement and interaction, both with them and around them. The development of computer-based tools to perform the CMC protocol analysis and helps us to study the effectiveness of CMC as a substitute of face-to-face discussions in the distance learning and to supplement face-to-face tutoring outside of hours.

If compared with the previous study, it can be seen that in this research, one learning interaction characteristics of IT-Based Civic Education is the direct interaction. The direct interaction occurs between the teacher and students and between the students with other students. The interaction between teacher and
students occur when the teacher explained the material and the students focus on the material presented. Meanwhile, the interaction between the students and other students occur when conducting group discussion. In the IT-Based Civic Education learning, the method used by teachers is more varied. Students are not only good in academic and operate computer or use technology, but also trained to think critically and develop their ability to convey their opinions.

Research conducted by Wang (2005) entitled "A Qualitative Exploration of the Social Interaction in an Online Learning Community". Name of the journal is the International Journal of Technology in Teaching and Learning. This research is a qualitative research that examined the social interaction of online learning community. The qualitative research explores the social and affective development of connections, the learners’ participation in online communication, and the impact of social interaction in students learning. This study shown that supporting and giving contribution became the starting point of a good relationship. Students participated in the social communication at the different level, and the online social interaction facilitates students learn in different ways.

If compared with the previous study, in this research is known that the learning interaction of the IT-based Civic Education occurs indirectly via internet media. The interaction occurs when the students send their assignments via internet. The interaction is in the form of sending the assignments and a confirmation of the assignments that have been received by the teacher. With the teachers’ explanation in the teaching and learning process that is supported by their role as a facilitator and motivator and the learning with LCD projector media and internet, the students are not only get the materials clearly and do not boring, the teaching and learning situation become interesting and fun for students.

CLOSING

Conclusion

Classroom settings that are used in IT-based Civic Education learning are in classical form and in groups. The characteristics are the classroom lighting not too bright, comfortable for students to see the results of an LCD display, tables and chairs face the LCD screen, and pay attention to the current source to be used. The
principle used in the determination of classroom setting is the effectiveness of media, the efficiency of learning time, and convenience.

The materials of IT-based Civic Education have the higher difficulty level than other materials. The materials are presented to simplify the way of students’ thinking in understanding Civic education. The materials can be developed by students with using internet. The materials are also presented in the teachers’ private blogs that can be accessed by students. The materials are presented through the LCD media in the form of pictures, graphics, data, maps, diagrams, exposure or power point, and in film in accordance with the learning materials.

Teachers interact directly with students by explaining materials. The teachers explain the learning materials with LCD. Students interact directly with other students in group discussions and they have their own working system. Teachers and students interact indirectly via Internet.

**Implication**

If hoping the learning to be effective, the IT-based learning classroom setting are concerned about the lighting, seating, current source, and learning time. If hoping students to more easily understand the learning material, the material is presented using an LCD media in the form of pictures, graphics, data, maps, diagrams, exposure or power point, and in film.

**Recommendation**

1. For the principal, with the results of this study should be able to optimize and improve the learning infrastructure so that it can improve the quality of IT-based Civic Education learning.

2. For teachers, the results of this study should enhance their competence and professionalism in IT-based Civic Education learning so that it can improve student learning outcomes.

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