



Capturing the Online History Learning at High Schools in Bandung

Yani Kusmarni

yani_kusmarni@upi.edu

Study Program of History Education

Universitas Pendidikan Indonesia

Abstract: Online learning activities have become an option of the Ministry of Education and Culture to prevent the spread of the Covid-19 virus that is increasingly widespread. If this rapid change is not responded to with good preparation, it can experience a backlog in dealing with it, especially in the virtual classrooms learning process. This research aims to capture or describe the process of online learning in history by looking at the entire learning device prepared by teachers and their implementation in the learning process. This research was conducted at several high schools in Bandung, using descriptive methods. The subject was high school teachers. Meanwhile, data collection techniques are designed in observation, interviews, and document studies. This research will collaborate with students from the Study Program of History Education to encourage students to complete their studies on time. This study is expected to be an overview of how the implementation of online history learning in high school, which is a reference to how the study program should prepare students to face the challenges of teaching in this pandemic period.

Keywords: Virtual classes, descriptive methods, and online learning



Introduction

One of the significant and rapid changes that are now happening in education to break the chain of transmission is the application of online-based learning. The change was initiated by the Minister of Education and Culture of the Republic of Indonesia through Circular Letter No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of Covid-19 Spread. It stated that the learning process is carried out at home through online/ distance learning to provide a meaningful learning experience for students. The establishment of online learning policies triggered the pros and cons in the community. However, it seems to be the best option at the moment. This online learning practice is carried out for various levels of education from elementary, junior high, high school to higher education. However, in its implementation, various related parties such as the public schools and teachers are not adequately prepared. The government has little choice but to continue the online learning system until the normal situation returns. However, this challenge must be appropriately responded through proper procedures and preparations slowly attempted by each party either together or individually. In this study, we tried to describe the activities of teachers in managing the learning process in the classroom because the teacher is a person who is responsible for managing the continuity of learning in the classroom. Teachers are the central figure to package online learning well to get complete learning materials. If this rapid change is not responded to with good preparation, teachers will experience a backlog in dealing with it, especially in the online classroom learning process.

Online learning emphasizes the importance of mastery of technology for a teacher to keep learning effectively in virtual classrooms. In contrast, most teachers (based on provisional observations from researchers during the 2019/2020 and Even 2020/2021 online PPL) do not yet have enough experience and provision to implement this online learning system. Lately, many applications have been used to support online learning by using the most popular Zoom Cloud Meeting, in addition to Google Classroom and Cisco Webex. So, in this case, teachers must adapt or familiarize themselves with using these applications. In contrast, teachers can be more effective in using WhatsApp (WA) as a standard application that has been familiarly used before for communication facilities. A teacher' inevitability must immediately improve



themselves to be skilled and master some of the Information Technology (IT) based applications needed in teaching in virtual classrooms.

In the online learning process, both teachers and learners must communicate in synchronous and asynchronous interaction. The communication runs well requires a laptop/computer or high school phone as a communication tool and course pulses. Educational practices in the digital era require continuous innovation and creativity so that teachers and learners are not quickly experiencing saturation. By utilizing technology in online learning such as Whatsapp, Podcasts, Google Form, Google Classroom, Telegram Application, Infographics, Trello Application, and others, it is expected that the saturation will be eroded (Azizah, 2020). Model learning that can be used as a teacher's choice so that online teaching and learning activities can continue to take place well, among others: Project-Based Learning, Problem-Based Learning, Inquiry Learning, Discovery Learning, and Blended Learning by combining a variety of engaging digital learning media, packing Teaching materials and digital LKPD and the implementation of proper digital learning evaluation for online learning is certainly not easy for teachers, especially History teachers who are accustomed to information from sourcebooks now they have to answer challenges so that online learning becomes exciting and fun.

Based on the brief explanation above, it seems necessary for the History Education Program to conduct descriptive research, whose purpose is to describe a research result, but the picture results obtained later are not used to make a more general conclusion. With descriptive studies, a complete picture of social settings, namely the learning process in the classroom virtually for exploration of a phenomenon/reality that occurs, will be adequately explained and completely. So, some of the problems found in this study will later be used as a foundation and input for the Study Program management and academics, especially the lecturers of teaching and learning course holders in packaging lectures following the development of learning in school both online offline. With this adaptation, the future history teacher, the incoming graduate's students can be well prepared to answer the challenges of learning development that is constantly developing dynamically.



Findings and Discussion

(1) *Online History Learning Design at Bandung High School*

With the implementation of historical learning since online learning became a nationally used policy, learning applications have significantly increased. The utilization of learning applications has become a course that teachers must master as a facilitator of learning at online learning. This improvement indeed begins not from the learning process, but this kind of thing can be identified from the design of learning made by history teachers when doing their learning in the classroom. Based on the findings obtained, various exciting things about the learning plan prepared can be examined. One form of application revealed and widely used by history teachers is Google Classroom. The visible pattern of using Google Classroom is known as a material provider platform used at virtual face-to-face meetings. The Google Classroom is used side by side in a virtual conference activity with an application called Zoom Cloud Meeting.

Based on the data that has been collected, the proportion of online learning in the form of virtual face-to-face with video conference is an estimated 30%. Then in the aspect of the implementation of the Learning Implementation Plan (RPP), various schools have in common, at least on the learning management application. The data collected from the schools shows that the implementation of learning in each school would find differences in the method or model of learning; some use active learning models and discovery learning. In other aspects of learning design, such as the method carried out by the teacher is a method of discussion or question and answer discussion if the schedule is included in the schedule that must be done virtual face-to-face meeting with the Zoom Cloud Meeting application. Regarding learners' assignments, teachers also have a more free opportunity to check the results of learners' work because the tasks have received directions to be uploaded to Google Classroom and Edmodo. The teacher's design for learning includes methods that bring up interactive patterns during learning.



(2) *Implementation of Online History Learning at Bandung High School*

In implementing online history learning in Bandung High School, most learning models or methods applied by teachers at virtual face-to-face learning either through Google Meeting or Zoom Cloud Meeting are discovery learning models. According to Wilcox (in Hosnan, 2016), discovery learning is a learning model that encourages students to engage in learning activities through the active involvement of students with concepts and principles. Teachers encourage students to have experience and conduct experiments to discover principles for themselves. The observation shows that the implementation of online history learning by applying discovery learning contains two-way communication activities between teachers and students in actively arguing, asking, and analyzing learning materials. While in the learning media developed by teachers during online learning, it is more important to prioritize PowerPoint media assisted by other supporting media such as news articles, videos, puppets, maps, and other forms. Teachers have adjusted to the learning materials to be discussed.

(3) *Evaluation of Online History Learning at Bandung High School*

Evaluation of learning is an essential factor that becomes one of the benchmarks for the success of the learning process. According to Bloom, evaluation is a systematic collection of facts to determine whether there is a change in students and determine the extent of change in the student's personality or not (Putra, 2013). Meanwhile, Arikunto revealed that evaluation is a series of activities aimed at measuring the success of educational programs (Putra, 2013). Meanwhile, Suchman (in Rukajat, 2018) views evaluation as determining the results that several activities have achieved to support the goals. Based on this understanding, it can be concluded that learning evaluation is an activity carried out systematically to determine and or know the level of student success. Learning evaluation is done to determine how far students have mastered a specific competency. Through learning evaluation, teachers can also determine the success of students' learning processes and outcomes. Each teacher has a different way of developing learning evaluation tools in the learning evaluation. It is caused by various factors, such as the teacher's ability to adjust to students' character. However, the critical thing to note is that



teachers must develop a sound evaluation system. According to Magdalena et al. (2020), a sound evaluation system will provide an overview of the quality of learning to help teachers plan to learn strategies. Generally, history teachers at Bandung High School evaluate learning processes and results with the tools developed in the form of objective tests and non-objective tests. The implementation of the evaluation process and the provision of assignments to students is conducted in independent and collaborative tasks. At the same time, the assignment is intended to determine the extent of the student's understanding of the material. It aims to be more concise in its design and overcome time constraints. Some teachers experienced obstacles related to supervision and network and technical problems during the test examination in implementing the evaluation process.

(4) *Teacher Creativity in Online History Learning at Bandung High School*

The creativity of teachers to package online learning is undoubtedly needed. According to Supriadi (in Rachmawati, 2010), creativity is defined as a person's ability to give birth to something new, either in the form of ideas or real works that are relatively different from what already exists. Referring to this understanding, one thing that needs to be seen is how teachers can package online learning through breakthroughs in media, methods, models, and learning evaluation. Every teacher certainly has their way of packaging online learning so that an application and the results obtained are varied. The existence of creativity allows teachers to find various solutions to overcome problems and changes that occur during online learning. The aspect of teacher creativity to package online learning can be seen from the efforts made by teachers through the use of learning media, models or learning methods, and evaluation tools that are considered appropriate and can be applied to current conditions. However, in these three aspects, there still needs to be an improvement in the creative ability of every teacher. It is because conditions in the field show that teacher creativity is still hampered by several factors, such as teachers already feeling in the comfort zone of conveniences both in the media, models or methods, and evaluation tools used. The ease is certainly felt because teachers use it for an extended time, even before online learning is done. So to explore new things that can be applied to support online learning seems difficult for teachers.



Another factor is that teachers still have limitations to package online learning, especially in learning media. The majority of teachers only depend on the use of PowerPoint. Teachers seem still not creative enough to develop other forms of learning media as an embodiment of their creativity skills. According to Munandar (in Lestari & Zakiah, 2019), creativity is an ability that reflects fluency, flexibility, and originality in thinking, as well as the ability to elaborate, develop, enrich, and detail ideas. This condition raises concerns how if the teacher uses new media that is inappropriate and uncomprehend by students during the online learning process.

(4) *Obstacles and Teachers Efforts in Online History Learning at Bandung High School.*

The application of online history learning in Bandung High School experienced several obstacles related to learning planning, learning media selection, development of learning methods and models, selection and development of evaluation tools, and the formation of student attitudes. In planning online learning, the obstacles felt by a small percentage of teachers are related to the new format for the Learning Implementation Plan (RPP) that becomes one sheet so that teachers need to adjust. In implementing online learning, teachers encounter obstacles that press them to their limitations on their student background insights. Some students have not been able to use their learning opportunities independently. Students, for example, are often experienced laziness and boredom. They turn off the camera during a video conference or do not wear school uniforms; they lack personal care, appearance, even hygiene. It causes a lack of discipline and decreases responsibility in learning while also affecting the quality of educational activities. In addition, another obstacle is limited teaching time. Teachers need to adjust various aspects such as methods, models, media, and evaluation according to the allocation of time that has been set.

History teachers have difficulty compiling and making essay problems or multiple choices in the evaluation process on forming and developing student attitudes. It can be seen in students who are late or do not work on assignments until the end of the semester. In addition, obstacles such as quota limitations or mobile phone devices that are less supportive of



challenges and difficult obstacles assess students' attitudes. The obstacle is more to match methods and applications in learning with a limited time.

Conclusion

Bandung High School's online learning plans are strongly related to learning management applications by utilizing digital-virtual media and conventional media. The design becomes a way for teachers to familiarize their students better and utilize technology as a source and medium of learning. Based on the Learning Implementation Plan (RPP) collected, the implementation of learning in each high school will find differences in the methods or models of learning. Like for example, some use active learning models and discovery learning. In the pattern of learning interactions, generally, the proportion of online learning in virtual face-to-face with video conference is estimated at 30%.

The implementation of online history learning in the Bandung High School model or learning method applied by teachers is a combination of asynchronous learning through Google Classroom and Edmodo as well as synchronous through Google Meet or Zoom Cloud Meeting. At the time of online history learning, there is a two-way communication activity between teachers and students in actively arguing, asking, and analyzing learning materials. While in the learning media developed by teachers during online learning, it is more important to media power points assisted by other supporting media such as news articles, videos, puppets, maps, and others.

Evaluating online history learning at Bandung High School uses process evaluation. It results with evaluation tools as both objective and non-objective because it is more practical and has limited time and space. Some teachers experienced obstacles related to supervision and network and technical problems during the test examination in implementing the evaluation process. The aspect of teacher creativity to package online learning can be seen from the efforts made by teachers through the use of learning media, models or learning methods, and evaluation tools that are considered appropriate and can be applied to current conditions. However, in these three aspects, there still needs to be an improvement in the creative ability of every teacher. It is because conditions in the field show that teacher creativity is still hampered by several factors, such as teachers already feeling in the comfort zone of conveniences both in the media, models or methods, and evaluation tools



used. The ease is certainly felt because teachers use it for an extended time, even before online learning is done. So to explore new things that can be applied to support online learning seems difficult for teachers. Another factor is that teachers still have limitations to package online learning, especially in the learning media. This condition raises concerns if the teacher uses new media that is inappropriate and can be accepted by students during the online learning process.

References

- Azizah, A. (2020). Pelatihan Pembelajaran Daring Di Masa Pandemi Covid-19 untuk Guru-Guru SDN 3 Melayu Muara Temeh. *Bakti Banua: Jurnal Pengabdian Kepada Masyarakat*, 1 (2). <https://ejurnal.stimibjm.ac.id/index.php/BBJM/>.
- Hosnan, M. (2016). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*. Bogor: Ghalia Indonesia.
- Lestari, I. & Zakiah, L. (2019). *Kreativitas Dalam Konteks Pembelajaran*. Bogor: Erzatama Karya Abadi.
- Magdalena, dkk. (2020). Pentingnya Evaluasi dalam Pembelajaran dan Akibat Memanipulasinya. *Bintang*, 2(2), 244-257.
- Putra, S. R. (2013). *Desain Evaluasi Belajar Berbasis Kinerja*. Yogyakarta: Diva Press.
- Rachmawati, Y. & Kurniati, E. (2011). *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-Kanak*. Jakarta: Kencana.
- Rukajat, A. (2018). *Teknik Evaluasi Pembelajaran*. Yogyakarta: CV. Budi Utama.