

## THE IMPLEMENTATION OF DISCUSSION-BASED LEARNING THROUGH E-LEARNING IN CIVIC EDUCATION SUBJECTS

Hanny Rahayu<sup>\*1</sup>, Lenny Kristianti<sup>2</sup>, Farhan Rachmansyah<sup>3</sup>, Sitti Nur Aisyah<sup>4</sup>

Universitas Sangga Buana Bandung<sup>\*1,2,3,4</sup>

Email: hanny.rahayu@usbykpk.ac.id<sup>\*1</sup>, lennyks145@gmail.com<sup>2</sup>,

farhanrachmansyah3@gmail.com<sup>3</sup>, aisstnr@gmail.com<sup>4</sup>

### Abstract

This study analyzes the implementation of the discussion-based learning method in e-learning for the civic education subject in the eleventh grade of the computer and network engineering program at Bina Insan Bangsa Vocational High School, West Bandung Regency. The research employs a qualitative approach with a descriptive method. The findings indicate that the implementation of the discussion-based learning method through e-learning involves distance learning without direct face-to-face interaction between teachers and students, conducted via the internet using communication technology. E-learning serves as a platform for applying the discussion-based learning method, facilitating interaction both between teachers and students as well as among students themselves. As a result, the use of e-learning has proven effective in supporting the teaching and learning process.

**Keywords:** E-learning, discussion-based learning method, civic education

### Abstrak

*Penelitian ini menganalisis implementasi metode pembelajaran berbasis diskusi melalui e-learning pada mata pelajaran Pendidikan Kewarganegaraan di kelas XI Program Keahlian Teknik Komputer dan Jaringan di Sekolah Menengah Kejuruan (SMK) Bina Insan Bangsa, Kabupaten Bandung Barat. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Hasil penelitian menunjukkan bahwa implementasi metode pembelajaran berbasis diskusi melalui e-learning dilakukan dalam bentuk pembelajaran jarak jauh tanpa tatap muka langsung antara guru dan siswa, yang dilaksanakan melalui internet dengan memanfaatkan teknologi komunikasi. E-learning berfungsi sebagai sarana penerapan metode pembelajaran berbasis diskusi yang memungkinkan terjadinya interaksi antara guru dan siswa maupun antarsiswa. Dengan demikian, penggunaan e-learning terbukti efektif dalam mendukung proses belajar mengajar.*

**Kata kunci:** E-learning, metode pembelajaran berbasis diskusi, Pendidikan Kewarganegaraan.

## INTRODUCTION

Education is a lifelong process that serves as a fundamental means of developing individuals' potential, enabling them to live productive and meaningful lives. Through

education, individuals not only acquire knowledge but also develop the skills, attitudes, and values necessary to face various challenges in life. In the context of national development, education plays a strategic role as an instrument for producing high-quality human resources who possess strong character and the ability to adapt to social, economic, and technological changes. Therefore, education should not be viewed merely as a process of knowledge transmission; rather, it is a comprehensive endeavor aimed at fostering individuals' cognitive, affective, and psychomotor development.

In Indonesia, the significance of education is explicitly emphasized in Law Number 20 of 2003 concerning the National Education System, which states that education is a deliberate and systematic effort to create learning environments and educational processes that enable learners to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and the skills required for themselves, society, the nation, and the state (Republic of Indonesia, 2003). This definition highlights that education is not solely concerned with academic achievement but also with character formation and the development of competencies relevant to societal needs. In a similar vein, Heidjrachman and Husnan (1997) argue that education is a process of enhancing an individual's general knowledge, theoretical understanding, practical skills, decision-making abilities, and problem-solving capacities needed to achieve personal and professional goals.

The rapid advancement of science and technology has significantly transformed various aspects of human life, including education. The digital revolution of the twenty-first century has reshaped the way people access information, communicate, and learn. Developments in information and communication technology have removed traditional barriers of time and place, allowing learners to access educational resources more efficiently through the Internet. These changes have encouraged educational institutions to adopt innovative approaches to teaching and learning in order to meet the demands of the digital era.

The integration of technology into education is widely believed to improve instructional quality and expand educational access. Technology enables learning to become more flexible, interactive, and learner-centered. According to Uno and Lamatenggo (2011), future educational trends in Indonesia will be characterized by the expansion of open and distance learning systems, increased resource sharing among educational institutions through information networks, and the growing use of interactive information technologies that gradually replace conventional instructional media. These developments indicate that technological integration is no longer optional but rather an essential requirement for educational institutions seeking to remain relevant in a rapidly changing world.

One of the most significant technological innovations in education is e-learning. E-learning refers to an educational system that utilizes electronic technologies and Internet networks as primary media for content delivery, communication, interaction, and assessment. The emergence of e-learning has introduced a new paradigm in education by enabling learning activities to take place without limitations of time and location.

Learners can access instructional materials whenever and wherever needed. Moreover, e-learning encourages independent learning by providing access to a wide range of digital learning resources.

According to Rohmah (2016), e-learning offers numerous advantages that contribute to instructional effectiveness. First, it reduces learning time and educational costs because face-to-face meetings are not always required. Second, it facilitates interaction between learners and instructional materials through various digital features. Third, learners can share information and repeatedly access learning content, thereby enhancing their understanding of the subject matter. Fourth, e-learning promotes active learner participation through interactive learning activities specifically designed to engage students. These advantages make e-learning one of the most effective solutions for improving educational quality in the digital age.

In practice, e-learning functions not only as a medium for delivering instructional content but also as a platform for implementing various active learning strategies. One instructional strategy that can be effectively integrated into e-learning environments is the discussion-based learning method. Discussion-based learning is an instructional approach that positions students as active participants in the learning process through the exchange of ideas, argumentation, collaborative problem-solving, and critical reflection. Through discussions, students gain not only knowledge but also essential skills such as critical thinking, communication, collaboration, and decision-making.

Sanjaya (2016) explains that discussion-based learning is a teaching strategy that actively involves students in examining issues and identifying alternative solutions to problems. This method provides opportunities for learners to express their opinions, appreciate diverse perspectives, and develop logical and systematic thinking skills. Within the context of twenty-first-century education, discussion-based learning has become increasingly important because it fosters higher-order thinking skills, which are essential for addressing contemporary global challenges.

The integration of discussion-based learning with e-learning offers greater opportunities for creating interactive and collaborative learning experiences. Through digital platforms such as discussion forums, video conferencing tools, chat rooms, and learning management systems, students can actively participate in discussions regardless of geographical location. Zahroh (2015) notes that one of the defining characteristics of e-learning is its ability to facilitate communication among teachers and students as well as among students themselves without the constraints of time and place. Consequently, the implementation of discussion-based learning through e-learning can serve as an effective strategy for enhancing student engagement and participation.

Despite its benefits, the implementation of e-learning is not without challenges. One of the most common obstacles is limited Internet access, particularly in regions where technological infrastructure remains underdeveloped. Additionally, not all students possess adequate technological devices to support online learning. Another concern is the decline in student motivation caused by reduced face-to-face social interaction with teachers and peers. Research has shown that poorly designed online learning

environments may lead to passive participation and decreased learner engagement (Moore & Kearsley, 2012).

These challenges become even more significant in Civic Education courses. Civic Education is designed to develop democratic, responsible, and socially conscious citizens. Therefore, it emphasizes not only the acquisition of knowledge but also the development of attitudes, values, and civic competencies. Effective Civic Education requires meaningful interaction, critical discussion, and reflection on social issues that affect society. In online learning environments, achieving these objectives can be particularly challenging, as teachers must create engaging and meaningful learning experiences despite the absence of direct face-to-face interaction.

The COVID-19 pandemic, which began in 2020, accelerated the digital transformation of education worldwide. Government policies requiring students to learn from home compelled educational institutions to adopt e-learning systems as alternative modes of instruction. This situation was also experienced by Bina Insan Bangsa Vocational High School in West Bandung Regency. During the pandemic, all learning activities were conducted online using various e-learning platforms. These circumstances required teachers to develop innovative instructional strategies capable of maintaining educational quality despite the challenges associated with remote learning.

In the implementation of Civic Education at Bina Insan Bangsa Vocational High School, the discussion-based learning method was selected as one of the primary instructional strategies delivered through e-learning. This approach was considered capable of increasing student participation, fostering critical thinking skills, and helping students develop a deeper understanding of civic concepts. Nevertheless, the effectiveness of discussion-based learning through e-learning in Civic Education remains an area that warrants further investigation. This is important because successful learning outcomes depend not only on the use of technology but also on the instructional strategies employed by educators.

Based on the foregoing discussion, research on the implementation of discussion-based learning through e-learning in Civic Education is both relevant and necessary. This study is expected to provide insights into how discussion-based learning is implemented in online learning environments, identify factors that support or hinder its implementation, and examine its contribution to the effectiveness of Civic Education instruction. Furthermore, the findings are expected to serve as valuable references for teachers, schools, and educational policymakers in developing more innovative and effective teaching strategies in the digital era.

## **METHOD**

This study employed a qualitative approach using a descriptive research design to explore and understand the implementation of discussion-based learning through e-learning in the Civic Education subject for eleventh-grade students in the Computer and Network Engineering program at Bina Insan Bangsa Vocational High School, West Bandung Regency. A qualitative approach was selected because it enables researchers to

investigate social phenomena in their natural settings and to gain a comprehensive understanding of participants' experiences, perceptions, and interactions (Creswell & Poth, 2018). Descriptive qualitative research is particularly appropriate for examining educational practices because it focuses on describing and interpreting phenomena as they occur without manipulating variables (Merriam & Tisdell, 2016).

The study aimed to obtain an in-depth understanding of how discussion-based learning was implemented through e-learning, including the processes, challenges, and supporting factors that emerged during its application. Data were collected through three primary techniques: observation, interviews, and documentation. Observation was conducted to examine the actual implementation of e-learning activities and to identify interactions between teachers and students during the learning process. Through observation, the researcher was able to gather contextual information regarding students' participation and engagement in online discussions. Interviews were conducted using semi-structured questions to obtain detailed information from participants regarding their experiences, perceptions, and opinions concerning the implementation of discussion-based learning through e-learning. According to Patton (2015), interviews are valuable for capturing participants' perspectives and understanding the meanings they assign to their experiences. Documentation was also utilized to support the credibility of the findings by examining learning materials, lesson plans, attendance records, discussion transcripts, and other relevant documents related to the implementation of e-learning.

Participants were selected using a purposive (selective) sampling technique, which involves choosing individuals who possess specific knowledge and direct experience related to the research topic (Palinkas et al., 2015). The participants included Civic Education teachers and eleventh-grade students in the Computer and Network Engineering program who were actively involved in the implementation of e-learning. This sampling technique ensured that the collected data were relevant and information-rich, thereby enabling a deeper understanding of the phenomenon under investigation.

To ensure the trustworthiness of the findings, data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2019), which consists of data collection, data condensation, data display, and conclusion drawing/verification. Furthermore, source triangulation and method triangulation were employed to enhance the credibility and validity of the research findings. Through these procedures, the study sought to provide a comprehensive description of the implementation of discussion-based learning through e-learning in Civic Education and its contribution to the teaching and learning process.

## **RESULTS AND DISCUSSION**

Based on the findings of this study, the implementation of discussion-based learning through e-learning in the Civic Education subject for eleventh-grade students of the Computer and Network Engineering program at Bina Insan Bangsa Vocational High School, West Bandung Regency, demonstrates a significant transformation in the teaching and learning process. The learning model is conducted through internet-based technology and mobile devices without requiring direct face-to-face interaction between

teachers and students. Consequently, the learning process is categorized as distance learning, where communication, interaction, and instructional activities are facilitated through digital platforms. This learning model became particularly relevant during the COVID-19 pandemic, when educational institutions were required to adopt alternative learning strategies to ensure the continuity of instruction while maintaining health protocols.

The findings indicate that e-learning has become an integral component of the educational process at Bina Insan Bangsa Vocational High School. Although students in the Computer and Network Engineering program are generally more familiar with digital technologies, the implementation of e-learning is not limited to this department alone. Instead, it is applied across all academic programs within the school. This policy reflects the institution's commitment to promoting digital literacy among all students, regardless of their academic specialization. Such an approach is particularly important in the twenty-first century, where technological competence has become one of the fundamental skills required for academic success and workforce readiness. According to UNESCO (2021), digital literacy is an essential competency that enables learners to access, evaluate, create, and communicate information effectively using digital technologies.

The implementation of discussion-based learning through e-learning has provided opportunities for students to engage actively in the learning process. Rather than functioning solely as recipients of information, students are encouraged to participate in discussions, express opinions, respond to arguments, and collaboratively construct knowledge. This finding is consistent with the principles of constructivist learning theory, which emphasizes that knowledge is actively constructed through interaction and experience rather than passively received from instructors (Vygotsky, 1978). Through online discussions, students become more involved in analyzing civic issues, reflecting on social phenomena, and developing critical thinking skills that are essential for Civic Education learning.

The participants' responses revealed that e-learning facilitates communication between teachers and students despite geographical separation. Teachers can distribute learning materials, provide instructions, monitor student participation, and evaluate learning outcomes through online platforms. Meanwhile, students can access instructional materials, participate in discussion forums, submit assignments, and communicate with teachers and peers at any time. These findings support Ardiansyah's (2013) argument that e-learning is a learning system that eliminates the necessity of direct face-to-face interaction while maintaining the continuity of educational activities through digital technologies. Similarly, Michael (2013) defines e-learning as a learning process designed to utilize electronic systems and computer technologies to support instructional activities. Therefore, e-learning serves not only as a delivery mechanism for educational content but also as a platform that supports interaction, collaboration, and knowledge sharing.

An important aspect identified in this study is the role of e-learning in enhancing learning flexibility. Students are no longer restricted by classroom schedules or physical locations. They can access learning materials whenever needed and revisit content repeatedly to

improve understanding. This flexibility is one of the primary advantages of online learning environments. According to Moore and Kearsley (2012), distance learning systems provide learners with greater autonomy in managing their learning experiences, allowing them to study according to their individual pace and learning preferences. Such flexibility is particularly beneficial in Civic Education courses, where students often need additional time to analyze concepts, evaluate social issues, and reflect on civic values.

The successful implementation of e-learning in this study can also be understood through the framework proposed by Yani and Ivo (2007), who identify three essential components for effective e-learning implementation: the use of network-based technologies, the availability of learning support resources, and the provision of tutor support services. The findings indicate that these components were present in the learning environment at Bina Insan Bangsa Vocational High School. Internet connectivity enabled the delivery of instructional content and communication activities. Learning resources were provided through digital materials and online platforms, while teachers served as facilitators who guided students throughout the learning process. The presence of these elements contributed significantly to the effectiveness of discussion-based learning through e-learning.

Furthermore, the implementation of discussion-based learning in an online environment aligns with the principles of student-centered learning. Student-centered learning emphasizes active participation, collaboration, critical inquiry, and learner autonomy (Weimer, 2013). In traditional teacher-centered classrooms, students often assume passive roles and rely heavily on teacher explanations. In contrast, online discussion activities require students to engage actively with learning materials, formulate arguments, evaluate alternative viewpoints, and contribute meaningfully to collaborative discussions. These activities promote deeper learning and encourage students to take greater responsibility for their educational experiences.

The findings also suggest that discussion-based learning through e-learning contributes to the development of critical thinking skills. Civic Education aims not only to provide knowledge about citizenship but also to cultivate democratic values, social responsibility, and critical awareness of societal issues. Through online discussions, students are exposed to diverse perspectives and are encouraged to evaluate information critically before forming conclusions. This process reflects higher-order thinking skills as described in Bloom's revised taxonomy, including analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). Consequently, discussion-based e-learning can be considered an effective strategy for fostering critical civic competencies among students.

Another important finding concerns the increased accessibility of educational resources. Through e-learning platforms, students can access a variety of digital materials, including documents, presentations, videos, articles, and online references. This availability of diverse learning resources enriches the learning experience and enables students to explore topics beyond the information provided during classroom instruction. According to Mayer (2014), the integration of multimedia resources into learning environments can

enhance understanding by presenting information through multiple channels, thereby supporting different learning styles and preferences.

The results of this study are also consistent with previous research conducted by Wibawa and Edah (2015), who found that Schoology-based e-learning was positively received by students and contributed to improved learning outcomes. Their study demonstrated that students viewed e-learning as an effective instructional medium because it provided opportunities for independent learning, facilitated communication, and supported collaborative activities. Similarly, the participants in the present study reported positive experiences with e-learning, particularly regarding the convenience of accessing learning materials and participating in discussions outside traditional classroom settings.

Despite these advantages, several challenges associated with e-learning implementation were also identified. One of the primary concerns relates to internet accessibility and connectivity issues. Students who experience unstable internet connections may encounter difficulties participating in synchronous discussions or accessing learning materials. This challenge has been widely documented in online learning literature and remains a significant barrier to equitable educational access (Hodges et al., 2020). In addition, maintaining student motivation in online learning environments can be challenging because the absence of direct social interaction may reduce engagement and accountability.

Another challenge concerns the need for digital literacy skills among both teachers and students. Effective participation in e-learning environments requires familiarity with digital platforms, communication tools, and online learning strategies. Therefore, continuous professional development for teachers and digital literacy training for students are necessary to maximize the benefits of e-learning. According to Trust and Whalen (2020), successful online learning implementation depends not only on technological infrastructure but also on the readiness and competence of educators and learners in utilizing digital technologies effectively.

Overall, the findings of this study demonstrate that discussion-based learning through e-learning can serve as an effective instructional approach in Civic Education. The integration of technology with collaborative discussion activities enhances student participation, supports independent learning, promotes critical thinking, and increases access to educational resources. Although challenges remain, particularly regarding technological infrastructure and learner engagement, the positive outcomes suggest that e-learning has significant potential to support innovative and meaningful learning experiences in the digital era. Consequently, educational institutions should continue to invest in technological resources, teacher training, and digital literacy initiatives to ensure the successful implementation of e-learning-based instructional strategies.

## **CONCLUSION**

The implementation of the discussion method through e-learning in the Civic Education subject at Bina Insan Bangsa Vocational High School, West Bandung Regency, represents an innovative approach to learning that integrates information and

communication technology into the educational process. Unlike conventional classroom instruction, this learning model is conducted through distance learning, where teachers and students do not interact directly in a physical classroom setting. Instead, communication and learning activities take place through internet-based platforms that enable the exchange of information, ideas, and learning materials regardless of geographical limitations. This approach has become increasingly important in the digital era, particularly as educational institutions seek more flexible and accessible methods of delivering instruction.

Through e-learning, the discussion method can be effectively implemented by providing virtual spaces where students are encouraged to participate actively in the learning process. Students are not merely passive recipients of information but are actively involved in expressing opinions, asking questions, responding to arguments, and engaging in collaborative problem-solving activities. The use of discussion forums, online chat features, video conferencing applications, and learning management systems allows meaningful interaction to occur between teachers and students as well as among students themselves. As a result, the learning process becomes more interactive and student-centered, promoting the development of communication skills, critical thinking abilities, and collaborative learning experiences.

Furthermore, the implementation of discussion-based learning through e-learning contributes to increased learner autonomy and flexibility. Students are able to access learning materials, participate in discussions, and complete assignments at various times and locations according to their individual learning needs. This flexibility encourages students to become more responsible for their own learning while simultaneously enhancing their digital literacy skills. Teachers also benefit from e-learning because it enables them to distribute instructional materials efficiently, monitor student participation, provide feedback, and facilitate discussions in a more organized manner.

The findings indicate that e-learning serves not only as a technological platform but also as an effective instructional medium that supports the achievement of educational objectives. By facilitating continuous interaction, encouraging active participation, and providing broad access to learning resources, e-learning has proven to be an effective tool in supporting the teaching and learning process. Consequently, the implementation of the discussion method through e-learning has contributed positively to creating a more engaging, flexible, and effective learning environment in Civic Education at Bina Insan Bangsa Vocational High School.

## **BIBLIOGRAPHY**

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Ardiansyah, M. (2013). *Pembelajaran berbasis teknologi informasi*. Alfabeta.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

Heidjrachman, & Husnan, S. (1997). *Personnel management*. BPFE.

- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27(1), 1–12.
- Mayer, R. E. (2014). *The Cambridge handbook of multimedia learning* (2nd ed.). Cambridge University Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Michael, A. (2013). *E-learning implementation and instructional technology*. McGraw-Hill.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.
- Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth Cengage Learning.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage Publications.
- Republic of Indonesia. (2003). *Law Number 20 of 2003 concerning the National Education System*. State Secretariat of the Republic of Indonesia.
- Rohmah, N. (2016). The influence of e-learning implementation on student learning outcomes. *Jurnal Pendidikan*, 8(2), 45–56.
- Sanjaya, W. (2016). *Learning strategies oriented toward educational process standards*. Kencana.
- Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 189–199.
- Uno, H. B., & Lamatenggo, N. (2011). *Information and communication technology in learning*. Bumi Aksara.
- UNESCO. (2021). *Digital literacy global framework*. UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed.). Jossey-Bass.
- Wibawa, B., & Edah, J. (2015). The effectiveness of Schoology-based e-learning in improving student learning outcomes. *Journal of Educational Technology Studies*, 7(2), 45–58.

Yani, H., & Ivo, M. (2007). *Pengembangan sistem e-learning dalam pendidikan modern*. RajaGrafindo Persada.

Zahroh, A. (2015). *Building learning quality through teacher professionalism*. Yrama Widya.