The use of google sites in civic education learning in the Covid-19 pandemic era

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ABSTRACT

The Covid-19 pandemic has had an impact on the world of education and requires online learning in the learning process, especially in Civic Education. The purpose of this study is to describe the planning and organization of the use of google sites in Civics learning, strategies for using google sites, as well as the implementation and evaluation of the use of Google sites. This study uses a qualitative descriptive research method. Data collection techniques are interviews, observations, and documentation during the learning process. The results showed that the use of google sites in Civics learning in the Covid-19 pandemic era included planning and organizing by designing steps or stages to achieve goals. Then the strategy for using Google sites is to develop online learning media in the Covid-19 pandemic era by utilizing digital-based multimedia technology. Furthermore, the implementation and evaluation of the use of google sites is the interaction between lecturers and students online on google sites such as observing, asking, exploring, associating, and communicating activities. The use of google sites in online Civics learning in the Covid-19 pandemic era can be an effective and efficient learning media, using Google sites as an alternative media lecturers can use in learning activities in the Covid-19 pandemic era. Online learning on civic education uses google sites where students tend to be more active in discussions.

Introduction

Nowadays Covid-19 pandemic threatens the safety of the World, the world organization through WHO (World Health Organization) on March 11, 2020, declared that Corona Virus Disease 2019 (Covid-19) had become a pandemic virus in almost the World. Several countries are starting to adjust to deal with the Covid-19 pandemic (Cucinotta, 2020). Covid-19 is an infectious disease caused by the coronavirus (WHO, 2020). Covid-19 in Indonesia was detected in March 2020. President Joko Widodo announced that there were two patients diagnosed with the coronavirus. The government is working hard to prevent the spread of Covid-19 and reduce the number of infected patients. Due to the government's physical distancing policy, most schools have temporarily stopped implementing face-to-face learning. Covid-19 impacts education, and teaching and learning activities are conducted online due to the physical distancing policy (Ratten, 2020).

Considering the current situation and seeing the world being hit by the Covid-19 outbreak, education in Indonesia requires online learning to continue the learning process. Still, it needs to prioritize the student's health. So, the media are very needed and expected to be able to convey

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learning adequately and appropriately. Wina Sanjaya (Hidayah, 2020) states that the selection of learning media considers several aspects, such as the goals to be achieved, the characteristics of students, environmental conditions, clear concepts, and the student's comprehension. Laili & Nasir (2021) stated that online learning media that are easily accessible and can support learning affect the teaching and learning process results. Thus, the use of suitable media is needed to be able to provide full access to learning for students during the Covid-19 emergency.

Online learning in Indonesia has become a trend in learning innovation. However, it has not been used as the primary learning model. In the Civic Education (CE) study conducted by Komalasari & Rahmat (2019), digital learning is an effort to develop learning based on life values. Digital learning is not widely applied to improve students' skills in solving social problems in their living environment. After the Covid-19 pandemic, online learning has become the primary learning model at the education level, including higher education, so learning achievement in Civic Education courses can improve citizenship competence.

Face-to-face programs, while the Covid-19 pandemic era is not allowed, teaching and learning activities are still online; One of the methods is e-learning. The use of technology and information is very influential and vital in the implementation of online learning. In this era of globalization, technology is growing and developing rapidly. In this pandemic period, online learning methods that can be accessed easily are needed in teaching and learning activities (Carter, 2020). The shift in methods in teaching and learning activities, from face-to-face learning to online-based learning, affects the management of learning that has been prepared. Although teaching and learning activities are carried out online, teachers must develop learning materials in the curriculum. It is a challenge for teachers to build learning media that can be used during the pandemic. E-learning is one option that can be used in teaching and learning activities.

E-learning is the use of digital media to accommodate the learning process in the classroom (Arkorful & Abaidoo, 2014). Before the Covid-19 pandemic, e-learning was a complementary media that only served as a complement to the learning process in the classroom. However, since the increase in positive cases of Covid-19, e-learning has become a must to continue providing the educational process, on the other hand, protecting university stakeholders from the threat of the Covid-19 pandemic (Rahardyan, 2020). E-learning can be found in various existing learning media, ranging from language applications, video conferencing tools, virtual tutoring, online learning software, Moodle, and much more (Li & Lalani, 2020). The Covid-19 pandemic was able to force all parties, including the technology of stuttering lecturers, to try and adopt various digital platforms that allow the transfer of information and knowledge online. Of course, the challenges and opportunities of e-learning become natural in the transition phase from face-to-face education to distance education through a continuous innovation process.

Online learning is a learning method that uses the internet network, and in this method, teachers and students do not interact face-to-face. Online learning began to be widely known by the public in 2020 due to a global issue, namely the spread of the Covid-19 virus, which requires everyone to maintain physical distance. Many problems arise in the implementation of online learning. This problem is faced by all parties involved, from teachers, students, and parents. One problem teacher face technology; Not all teachers can use technology well. Teachers who teach conventionally and prefer this method will find it challenging to implement technology-assisted learning. Problems faced by students in the form of financial issues, media, and even psychological problems. Not all students have smartphones or laptops that can be used as online learning media. In addition to the media, an unstable internet network can affect the ongoing learning process (Pohan, 2020).

Teachers have an essential role in improving the quality of education. A teacher must master the learning system because learning includes plans that have been made before learning is carried out. The teacher acts as a manager in the learning process. Manullang (2014) mentions several roles of teachers as managers in the teaching and learning process: (1) Planning; A teacher formulates learning objectives. Planning is carried out to direct the teaching and learning process so that it can be carried out effectively and efficiently and facilitate the monitoring process; (2) Organizing; a teacher divides and coordinates activities in the teaching and learning process to achieve predetermined goals; (3) Leading; a teacher acts as a leader in the learning and teaching process. A teacher must be able to motivate students to be ready to implement and accept the learning materials being taught; and (4) Monitoring; a teacher evaluates the teaching and learning process, measures student learning outcomes, and determines whether the functions of the organization and its leaders have carried out their duties properly so that they can achieve the predetermined goals.

Using applications in online learning is innovative and a challenge for teachers in preparing materials that will be used in the online learning process (Wiryanto, 2020). Google sites are one of Google's products where users can create sites for free (Kurniawan & Sanjaya, 2010). Google sites have several advantages: being free, easy to make, and collaborating with other authors to create and edit site content. In addition, the site that has been created can be found easily using the google search system. Some of these advantages can be considered in learning media using google sites. Online learning management operating google sites can be an effective and efficient medium for learning activities during a pandemic. With Google sites, teachers can easily add learning materials in pictures, videos, and assessment questions; these features can be designed attractively.

Online learning utilizes the internet network (Isman, 2016). Online learning can be carried out by using several applications such as google classroom, google sites, study houses, zoom, google meet, WhatsApp groups, and so on (Fauzy & Nurfauziah, 2021; Wiryanto, 2020). Online learning is categorized as a learning innovation in today's digital era. Suryawan (2020) states that learning from home is not a problem because learning can be done anywhere and anytime with the support of internet facilities. Internet facilities are needed to access materials and bridge communication between teachers and students.

Online learning, in addition to having positive and negative impacts on students, which is areudents have difficulty understanding the subject matter and learning motivation which tends to be low (Adi et al., 2021; Hidayah, 2020). It, of course, requires a good strategy for teaching material online. Online learning can run optimally if there is good cooperation between teachers, students, and parents. The teacher is in charge of leading the course of learning, and students are in order of listening and taking lessons seriously, while parents are in charge of facilitating students to support the learning that is carried out. The existence of good cooperation between these elements is expected to increase student achievement.

Online learning is a direct face-to-face learning system between students and educators using the internet (Asmuni, 2020). Research conducted by Simatupang et al. (2020) found that online learning outcomes still require extra efforts from the government and all related parties so that educators get used to using technology in the learning process. Research conducted by Ulfia (2020) found that the condition of facilities and infrastructure by educators and students adequately describes the readiness to carry out online learning. Meanwhile, research conducted by Wiguna et al. (2020) found that online learning experienced several obstacles and was ineffective because some students had difficulty understanding the learning provided by the teacher. Arifa (2020) One of the

difficulties faced in learning from home is the limitations of the internet, both from the availability of the network and credit to access online learning.

Covid-19 has caused various problems experienced by students, educators, and all parties involved in the World of education. The online learning policy using the internet network or better known as online (in the network), is one alternative that can be done. E-learning has now become rational in responding to the education process during the Covid-19 pandemic. In the online learning process, of course, innovation from the teacher is needed, especially in learning Civics Education, so that it is easier for students to understand the material. Educational innovations that minimize face-to-face physical interactions are expected to become an optimal means of knowledge transfer between teachers and students in the campus environment.

Based on the results of research by Adzkiya & Maman (2021), the use of google sites in online English learning has many benefits, including making it easier for teachers to send or share material in the form of text, images, audio, or video, give assignments easily, make the material look better and more interesting than before. Students no longer use a lot of books to study. They just accept the material made by the teacher with clear material. The results of Rosiyana's research (2021) show that google sites are a practical way of learning because they provide learning information quickly and can be accessed anywhere and anytime. Google Sites can be effective in the distance learning process during the Covid-19 pandemic because it provides convenience in the learning process. The benefits of google sites are as follows (1) google sites can make students more interesting, and fun (2) google sites can provide downloadable learning materials so students can learn from material anywhere and anytime (3) google sites can provide material that from the beginning to the end of the meeting, students can reread the material given by the teacher because the material does not automatically disappear (4) students can upload assignments that have been assigned their assignments (5) google sites can provide separate announcements about assignments, or other information.

Bhagaskara et al. (2021) stated that Webquest media based on google sites could be used by teachers to help and facilitate students in distance learning. This media can also be an alternative for busy parents because Webquest media based on google sites can be accessed anytime and anywhere as long as there is an internet network. Webquest media based on google sites can also increase students' motivation and enthusiasm to participate in the learning process. It can also develop students' scientific attitudes because this media is oriented towards inquiry learning, thus providing opportunities for students to explore their information and provide a more meaningful learning experience. In their research, Suharto & Jazuli (2021) stated that the material presented related to the theme of optimizing the use of multimedia using google sites could be understood and implemented well by teachers who were in the Putra Satria Foundation environment. In addition, Nalasari et al. (2021) stated that in their research, google sites-based teaching materials on the theme of 9 sub-themes of the use of natural resources in Indonesia for fourth-grade elementary school students were in the excellent category, so they were valid and practical to integrate with learning. By teachers and students and can be used as a learning supplement.

Following the mandate of Article 35 of Law Number 12 of 2012 concerning Higher Education, every tertiary institution is required to contain Citizenship Education courses. The Citizenship Education course seeks to develop the personality of students in each Study Program, which includes the development of intellectual intelligence, noble character, and skills. It is necessary to have innovations in Civic Education learning that can strengthen aspects of students' knowledge and attitudes, and skills. However, Citizenship Education, carried out during the Covid-19 pandemic, was faced with several challenges in shaping students' character because learning was carried out online.

This is because the tendency of students to use technology is spent using only social media (Gleason & Von, 2018). Therefore, these challenges need to be addressed with innovations that can bring students' habits toward a more productive use of technology.

The Covid-19 pandemic has impacted and impacted the implementation of learning at the elementary, secondary, and tertiary levels. It was found that many educators and students rely on technology to ensure continuous online learning follow-up during the coronavirus pandemic (Onyema et al., 2020). Before the Covid-19 pandemic, the development of online learning was developed. However, this kind of learning has not been used as the main lesson in the learning praxis of Citizenship Education. Because not all infrastructure is ready to organize online learning. Online learning is constrained by infrastructure that is not ready to be implemented by all students (Daniel, 2020). Octavia & Sumanto (2018) stated competencies and assessments in the implementation of Citizenship Education courses must include aspects of attitudes and skills. So it is a concern and important in its implementation.

Based on the problems above, one way to assist students in developing intellectual intelligence, noble character, and skills in Civic Education learning in the Covid-19 pandemic era can be done through online learning by utilizing the use of google sites as alternative media that can be used by lecturers in Learning Activities. The purpose of this study is to describe the planning and organization of the use of google sites in civic education learning, strategies for using google sites in civic education learning, as well as the implementation and evaluation of the use of google sites in civic education learning.

Method

The type of research used is descriptive research using a qualitative approach. The purpose of this study is to describe the planning and organization of the use of google sites in civic education learning, strategies for using google sites in civic education learning, as well as the implementation and evaluation of the use of google sites in civic education learning. Online learning is carried out using Google sites as a medium for delivering material. This research is considered capable of revealing the stages of Citizenship Education online learning in shaping students' character to become citizens who master digital technology. The research is expected to be developed into further research so that the application of the use of google sites can be used as a role model for implementing online learning for Citizenship Education at Yogyakarta State University.

Data collection techniques through interview techniques, observation, and documentation. Data analysis techniques include data reduction, presentation, and verification. The data obtained were then validated using the source triangulation technique. The participants in this study were 41 students of the Citizenship Education course, Department of Information Technology, Class of 2019 in the Citizenship Education class, Faculty of Engineering, Yogyakarta State University.

Results and Discussion

Planning and Organizing the Use of Google Sites in Civic Learning

Planning is designing the steps or stages needed to achieve predetermined goals (Rayuni, 2010). The planning stage includes: (1) Observing online Citizenship Education learning activities; (2) Selecting materials and preparing materials online; (3) Collecting the selected material sources; and (4) Preparing online learning media, in this case, google sites. When teachers or lecturers make the transition from face-to-face learning to distance learning, what is fundamental is how lecturers need to adjust strategies and materials. One crucial factor that needs to be considered is what resources

are available to lecturers and students involved in online learning. Online learning is an established paradigm with theoretical and practical appeal (Shalev-Shwartz, 2011).

Observations were made during the learning process of Citizenship Education. The learning media used is google sites. After observing, the next step is material selection. The material chosen is the awareness of responsible and just democracy because the material will be taught to students. After selecting the material, the researcher formulates indicators of competency achievement and prepares RPS according to the media used. Researchers also collect various sources related to the material to be taught (awareness of responsible and just democracy) and then start planning the design of google sites. The material will be presented in a web form to make it easier for students to understand the material (responsible and fair democracy awareness). The next step is to prepare the online media that will be used, namely google sites. The online media used are google sites equipped with videos and quiz questions that students can ask if there is a material that has not been understood.

According to Murdiono (2012), the purpose of giving Citizenship Education subjects is so that students have the ability, firstly so that students can participate actively and responsibly and act intelligently in community, national, and state activities. Second, to develop positively and democratically to shape oneself based on the characteristics of the Indonesian people so that they can live together with other nations. Third, to interact with other nations in the world arena directly or indirectly by utilizing information and communication technology. Seeing from the understanding of the purpose of Civics, the achievement of learning outcomes is very important. In addition, by studying Civics, it is hoped that students will be able to respect their country, society, respect others, and most importantly, respect themselves so others can appreciate them. Winataputra & Budimansyah (2012) have three domains of Civics: the curricular domain, the sociocultural domain, and the domain of scientific studies. The three domains are interrelated with each other. Civic education can provide the ability for democracy and have good values for the social life of citizens (Adha, 2019). That provides opportunities for students to be democratic as they should be. Seeing the importance of the community's role in implementing Large-Scale Social Restrictions (PSBB) to reduce the spread of the Covid-19 virus and resolve the pandemic quickly (Putri, 2020), hope that students will be able to respect their country, respect society, respect others and most importantly respect themselves so that others can respect them. Winataputra & Budimansyah (2012) state that there are three domains of Civics, namely the curricular domain, the sociocultural domain, and the domain of scientific studies. The three domains are interrelated with each other. Through civic education, it can provide the ability in democracy as well as have good values for the social life of citizens (Adha, 2019). That is, providing opportunities for students to be democratic as they should be. Seeing the importance of the community's role in implementing Large-Scale Social Restrictions (PSBB) to reduce the spread of the Covid-19 virus and resolve the pandemic quickly (Putri, 2020).

The purpose of making google sites is to help provide various learning media that can be used by both lecturers and students during teaching and learning activities at home. Lestari & Suryani's research (2019) proves that students' motivation and interest in learning can be increased by using various learning media. With a variety of learning media, students will not get bored easily and will be eager to learn the material and how to use the media. In face-to-face learning, the interaction between lecturers and students is important as a key to learning activities. Therefore, in online learning, it is not only the readiness of lecturers, but another factor that cannot be ruled out is how students view online learning and must be prepared to suddenly carry out learning in the era of the Covid-19 pandemic.

In carrying out online learning, lecturers need to consider the following: 1) Ensuring technology, platforms, equipment, and resources are available for lecturers and students- print, audio and radio,

video, and TV, computer-based, internet-based, and telephone-based. The consideration is which of these resources can be used. By all or most students and which is easiest to use for communication, direct instruction, discussion, division of labor, and assessment, and which of the students does not have access to the telephone, computer, or Internet; 2) Ensure teaching materials that can be adapted for distance learning. Look for educational resources that can be accessed freely and guarantee quality resources (Hamid, 2020). The right strategies and methods in online learning with optimal use of digital media will improve the quality of learning (Dhawan, 2020; Kebritchi et al., 2017; Singh et al., 2021, 2022). The quality of learning will determine the improvement of the quality of education. As stated by Tondelur et al. (2017), the learning process needs to be combined with technology so that the learning process can run effectively.

Manullang (2014) states that organizing is dividing and coordinating activities in the teaching and learning process to achieve predetermined goals. Some characteristics that indicate quality learning are charming, interesting, not dull/monotonous, varied, creative, and beautiful (Rayuni, 2010). At this stage, the activities include determining the communication channel used for the online learning process and focusing resources on the target. The use of the internet network, presentation of material through google sites, and the provision of discussion videos in the teaching and learning process are expected to help students understand the material and succeed in achieving the learning objectives that have been determined. In the process of implementing e-learning, there are five stages to achieve e-learning participation and success. Participants must master technical and online communication skills, such as access and motivation, welcoming and encouraging online socialization, information exchange socialization, task facilitation, use of learning materials, and facilitation process knowledge construction.

E-Learning provides many benefits as support for increasingly modern learning. The development of Information and Technology (ICT) in the World of education provides convenience for educators, lecturers and teachers, and students, students, and students (Nugraheni & Dina, 2017). One of the conveniences of E-Learning learning is being more flexible in delivering material. Both lecturers and students do not have to go to campus and enter class, but can be done anywhere, anytime, and under any conditions, if the learning support facilities are optimal.

Online learning is a natural choice for teenagers or adults. As a student, this can be a useful learning method to hone skills in difficult subjects or learn new skills (Josep, 2020). One factor is the flexibility that online learning allows teachers and students to set the pace of learning and there is added flexibility in setting a schedule that fits everyone's agenda. Using online platforms online allows for a better balance of work and study, so there's no need to give up. Studying online teaches important time management skills and can make finding a work-study balance easier. Having a common agenda for cooperation between lecturers and students can also encourage both parties to accept new things.

Strategies for Using Google Sites in Civics Learning

The Covid-19 pandemic has had major consequences for many people. At least three important things are the main focus of the Covid-19 pandemic, namely trust, sacrifice, and readiness (Balog-way & McComas, 2020). The Covid-19 pandemic has had a very significant impact on education aspect. It was emphasized by Listiana (2020) at the International Webinar Conference held by FKIP UM Surabaya on May 20, 2020, that the impact of the Covid-19 pandemic was 1) Changes in the learning system from face-to-face learning were carried out as usual with distance learning system (online); 2) Learning from offline to online is not necessarily done effectively; 3) Online learning tools are still not supported; 4) student adaptation in the use of online media; 4) Network access, additional

cost for students; and 5) The competence of lecturers needs to be prepared in designing online-based learning.

Improving the quality of learning in online learning needs to use of the right strategy. The right strategy is carried out to increase one's knowledge and abilities. Through learning, a person can experience change by gaining better knowledge, skills, and attitudes. Online learning can be developed in all subjects, Pancasila and Civic Education (PCE). PCE in Law Number 20 of 2003 concerning the National Education System states that "Citizenship Education is an effort to equip students with basic knowledge and skills about state relations and early childhood education to become citizens who can be relied on by the nation and state." (Law of the Republic of Indonesia Number 20 of 2003).

Online learning is learning that its implementation utilizes multimedia technology, virtual classes, videos, online text animations, email, voice messages, telephone, and video streaming (Kuntarto, 2017). According to Moore et al. (2011), online learning is learning that utilizes the internet network with accessibility, flexibility, connectivity, and the ability to create various learning interactions. After knowing the online learning system, we know the media used in online learning. Media is a tool in the learning process where media can stimulate students and motivate thinking patterns, inner abilities, and skills so that they can encourage the learning process (Tafonao, 2018). Learning media serves to help students improve understanding, present data attractively and reliably, facilitate data interpretation, and condense information (Lewin & Pearson, 2005; Moore et al., 2011; Selwyn & Oliver, 2011). Civics learning media is designed to facilitate creating an appropriate learning process and achieving learning objectives (Chu, 2020; Jiang & Gu, 2022; Romer et al., 2022).

The advantages of online learning, according to Suhery et al. (2020), are as follows: 1) Educators and students can communicate via the internet without being limited by distance, place, and time; 2) Using ordinary teaching materials; 3) Students can repeat learning anytime and anywhere; 4) The number of students is not limited to one class; 5) Passive students become active; 6) Learn more efficiently. The implementation of online learning in the Covid-19 pandemic era is regulated by government policy, namely by the Ministry of Education and Culture of the Republic of Indonesia. The implementation process consists of lesson planning, learning implementation, and evaluation. Supported by research conducted by Fatimah et al. (2021) that the components of planning, implementation, and evaluation play an important role in every learning process.

Efforts to anticipate all possibilities related to the outbreak of the Covid-19 pandemic, in the report entitled "A framework to guide an education response to the Covid-19 Pandemic of 2020" several checklists for the education response to the Covid-19 pandemic are described, including 1) Identification of how education is delivered. If possible, it should include online learning, as it provides the best flexibility and opportunities for interaction. If not all students have devices and connectivity, find ways to make them available to students. Explore partnerships with the private sector and communities in securing the resources provided by devices and connectivity; 2) Clearly define teacher's roles and expectations to effectively direct and support students to learn in new situations, through direct instruction where possible or guidance for independent study; 3) Create a website to communicate with teachers, students, and parents about curriculum objectives, suggested strategies and activities and additional resources (Cooper et al., 1996; Reimers & Schleicher, 2020).

Teachers have an important role in conducting and managing the teaching and learning process as well as increasing the effectiveness of the learning process. Saifullah & Darwis (2020) stated that in the era of the Covid-19 pandemic, learning media has a very important role in increasing the effectiveness of the teaching and learning process. Even though in the pandemic era the use of media

is very important in online learning, students still have to experience good learning activities without ignoring the health protocols that have been set by the government.

Google Sites Implementation and Evaluation in Civic Learning

Based on the results of the study of Citizenship Education learning held at the Information Technology Department of the 2019 State University of Yogyakarta, it has been adapted to the times and the situation of the Covid-19 pandemic, namely the development of digital-based Citizenship Education, namely using Google sites. Citizenship Education is carried out online to prepare students to become digital citizens. Citizenship Education Learning using google sites at Yogyakarta State University is oriented toward students' ability to use technology responsibly.

The implementation phase is an online teaching and learning process. The implementation stage is the interaction stage between lecturers and students. Lecturers and students interact online on google websites. Following the RPS, before starting the lesson, the lecturer asked the students to pray together, then asked about their condition of the students. After that, students are absent manually, then the lecturer mentions the learning objectives and conveys an outline of the material to be studied. After filling out the attendance list and getting ready to study, students are asked to open a website from Google sites. The lecturer will send the website link via the class group chat, so students just need to click on the link.

The core activities in the teaching and learning process consist of five activities: observing, asking, exploring, associating, and communicating. Students are asked to read and understand the google websites available on online pages at the initial stage of the core activity. After that, the lecturer tries to motivate students to discuss the material being studied. Lecturers ask questions related to the material being studied, and then students ask questions related to the difficulties faced in studying the material (awareness of responsible and just democracy). The question-and-answer session is carried out according to the quizzes or questions available on google sites. Then students collect data and information related to the material being studied (awareness of responsible and just democracy) through various references. They analyze the data and information and then communicate it in class. Before the course ends, the lecturer asks the students to conclude the learning outcomes.

At the implementation stage, lecturers are also required to reinforce students indirectly, which can lead students to participate in class actively. The obstacle faced when doing online learning and teaching using google sites is the activeness of students. They tend to be less active in discussions. Therefore, as a lecturer, you must be good at encouraging and stimulating students in online learning and teaching activities. In addition, students must often use WhatsApp groups for discussion activities to carry out teaching and learning activities effectively and efficiently. It was decided to use the WhatsApp group as a medium of discussion. Loeb (2020), lecturers or teachers help conduct virtual discussions between students, give homework, and follow up with students individually. Sometimes these lessons are synchronous (all teachers and students meet at the same time) and sometimes asynchronous (not at the same time). In both cases, lecturers or teachers should provide opportunities for students or students to be seriously involved in the subject matter, and students or students, in most cases, are asked to interact with each other virtually.

Manullang (2014) defines monitoring in learning as an activity to evaluate learning, measure student learning outcomes, and determine whether the functions and leaders have carried out their duties following the objectives. In addition to planning the teaching and learning process, a lecturer must evaluate both student learning outcomes and learning evaluations. In online learning, learning evaluation is carried out based on student attendance and student activity in learning activities. The

World of education is never separated from the learning process (Widodo et al., 2016). The learning process is a two-way activity carried out by lecturers and students. The learning process is the most important indicator compared to the final results that must be achieved.

Based on the results of observations, most students who take online classes actively participate in discussions and question-and-answer sessions conducted by lecturers. The need for using various learning media so that students do not get bored during online learning activities to increase student motivation in the Covid-19 pandemic era. Evaluation of learning outcomes is obtained from the task scores given by the lecturer at each meeting. Then, the task scores will be added up. The average value is analyzed to determine whether it reaches the specified minimum completeness criteria (KKM). Riadi's statement (2018) that the evaluation process is generally student-centered, and the evaluation is carried out as an oral or written test.

Based on the findings, most students experienced an increase in each cycle. Google sites are one of the alternative media used by lecturers in the teaching and learning process in the Covid-19 pandemic era. Alternative media has many benefits in line with the statement of Ferismyanti (2020) & Harsanto (2012) that google sites have several advantages, namely being able to help lecturers upload learning materials, save syllabi, give assignments, give announcements, and download and check student assignments. The development of the times requires all parties to continue to develop and improve their competence (Nurgiansah & Pringgowijoyo, 2020). Lecturers carry out increasing competence as lecturers in higher education, so lecturers who are highly dedicated to teaching activities and can operate technology are needed. Therefore, Google sites help lecturers manage learning and teaching activities in the era of the Covid-19 pandemic.

E-Learning is one of the educational programs to improve the teaching ability of a lecturer. The development of information technology in the current era in the World of education encourages the government to create more quality, effective, efficient, and innovative learning processes (Japar et al., 2020). Currently, the world of education is pushing the educational curriculum to follow digital dynamics, the internet of things, artificial intelligence, and biotechnology (Nurgiansah, 2019). The online learning model changes lecturers' teaching style from conventional to online to more professional. In their performance, lecturers can conduct assessments to evaluate students' learning progress more efficiently.

Conclusion

Based on the results of research, the use of google sites in Civic Education learning in the Covid-19 pandemic era includes planning and organizing by designing steps or stages to achieve goals such as observing online civics education learning activities, selecting materials and preparing online materials, collecting available sources of materials. has been selected, as well as preparing online learning media, in this case, Google sites. Then the strategy for using google sites uses the right strategy in Civic Education learning to increase one's knowledge and abilities, such as developing online teaching media in the Covid-19 pandemic era using digital-based multimedia technology. Furthermore, the implementation and evaluation of the use of google sites in civic education learning in the era of the Covid-19 pandemic, namely the interaction between lecturers and students online on google sites such as observing, asking, exploring, associating, and communicating activities.

Therefore, using google sites in online Civic Education learning in the Covid-19 pandemic era can be an effective and efficient learning medium, especially in Civic Education learning. Learning media innovation from lecturers is very much needed, especially in Civic Education learning. One of the learning media innovations is the use of google sites as alternative media that lecturers can use

in Civic Education learning activities in the Covid-19 pandemic era. Citizenship Education online learning uses google sites, where students are more active in discussions.

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