

THE ROLE OF EDUCATIONAL MANAGEMENT IN MANAGING CITIZENSHIP LEARNING IN TECHNOLOGY BASED PRIMARY SCHOOLS IN THE ERA NEW NORMAL

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Abstract

For the education sector, we must first prepare the existing prerequisites, including school preparation, teachers, students and parents. Therefore, the open sector plan will follow the government's agreement, and the department that will be opened must already have an agreement to deal with Covid and must be implemented in stages. If the school cannot meet the agreed standards and the location of the school is in an unsafe area, then the government will not gradually open the education office. In other words, the education office must be fully prepared in the process of implementing learning and fully prepared. studying time. This research method uses literature study to collect articles that are considered relevant in the data import process. These articles have been adapted into several important fields so that they can convey data as thoughts and ideas as a whole.

Keyword: *Management, Education, Learning*

1. INTRODUCTION

School management is the most important factor in organizing education and teaching in schools, its success is measured by the achievements obtained, therefore in carrying out leadership, it must use a system, meaning that in providing education in schools where there are related components such as teachers, staff, student's parents, the community, the government, students, and others must function optimally which is influenced by the policies and performance of the leadership, Schools are part of an educational institution must always provide the best service to the wider community, because the existence of schools that are close to the community will reflect the needs and pride for the community, Schools as an organization in the development and achievement of goals must refer to the guidelines and direction of educational development, (Schoen,2008)

The complexity of educational products is greatly influenced by external factors, other than the industrial world when we process goods with a certain quality, it will come out goods with a certain quality, but the educational process is different, (Stata, 1989). School management is a very strategic component in the education process, the implementation of school management requires the leadership of professional principals who have managerial abilities and personal integrity to turn vision into action, as well as democratic and transparent in various decision making (Jackson,2002). The success of education quality is very much determined by the ability of managers to manage organizations (schools), such as managing learning, students, facilities and infrastructure, finance and relationships with the community

(Guest,1987). Learners are the main activities at school, the implementation of the process of teaching and learning activities need to get good management as the main activities at school, students as objects of education that have a variety of characters and backgrounds certainly require good management, use of facilities and infrastructure, finance as a means of supporting success education must be managed well, also the relationship between schools and the community must always coordinate, work together in overcoming school problems, but in reality many schools have not been able to maximize school management properly (Gorssman, et al., 1999).

Schools as educational institutions are tasked with organizing the education process. "Educational management activities include activities related to the field of material administration, personal administration, as well as curriculum administration, the field of education management namely; (a) curriculum management, (b) student management, (c) personnel management, (d) management of educational facilities, (e) management of school management, (1) financial management, (h) organization of schools, (i) relationship of schools with Public." The implementation of education management so that educational goals in schools can be achieved effectively and efficiently, the educational management process has a very important role, because after all a school is a system that involves various components and a number of activities that need to be managed properly, schools without the support of management processes A good one, it may only result in organizational harmony,

which in turn will never achieve the educational goals properly (Bossert et al., 1982).

School principals consisting of school boards (guardians of students) supervisors, school leaders, teachers, students, employees who serve the learning process, teacher associations, and professional communities, need to work together to work together to establish and improve the pattern of relationships that lead to good schools (Langer, 2000). The implementation of education and teaching in schools, its success is measured by the achievements of graduates (out-put), therefore in running an organization such as a school must think "system" means in the administration of education in schools related components such as: teachers, staff, parents, community, government, students, and others (in-put) must function optimally. Therefore new normal has its own offers such as (Learning, Practice and Test), which will be applied to students later (Arcaro, 1995).

2. RESEARCH METHODS

The research method by the author uses the systematic method Literature Review, by gathering several sources of information from journals, books and other articles. To improve the source of reading that will be produced by the reader later. Then after the sources are collected, the new author can conclude what results have been obtained from this reading source.

3. DISCUSSION

Citizenship Education aims to shape students into human beings who have Pancasila values, the 1945 Constitution, the spirit of Unity in Diversity, and the Commitment of the Unitary State of the Republic of Indonesia (Komara, 2007). Citizenship Education cannot be separated from the function and purpose of national education which reads "National Education functions to develop the ability and character and civilization of a dignified nation in the context of educating the life of the nation, aiming to develop the potential of students to become human beings who believe in and devoted to God Almighty One, having noble, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen" (Gutmann et al., 2014).

Before discussing learning strategies it should be stated about the closeness of learning. The concept of a broader approach to learning is a learning strategy (Bull, 1987). The learning approach basically starts from the activeness of the teacher or student (Whitman et al., 1988). On the one hand there are strategies that emphasize teacher activity (active teachers) and on the other hand there are strategies that emphasize student activity (active students). So there are two

opposing poles, the active teacher strategy (expository approach) and the active student (discovery approach) (Lampert, 1985). The learning approach is on the line between a teacher-centered strategy and a student centered strategy, in view of the approach, learning that is student oriented or centered (student centered approach) and the learning oriented approach or teacher centered (teacher centered approach), (Alsan, 2016). From the learning approach it is revealed to be a learning strategy seen from its strategy, learning can be grouped into two parts as well, namely exposition-discovery learning and group-individual learning (Hanafie et al., 2018).

Judging from the way it is presented and how it is processed, learning strategies can be distinguished between inductive learning strategies and deductive learning strategies, the relationship between the expository strategy and the discovery strategy (exposition discovery learning) basically lies in the continuum line (Hirose, 1994). On the second line of learning strategies there are method methods, the concept of learning strategies is broader than methods or techniques (procedures) that will guarantee that students will truly achieve the goals (Harmer, 2001). The technique can be likened to a method is a road or tool used by the teacher to direct student activities towards the goal. There are also those who argue that the method is different from the technique (Bligh, 1998). The method is procedural, while the technology is more implementative for example, two teachers both use the lecture method, however, the results are different because they have different techniques for using the lecture method (Frince et al., 2006).

Role of Civic Education

The main role of the world of Education is to instill Civic Culture among young people who grow and develop in the world of Education, because Civics Education is the basic capital to realize and uphold democracy in the midst of people's lives (Dill, 2013). The Citizenship Education Task has three main functions, namely developing civic intelligence, fostering civic responsibility and encouraging civic participation (Obradovic, 2007). Citizens' intelligence is developed to form good citizens not only in the rational dimension but also in the spiritual, emotional and social dimensions (Hart, 2013). The aim of educating citizenship is the full participation of reason and responsibility in the political life of citizens who adhere to the basic values and principles of Indonesia's constitutional democracy (Murphy, 2007). Effective and responsible citizen participation requires mastery of a set of scientific and

intellectual skills as well as the skills to participate (Greenstein,2013).

Citizenship Education as an important role, needs to introduce a Citizenship Education material that is related to the character values of a Nation (Davies,2005). Some of the character values set out above have a correlation with Citizenship Education materials. Among the character values can be correlated with character education regarding the rights and obligations as citizens in order to bring up a responsible character (Flanagan,2001). The functions / roles of Citizenship Education are as follows: (a) Helping the younger generation gain an understanding of the National ideals or State goals (b) Can make responsible decisions in solving personal, community and state matters (c) Can appreciate national ideals and can make intelligent decisions (d) A vehicle for forming intelligent, skilled and characterful citizens who are loyal to the Nation and the State of Indonesia by reflecting themselves in the habit of thinking and acting in accordance with the mandate of the Pancasila and the 1945 Constitution of the Republic of Indonesia (Althof,2006).

Real contribution in Citizenship Education through material delivered to students or individuals (Kerr,1999). Citizenship Education presents facts about statehood so that it can be understood by students, civics are also considered as subjects that carry the mission of Values and Moral Education (Ichilov,2005). With the following reasons: (a) Civics material is the concepts of Pancasila values and the 1945 Constitution along with the dynamics of manifestation in the life of the people of the State of Indonesia. (b) The ultimate goal of Civics Learning is the embodiment of these values in real behavior in daily life (c) The learning process requires emotional, intellectual and social involvement of students and teachers so that values are not only understood (cognitive) but internalized (objective) and implemented (behavioral), the above description is part of the learning process that is carried out normally as is normally done by the teacher in the classroom (Larson,2019).

New Normal Citizenship Learning Technology Based

New normal is not a new term, The term new normal emerged more than two decades ago, just after the financial crisis in 2007 to 2008 and then after the global recession in 2008, 2012. Furthermore, this term is used in a variety of other circumstances to imply that something unusual or has never been done before, has become commonplace, Lately, due to the Covid-19 pandemic, the term new normal has re-emerged in a broader context, such as the

economy, politics, social life, education and daily habits in ordinary people. Starting from the simplest things, such as wearing a mask cleaning hands every time after touching the door handle or button placing temperature gauges at the entrances of shopping centers and offices to complex things like working from home and online seminars (Bissuire,2018).

In the context of education, whether we realize it or not, the "new normal" has started to occur globally since the Covid-19 pandemic, teaching and learning activities that are usually done face to face, ie educators and students who are physically present in classrooms and learning places, is now replaced with learning activities through electronic media (e-learning) both synchronous and non-wireless-synchronous (Pather,2020). Wireless e-learning can be done online and offline, in online learning, educators and students are at the same time in the same application or internet platform and can interact with each other as conventional learning has done so far (Sarrah,2013). Meanwhile, in offline learning, educators upload material through the web, send via email or upload it through social media so students can download it (Lee,2007). Offline way, students learn independently without being bound by time and place, on the other hand, e-learning can only occur simultaneously online (Jhon,2007).

Although in reality, teaching and learning activities in e-learning have been carried out by several universities for a long time, but this way of learning is an awareness of the era of the Industrial Revolution 4.0, an era that brought changes in the way humans work, interact, and transact, in an educational perspective, the term commonly used by educational theorists as the implication of the Industrial Revolution 4.0 is Education 4.0, to illustrate various ways to integrate technology in the Industrial Revolution era 4.0 both physically and not learning (Crox,2013). Education 4.0 is an innovation in the world of education in the Industrial Revolution 4.0 era, which is the answer to the question "Can we do" Education 4.0 can be seen as a creative response, namely humans who utilize digital technology, open source content and global classes in the application of lifelong learning (lifelong learning), a flexible education system, and personalized learning, to play a better role in society (Folige,2019).

No one can predict when the Covid-19 pandemic will end. However, after the Covid-19 pandemic, new normal education that has begun must be continued and refined to meet the concept of blended learning, which is an educational concept that combines face-to-face lecture methods in the classroom with e-learning so that in turn, the world of education will truly

really exist in the era of education 4.0 (Khilfoiel,2019). Regarding e-learning in tertiary institutions, if what is measured is feasible, it cannot be denied that all campuses can do it. However, whether the quality of e-learning can be fulfilled as desired, it will certainly be difficult to answer because in this case it involves many factors, requires the involvement of various parties, and must be prepared as possible (Wegner,2008). At this point, the authors argue, there are at least six important things that should be of concern to universities in preparing for e-learning as outlined below: (a) First, lecturers and students must improve internet skills and computer literacy (Ellis,2013). At the very least, lecturers should be able to utilize the available channels, such as Learning Management Systems, audio-video-based communication media, social media and data storage media that can be used to help quality teaching and learning activities (Tsoulkas,2011). In general, students' internet skills and computer literacy are better than lecturers, so the consideration of students is internet connection, especially in remote, outermost and backward areas, and some students may be burdened if they use a data package (Pham,2016).

(b) Second, lecturers must conduct constructive alignment of the three components of Outcome Based Education (OBE), namely (1) learning outcomes, (2) learning activities, and (3) assessment methods that have been prepared in the Plan Semester Learning (Ross,2012). Does not need to be changed totally, but it is enough to re-determine which learning achievements can be delivered by e-learning and which cannot, because not all learning achievements can be fulfilled by implementing e-learning, such as hands-on skills, especially in programs vocational study programs (Pardede,2012). Then re-map the learning outcomes of the learning activities, including determining the appropriate assessment method for each learning achievement, (c) Third, lecturers must guarantee the readiness of lecture material with the perspective of independent learning in a digital format such that students easily understand course material, especially if given offline (Lara,2015).

For general subjects, basic expertise and applied knowledge, delivery of course material in the form of lecture summaries should be avoided, it would be more appropriate if lecturers provide lecture notes, use of open source simulation software, or audio-video recordings, practical lecture materials using toolboxes, lecturers expected to prepare a recording tutorial, for students to learn independently. (d) Fourth, Determine the duration of each learning unit (Padmaperuma,2005). The duration of learning

is closely related to the learning burden of students (Student Learning Time / SLT) which is determined by the number of credit units taken by students (Yorke,2004). For online learning, pay attention to the coherent time according to the level of self-regulation and metacognitive abilities of students. Determination of the duration of each learning unit is very important, especially in giving assignments to students (Suchunk,2012). Time-consuming assignments can make a student's learning burden far higher than the credit load he takes, (e) Fifth, assessment in the form of quizzes and other independent assignments must be planned in such a way that the quality of the questions still meets the taxonomic level in accordance with the level of the study program, formative and summative examinations must continue to be carried out directly and scheduled as practiced conventionally so far. (f) Sixth, the campus must prepare adequate infrastructure and bandwidth if using a campus network (Chavez,2004). Sudden user spikes and simultaneous use will cause the server to crash, hang, and even down, in addition, the campus must determine the application or platform used to avoid students downloading and trying too many applications or platforms (Robbins,2011).

4. CONCLUSIONS

For the education sector we must first prepare the current precondition situation, relating to the preparation of schools, teachers, students and parents. Therefore, the plan to open the sector will follow the government's agreement that the sector opened must already have a Covid-19 handling protocol and must be phased in. If the school has not been able to meet the protocol standards and the location of the school is in an insecure zone, the government has not opened the education sector in stages, in other words the education sector must be truly prepared in the process of implementing learning and fully prepared when learning.

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