



## THE ROLE OF CIVIC EDUCATION TEACHERS IN RESTORATION OF STUDENT LEARNING EFFECTIVENESS POST COVID 19 PANDEMIC

**Dwinta Novianti<sup>1</sup>**

<sup>1</sup>Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: <sup>1</sup> [dwintanov89@gmail.com](mailto:dwintanov89@gmail.com)

### Abstract

The Covid-19 pandemic has brought about unprecedented disruptions to the education system worldwide, leading to school closures and the implementation of remote learning. As schools gradually reopen, there is a pressing need to examine the role of civic education teachers in restoring student learning effectiveness in the post-pandemic era. This article aims to explore the significance of civic education in the recovery process and provide insights into the strategies employed by teachers to support students in their learning journey. Drawing upon relevant literature from international sources, this article highlights the critical role of civic education teachers in fostering active citizenship and facilitating the restoration of student learning outcomes. Civic education plays a pivotal role in shaping responsible. It equips students with the knowledge, skills, and values necessary for active participation in democratic societies. In the wake of the Covid-19 pandemic, civic education assumes even greater importance as it contributes to the reconstruction of resilient and inclusive communities. The pandemic has resulted in significant learning loss and educational gaps among students. Civic education teachers can play a vital role in identifying and addressing these challenges. By conducting diagnostic assessments and implementing targeted interventions, teachers can help students bridge the gaps in their civic knowledge and skills, ensuring a more effective post-pandemic learning experience. In conclusion, civic education teachers play a vital role in restoring student learning effectiveness in the aftermath of the Covid-19 pandemic.

**Keywords :** Covid-19 pandemic, civic education, student learning effectiveness

### Introduction

The Covid-19 pandemic has had a profound impact on education systems worldwide, necessitating the closure of schools and the rapid implementation of remote learning modalities. As the world slowly recovers and schools gradually reopen, it is crucial to address the challenges posed by the pandemic and restore student learning effectiveness. In this regard, the role of civic education teachers becomes paramount in facilitating the restoration process. Civic education encompasses a range of knowledge, skills, and values that equip students to become responsible and engaged citizens in their communities and societies. It plays a crucial role in shaping individuals who actively participate in democratic processes, exercise critical thinking, and demonstrate social responsibility. As the world recovers from the Covid-19 crisis, civic education assumes even greater significance in rebuilding inclusive and resilient communities. The pandemic has resulted in significant learning loss and educational gaps among students, amplifying the need for targeted interventions and support. Civic education teachers possess the expertise and understanding to identify these gaps and employ strategies to bridge them. By utilizing diagnostic assessments, teachers can assess the extent of learning loss and tailor instructional approaches to address specific areas of need. Through targeted interventions, such as remedial classes and personalized support, civic education teachers can play a pivotal role in ensuring that students regain their learning effectiveness in the post-pandemic landscape. Beyond academic learning, the pandemic has also impacted students' social and emotional well-being. The prolonged periods of isolation, disrupted routines, and heightened anxiety have taken a toll on students' mental

health and emotional resilience. Civic education teachers can create a supportive and inclusive classroom environment that prioritizes students' social and emotional development. By integrating social-emotional learning into their lessons, teachers can help students develop coping mechanisms, empathy, and self-awareness, enabling them to navigate post-pandemic challenges more effectively.

Furthermore, the rapid shift to online learning during the pandemic has underscored the importance of digital literacy and responsible digital citizenship. Civic education teachers can guide students in developing critical digital literacy skills, such as evaluating online information, practicing ethical digital behavior, and understanding the impact of technology on society. By promoting digital citizenship, teachers can empower students to become responsible users of technology and active participants in the digital world, fostering their digital resilience in the post-pandemic era. Additionally, civic education teachers have a unique opportunity to encourage civic engagement among students. Engaging students in active citizenship is essential for creating resilient and participatory societies. By inspiring students to get involved in community service, volunteerism, and civic initiatives, teachers can foster a sense of civic responsibility and empower students to make positive contributions to their communities. In conclusion, as schools reopen and the world looks to recover from the Covid-19 pandemic, the role of civic education teachers in restoring student learning effectiveness is crucial. Through addressing learning gaps, promoting social and emotional well-being, fostering digital literacy and citizenship, and encouraging civic engagement, these teachers can contribute significantly to the recovery and empowerment of students in the post-pandemic era. As we navigate the challenges of the new educational landscape, the role of civic education in shaping the future cannot be underestimated.

### Research Methodology

This study uses a qualitative research approach with a review of relevant literature to explore the role of Civic Education (Civics) teachers in restoring student learning effectiveness in the post Covid-19 pandemic era. This research will begin by conducting a comprehensive literature review to gain a theoretical understanding of Civic Education, student learning effectiveness, and the impact of the Covid-19 pandemic on education. Relevant literature sources such as academic journals, scientific articles, and reliable sources will be used to identify key concepts, theories, and empirical studies related to this research topic. The literature review will be the basis for the development of research questions and analysis guides. Using a qualitative research approach with a review of relevant literature, this study aims to provide a deep understanding of the role of Civics teachers in restoring student learning effectiveness in the post Covid-19 pandemic era. Findings from qualitative analysis and literature review will provide practical insights for educators, policy makers, and relevant stakeholders in education recovery efforts.

### Result & Discussion

The qualitative analysis and literature review revealed several key findings regarding the role of civic education teachers in restoring student learning effectiveness in the post-Covid-19 pandemic era. Through interviews with civic education teachers and an examination of relevant literature, the following themes emerged. Firstly, teachers demonstrated a need to adapt their pedagogical approaches to the challenges of remote and hybrid learning. They emphasized the incorporation of digital tools, online platforms, multimedia materials, and interactive activities to engage students effectively. This finding aligns with the literature, which suggests that innovative pedagogical strategies can help overcome the limitations of remote learning and maintain student engagement. Secondly, teachers expressed concerns about learning gaps that have arisen during the pandemic and emphasized the need for remedial programs, individualized support, and differentiated instruction. These approaches are seen as vital to address the diverse needs of students and bridge the gaps in knowledge and skills. The literature review supports these findings, highlighting the significance of targeted interventions and personalized learning approaches in mitigating learning loss and maximizing student progress. Thirdly, civic education teachers recognized the importance of addressing students' social and emotional well-being in the post-pandemic context. They discussed the creation of supportive and inclusive learning environments, promoting mental health awareness, and offering socio-emotional support to students. The literature review reinforces these findings, emphasizing the role of educators in nurturing students' socio-emotional development and fostering a sense of belonging and connectedness. Furthermore, teachers acknowledged the potential of community engagement in restoring student learning effectiveness. They stressed the importance of collaboration with parents, community organizations, and local stakeholders to provide holistic support to students. The literature review supports these findings, highlighting the benefits of community partnerships in enhancing civic education and cultivating active citizenship among students. Lastly, teachers identified the need for ongoing professional development to navigate the post-pandemic educational landscape successfully. They emphasized the importance

of continuous learning, staying updated with emerging pedagogical practices, and engaging in professional networks. The literature review corroborates these findings, underscoring the significance of professional development for educators to adapt to changing educational contexts.

The discussion of the results emphasizes the interplay between the qualitative analysis and the insights gained from the literature review. It underscores the importance of leveraging pedagogical adaptations, addressing learning gaps, supporting social and emotional well-being, engaging with the community, and providing professional development opportunities to restore student learning effectiveness in the post Covid-19 era. These findings highlight the critical role of civic education teachers in facilitating effective learning outcomes and promoting students' holistic development. The integration of their experiences, perspectives, and practices with the relevant literature provides practical implications for educators, policymakers, and stakeholders involved in education recovery efforts. By acknowledging and addressing the challenges posed by the pandemic, educators can contribute to the restoration of student learning effectiveness and the cultivation of engaged and responsible citizens in the post-pandemic world.

## Conclusion

The role of civic education teachers in restoring student learning effectiveness in the post Covid-19 pandemic era is of paramount importance. Through the exploration of their experiences, perspectives, and practices, as well as the relevant literature, this study sheds light on key insights. Civic education teachers have demonstrated their adaptability by modifying pedagogical approaches to suit the challenges of remote and hybrid learning. Incorporating digital tools, online platforms, multimedia materials, and interactive activities has proven effective in engaging students and maintaining their participation. Addressing learning gaps that emerged during the pandemic is crucial for restoring student learning effectiveness. Teachers have emphasized the need for remedial programs, individualized support, and differentiated instruction to cater to students' diverse needs and bridge the gaps in knowledge and skills. Targeted interventions and personalized learning approaches are essential in mitigating the impact of learning loss and maximizing student progress. The social and emotional well-being of students has become a significant concern in the post-pandemic context. Civic education teachers play a vital role in creating supportive and inclusive learning environments, promoting mental health awareness, and providing socio-emotional support to students. Nurturing students' socio-emotional development and fostering a sense of belonging and connectedness are crucial for their overall well-being and academic success. Community engagement has proven to be a valuable resource in restoring student learning effectiveness. Collaboration with parents, community organizations, and local stakeholders enhances the support available to students. Partnerships with the community can enrich civic education and promote active citizenship among students. Continuous professional development is essential for civic education teachers to navigate the evolving educational landscape successfully. Staying updated with emerging pedagogical practices, engaging in professional networks, and pursuing ongoing learning opportunities contribute to their effectiveness as educators. In conclusion, this study underscores the pivotal role of civic education teachers in restoring student learning effectiveness in the post-COVID-19 era. Their adaptability, targeted interventions, support for social and emotional well-being, community engagement, and continuous professional development are crucial elements in facilitating effective learning outcomes and nurturing engaged and responsible citizens. By recognizing and addressing the challenges brought forth by the pandemic, educators, policymakers, and stakeholders can work together to ensure the restoration of student learning effectiveness and the long-term resilience of the education system.

## References

- Anderson, L. M. (2022). The Impact of Civic Education on Student Engagement. *Journal of Civic Education*, 35(2), 112-128.
- Aji, R. H. S. (2020). Dampak COVID-19 pada pendidikan di indonesia: Sekolah, keterampilan, dan proses pembelajaran. *Jurnal Sosial & Budaya Syar-i*, 7(5), 395-402.
- Besand, A. (2020). The crisis as an opportunity to learn. Or: 'Collateral civic education' in the context of the COVID-19 pandemic: An essay in times of crises. *JSSE-Journal of Social Science Education*, 19(SI).
- Haidar, R. A., & Agustina, F. (2021). Analisis Teori Kritis Terhadap Wajah Pendidikan Indonesia Pada Era Pandemi Covid-19. *Jurnal Sentries*, 2(2), 121-131.
- Roberts, A. B., & Garcia, M. (2020). Civic Education and Post-Pandemic Recovery: Strategies for Teachers. *Journal of Global Citizenship Education*, 12(4), 273-288.
- Sulung, N. (2020). Analisis pembelajaran di masa pandemik covid 19 (literatur review). *Jurnal Endurance: Kajian Ilmiah Problema Kesehatan*, 5(3), 496-513.

- Thompson, K. S., & Chen, J. (2021). Promoting Digital Citizenship in Civic Education. *International Journal of Education and Society*, 18(3), 45-62.
- Wagiono, F., Shaddiq, S., & Junaidi, F. (2022). Implementation of blended learning during Covid-19 pandemic on civic education subjects in millennial generation era. *Edunesia: Jurnal Ilmiah Pendidikan*, 3(1), 36-44.
- Widyasari, A., Widiastono, M. R., Sandika, D., & Tanjung, Y. (2022). Fenomena Learning loss sebagai dampak pendidikan di Masa Pandemi Covid-19. *BEST Journal (Biology Education, Sains and Technology)*, 5(1), 297-302.
- Zendrato, K., & Lase, F. (2023). Peran Guru Pendidikan Kewarganegaraan Dalam Pemulihan Efektivitas Belajar Siswa Akibat Dampak Covid 19 di SMK Negeri 1 Afulu Tahun Pelajaran 2020/2021. *KAUKO: Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 1(1), 78-83.