



Activities and Culture of History Learning at SMAN Cikatomas Tasikmalaya Regency since Covid-19 Pandemic

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Abstract: The Covid-19 pandemic has impacted teaching and learning activities in the world of Indonesian education. This study aimed to describe the transitions affected by the pandemic in education, especially in history education, which was carried out in the implementation of online learning at SMAN Cikatomas Tasikmalaya Regency. At the beginning of the odd semester of 2021, schools gradually began to open, including at the State's Senior High School of Cikatomas Tasikmalaya Regency. However, learning was carried out alternately for each class, especially in the History subject. There was a shift in learning activities and culture, from offline to online, and now a blended.

Keywords: Covid-19 pandemic, learning culture, implementation of history learning

Introduction

The Covid-19 virus pandemic spread throughout the world. Each government is taking steps to suppress the positive number exposed to the Covid-19 virus. The pandemic has affected the education sector, and the central government has issued a policy to dissolve all educational institutions at the regional level. The pandemic period is no longer possible to carry out teaching and learning activities in schools following a previous practice. Since President Joko Widodo realized the socialization of learning at home at a press conference held at the Bogor Palace during the pandemic on March 16, 2020. He has implemented it at home through online learning system learning activities that were initially carried out face-to-face. When the pandemic emerged in early 2020, direct learning was carried out online to anticipate the spread of this coronavirus. According to Arsyad, 2011 (Anugrahana, 2020), online learning media (often called e-learning) is an educational support media, not an alternative educational media. Online media is used as a medium of learning



carried out in the implementation of learning during the pandemic. Students can learn using these media such as Google classroom, video coverage, zoom, or WhatsApp group media as a means of learning media (Dewi, 2020).

The problem is that few students are bored with this distance learning system. According to the teacher, some students hope that learning can be carried out face-to-face again to see firsthand the teacher's figure, listen directly to what the teacher says, and ask questions directly when the material is hard to understand. However, there is no direct instruction between the teacher and students in online learning, so it is considered the lack of knowledge transfer. Many students also do not have devices to support distance learning. Besides that, many parents objected regarding the cost of buying study quotas.

The teacher experienced obstacles, including many of them unfamiliar with the technology, namely in using devices to conduct distance learning or the network. In addition, the teacher admitted that during the pandemic, learning was ineffective. The Vice-Principal of the curriculum at State's Senior High School of Cikatomas, Tasikmalaya Regency, said that it was all difficult under these circumstances, such as strengthening character education for students. It was challenging to run and exemplify. According to (Rigianti, 2020) some teachers complain about the obstacles they experience when doing online learning, including virtual learning applications, internet problems when teaching, the availability of facilities, management, assessment, and supervision of online learning. Indeed, regarding knowledge, the student can still learn independently in contrast with the student's personality, the spiritual aspect, social spirit, responsibility, discipline, honesty, noble character in distance learning. These are difficult to instill because learning is only limited to google classroom, WhatsApp group, and Microsoft teams. Teachers hard to give examples directly to students regarding the internalization of character education to each student. Online learning assessment and supervision are constrained because they are conducted virtually and far apart.

In high school, one subject that can apply character education is history. History subjects in the learning process teach students about past events and values that are meaningful of life lessons from predecessors, such as heroic values. The history teacher must convey these historical materials in the learning process (Loliyana, 2018). Isjoni (2007) says that learning history essentially has a vital role, namely actualizing the two elements of learning and



education. In the element of learning, history describes past events and trains students to think critically and think historically to take the meaning and value of past events to serve as learning. Then, on the element of education, history instills moral values and lives in a democratic and responsible state as the nation's next generation. These two elements show that history learning has an orientation on human values, making students human beings with strong personalities. History learning which is often carried out offline must be carried out online so that educators must change their learning approach methods to adapt to learning adaptations that seem new to be implemented even though online forms of learning already exist. With this online learning, every educational actor can work with educators, students, and educational institutions to improve their quality. Namely, educators can master advances in learning techniques that can be used in online learning.

At the beginning of the odd semester of 2021, schools began to open gradually and in SMAN Cikatomas, Tasikmalaya Regency. However, learning was carried out alternately for each class, especially in the History subject. There was a shift in implementation activities and learning culture from offline to online and now a mixture of the two. The researchers have the following objectives:

1. To describe the implementation of history learning and the steps of the History Teacher towards the implementation of teaching and learning activities to keep it going.
2. To describe the uniqueness of the implementation of online learning during the pandemic.

Methods and Research Design

This study uses a qualitative method with an ethnographic approach. Ethnography focuses on groups that share a common culture. Possibly, this cultural group may be small (several teachers, social workers) but usually involves many people interacting over time. Therefore, it is a qualitative research design in which researchers describe and interpret similar patterns of values, behaviors, beliefs, and language. From a group of the same culture (Harris, 1968). As a process and a result of research (Agar, 1980), ethnography is a way of studying a group of the same culture and the final written product of the research. Ethnography involves extensive observation of the group.



Participants and Research Site. Research participants or research data sources at SMAN Cikatomas, Tasikmalaya Regency, were selected purposively, namely the collecting data sources with specific considerations that the school's location is in Cikatomas District, Tasikmalaya Regency. This technique can be interpreted as a sampling process by determining the number of samples to be taken in advance. Then sample selection is carried out based on specific goals, as long as it does not deviate from the characteristics of the specified samples (Sugiyono, 2007). Based on the design of a qualitative approach (Lincoln and Guba 1985, Moleong 1997, Nasution 1996, Bogdan and Biklen 1990), what is meant by and used as a research subject is only a source of data that can provide information, or that can help expand the theory developed. Research subjects can be things, events, people, and situations observed or respondents interviewed. In this research the source of information or data is pulled and developed purposively (Lincoln & Guba, 1985), rolling until it reaches a saturation point where information has been collected (Nasution, 1988). The subjects of the research were students of SMAN Cikatomas, Tasikmalaya Regency, class XII IPA-IPS, history teachers, school principals, vice-principals in the field of curriculum, and sources of printed material (library) which included: journals, the results of previous research, textbooks, and dissertations, theses, related to the problem. In qualitative research, it does not use the term population. However, Spradley (2007) is called a "social situation" or a social situation consisting of three elements: place, actors, and interacting activities. The social situation in this study is the school, the activity, the teaching and learning process, the actors, the teacher, and the students. The social situation in this study is the school, the activity, the teaching and learning process, the actors, the teacher, and the students. The social situation in this study is the school, the activity, the teaching and learning process, the actors, the teacher, and the students.

Sources and technique. Sources and techniques for collecting research data on student perceptions were carried out through several techniques such as participatory observation, in-depth interviews, and documentation. Data collection techniques in qualitative research are carried out in natural settings, primary data sources. Data collection techniques are mostly participatory observation, in-depth interviews, and documentation (Sugiyono, 2007).

Data analysis. Data analysis techniques in this study were carried out before entering the field, while in the field, and after finishing. In this case, Nasution



(Sugiyono, 2007) states that the analysis has started since formulating and explaining the problem before going into the field and continuing until the writing of research results. Data analysis focuses on qualitative research during the field process and data collection. In reality, qualitative data analysis occurs during the data collection process rather than after data collection is completed. Miles and Huberman (2014) suggest that activities in qualitative data analysis are carried out interactively and continue until they are completed so that the data is saturated.

Discussion and Recommendations

Social distancing and physical distancing policies to minimize the spread of COVID-19 encourage all elements of education to activate classes even though schools are closed. School closures are the most effective mitigation measure to minimize the spread of the epidemic in children. The solution given is to apply home learning by utilizing various supporting facilities. During the COVID-19 pandemic, learning at home or online is a solution for the rest of the semester. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software (Basilaia & Kvavadze, 2020), and with the support of the internet network (Zhu & Liu, 2020). This is a modification of knowledge transfer via website forums (Basilaia & Kvavadze, 2020) and digital technology trends as a hallmark of the 4.0 industrial revolution to support learning during the COVID-19 pandemic.

Technology integration and various innovations are the hallmarks of online learning (Banggur et al., 2018). However, the most important thing is the readiness of educators and students to interact online. The infrastructure supports free online learning through various types such as Google Classroom, Whatsapp, Smart Class, Zenius, Quipper, and Microsoft (Abidah et al., 2020). Whatsapp features include Groups that can send text messages, images, videos, and files in various formats to all members (Kusuma & Hamidah, 2020).

Google Classroom also allows educators and teachers to develop creative learning. Discussions and transfer of knowledge face-to-face are like meeting through various video teleconference platforms widely available for free, such as Zoom and Google Meet. The platform allows educators and students to meet and interact virtually with instant messaging facilities and presentation activities (Wiranda & Adri, 2019). These various services can support



knowledge transfer to discussions related to learning content. This is also done by utilizing all local resources nationally, such as television channels for education (Zhou et al., 2020). In Indonesia, television on the TVRI channel is used to broadcast educational content nationally. The broadcast content is classified based on the level of education following the national curriculum.

The variety of platforms and available resources help support the learning process during the Covid-19 pandemic. Learning activities can be done from discussions and presentations to giving assignments. Online learning trains independent learning. This will require greater learner involvement to improve observational learning behavior. This behavior can be done by reading, interpreting discussion posts, and discussing videos or learning content (Zayapragassarazan, 2020). This will familiarize students with collecting and managing information related to the given task without the limitations of space and time. This is because online learning allows access to information and knowledge at home and anywhere tailored to students' convenience. Online learning demands the role of educators to evaluate the effectiveness and adapt to learning needs. This is important to keep fulfilling aspects of learning, such as the process of knowledge, morals, intelligence and aesthetics (Dai & Lin, 2020). The change to online learning indirectly affects students' absorption (Dewi, 2020). It is important to note that the communication between parents and educators is to realize the independence of students' learning during the COVID-19 pandemic.

The various benefits obtained, of course, have obstacles that educators and students in online learning feel. The obstacles faced are the various regional conditions in Indonesia, which causes not all areas to be reached by internet services. The distribution of internet networks is slow (Khasanah et al., 2020). It also allows high internet usage to affect the health of students. Another obstacle found was the ability of parents to provide online educational facilities (Obiakor & Adeniran, 2020), such as the use of the internet network, which requires a fee (Jones & Sharma, 2019). Of course, these problems must be evaluated to obtain better learning. The key is to conduct online learning according to local conditions (Zhang et al., 2020).

The most important thing is to create independence and learning skills for students during the COVID-19 pandemic. Basically, at this time, learning history, specifically in Indonesia, still uses conventional teaching methods and



does not even fully develop children's intellectual skills. When asked about history lessons, most students say that the lesson is very dull, right? Because what students think of the tendency to learn history is learning that always focuses on memorizing an event, the names of the characters involved, the year of the events and figures that were influential at that time. Therefore, I agree with Anis et al. (2020), where they want to change the evaluation model to determine student achievement in the historical thinking process. So that students can think about history by achieving the learning objectives. Therefore, research was conducted on developing an evaluation model of historical thought for college-level students, which is expected to be an instrument for evaluating historical thought with elements of fulfilling pedagogical scholarship. Based on the article, there are three discussion topics found in previous research: the search for an evaluation model of thinking, testing the model, and meeting the need to develop a historical thinking model. Moreover, success for the learning system in higher education requires learning activities to lead subjects to think historically. Others so that the learning process can run more effectively as expected. This requires a creative learning system approach and evaluation system so that learning activities run effectively and efficiently. Moreover, students' achievement of historical thinking can be done through online media such as zoom or google classroom.

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