Utilizing CORE (Connecting, Organizing, Reflecting, Extending) Learning Models for Historical Learning in the Pandemic Era

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Abstract: The primary purpose of this study is to know the CORE (Connecting, Organizing, Reflecting, and Extending) learning models for historical learning in the pandemic Era. The primary question is how to apply the model and integrate it in the learning during the pandemic Era, and how to analyses CORE (Connecting, Organizing, Reflecting, and Extending) leaning models for historical in the pandemic Era. Research Methods used to the litterateur of review with impendence sources. The problems found by educators can be seen in historical learning opinions about history education learn using just discourse methods, memorized methods and longtime period's studies historical learning. It made students less interested even feeling bored in historical learning. CORE (Connecting, Organizing, Reflecting, and Extending) learning models have become solutions for solving problems in historical learning. Using Core learning models afford students more active studying, increase critical thinking, and create a valuable learning experience for students in school.

Keywords: Core (Connecting, Organizing, Reflecting, Extending), learning models, historical learning, the Pandemic era

Introduction

The pandemic era has forced the learning process into an online mode (Singh et al., 2021). This condition is causing problems for educators when we use online learning, mainly in the utilization of learning models with teachers teaching in the classroom (Pokhrel & Chhetri, 2021; Calamlam et al., 2021). Furthermore, educators must be more creative in online learning when

everything is uncertain or limited to innovation in learning during the pandemic Era (Mok et al., 2021), (Saxena et al., 2021). Online learning in the period is the pandemic Era now create learning condition less growing motivation and critical thinking to students (Shamir-Inbal & Blau, 2021; Alqabbani et al., 2020). That is because some issues by educators and students likely network, quota, laptop. (Koris et al., 2021; Islam et al., 2021). The educator shall fix in executing online learning with less on the speak up before students be given an opportunity on learning development from school and teacher (Neuwirth, 2020; Nilsberth et al., 2021).

The Problems of history education about material have been extended, and period's time divergence is sizeable with students (Hasan, 2019). Historical learning too often makes students felling much memorization so as low interest in the classroom and some opinions learning history education too more the theories and abstract for students (Santosa, 2017; Alfian, 2011; Popa, 2021; Mccall, 2016). Historical learning has so long and wide material scope that history makes students sometimes forget before in lesson material history (Glencross, 2015; Bertram, 2017). Some Also factor Environment can be influenced accept on material historical learning from the teacher. (Paine et al., 2020; Miguel-revilla & Calle-carracedo, 2020; Parellada & Carretero, 2020). Although historical learning gives too concept map thinking in world history and great people history have been effect for progress the human face (Baldwin, 2020; Hernández-ramos, 2013; Gillett & Foster, 2020; Grace, n.d.). Historical learning studies history and instills the past values for society in the surroundings (Wineburg et al., 2013; Pace, 2017; Hodkinson, 2000; Anderson & Stillman, 2013; Fleer, 2016; Roger, 2004).

Core (connecting, organizing, reflecting, extending) learning models connect old and new concerts with new knowledge (Budiyanto, 2016; Sari & Kadir, 2020; Sari & Karyati, 2020). Besides, learning models gather old knowledge with new knowledge, which has similarities with questions about the concert (Ningsih et al., 2019; Safitri et al., 2014). Despite, Core (connecting, organizing, reflecting, extending) learning models know students are more active in progress learning di classroom (Wicaksana et al., 2014; Mardiana et al., 2020; Irawan, 2018; Deswita & Kusumah, 2018). The purpose core learning models make to learn experience all students with new concerts until the purpose of learning can be reached in lesson history study (Hidayat et al., 2014; Artasari et al., 2013; Fatimah, 2019; Luksiana & Purwaningrum, 2018).

Methods

This research uses literature review guidance in writing research (Johnson, 2014; Crewell, 2018; Leavy, 2017). That is methods descript research procedure with some article and journal sources for data in this research with criteria suitable focus about Core (connecting, organizing, reflecting, extending) learning models. Research design literature review has step by step in this research for to know to begin until data final which data be treated according to research provisions (VanderStoep & Johnston, 2009). That is a step by a step literature review as follows:

1. Begin, gathering keyword core (connecting, organizing, reflecting, extending) learning models, historical learning, and the pandemic era a material for research topics in the library in university;
2. After, Keywords research we search journals and book in the website about international and national one, books and other publications;
3. The first found 50 research reports from Journal and books which connecting about research topics core (connecting, organizing, reflecting, extending) learning models, historical learning, and the pandemic era;
4. Article and book have been collected, next step, it is understood and analysis what have connecting and can using in this research;
5. If we feel that the sources have benefit, then start to make literature map or visual in this research core (connecting, organizing, reflecting, extending) learning models, historical learning, and the pandemic era;
6. When preparing a literature repository or conceptual map, starts with preparing before summarizing the article and the resulting research for robust research data;
7. Finally, we can make essential concerts systematically. The final literature review creates conclusions & recommendations topics core (connecting, organizing, reflecting, extending) learning models for historical learning in the pandemic era (Creswell, 2018; Johnson, 2014; Leavy, 2017).

Findings

Core (Connecting, Organizing, Reflecting, Extending) learning models for historical learning in the pandemic Era. Core (connecting, organizing, reflecting, extending) learning

models (Wicaksana et al., 2014). Historical learning in the pandemic Era needs some consideration which models fool-proof using and not necessarily expensive cost because it is mainly memory training with concerts or information in students, training critical thinking in students and making active learning process for students in the pandemic Era. In the history learning process in the pandemic Era, Students must be using online learning. Core (connecting, organizing, reflecting, extending) learning models can learn more than ideas or topics. That is founding in surroundings, not just get out of our home or town for founding knowledge and information. Despite, there are not all available everything in the house.

Applying Core (Connecting, Organizing, Reflecting, and Extending) learning models for historical learning in the pandemic era; step by step. There are four steps (Connecting, Organizing, Reflecting, and Extending) learning models for historical learning in the pandemic Era as follow:

1. Connecting

   Connecting, historical learning general teach about past knowledge, next connection with now knowledge which can be looking and feeling (Ningsih et al., 2019). Students given be understanding concert about how to connect old knowledge with new knowledge have available in historical learning in the pandemic Era. In the online learning process, students create a table from Microsoft Word. Next, the educator makes the first table about old knowledge or old concert and the second table new knowledge or new concert.

2. Organizing

   Organizing is students' activity organizing information about historical learning in the pandemic (Sari & Karyati, 2020; Safitri et al., 2014). *Organizing*, students make organizing or categorize concerts from early stages that connect knowledge or concert. Besides, that is information knowledge input tables in Microsoft Word.

3. Reflecting

   Reflecting, Students reflecting or imagining back again about knowledge or concert have been doing historical learning in the pandemic Era (Sari & Kadir, 2020). Students review again concert or knowledge collecting step one and two and then check to evert knowledge already in the table.

4. Extending

    Extending, students create new concepts from ancient and current knowledge (Safitri et al., 2014; Sari & Karyati, 2020). Students expand their knowledge about what they have learned in learning history online about the pandemic. The last step is to analyze old knowledge or concepts with new ones to get anew. It can be used to create or expand knowledge of these two concepts so that students can make students more in-depth and critical in the historical learning process of online mode.

Analyses using CORE (Connecting, Organizing, Reflecting, Extending) learning models for historical learning in the pandemic Era. Implementing the Core (connecting, organizing, reflecting, extending) learning model is not easy for educators because it takes a little longer to prepare for learning due to internal and external factors. Internal factors can be seen from educators and students. This factor can be seen during connecting learning because it requires high memory of previous knowledge. Meanwhile, external factors such as internet networks, quotas, and computers or laptops can affect learning. However, this is also a challenge for educators in the learning process with the core learning model to find a formula for increasing students' knowledge following the learning objectives carried out by following the school's learning plan (RPP).
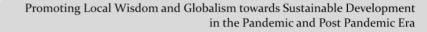
Conclusion

History learning using the Core (Connecting, Organizing, Reflecting, and Extending) learning model is one of the solutions for the learning process online because it has many positive impacts for students, as seen and illustrated. Students better understand and make it easier to describe historical knowledge and facts. Students are more active in learning and create meaningful learning experiences for students. This understanding is a helpful moment for students because students do not only remember years or historical events but rather how history becomes a lesson for them in the future to overcome the development of globalization in today's society. Due to its functionality, it is highly recommended for history teachers and schools to apply the CORE learning model in the classroom both online or in person.

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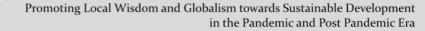
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