

Implementation of Social Studies Learning through Online: A Case Study at a Junior High School in Soreang Bandung

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ABSTRACT

This study aims to analyze the description of social studies learning through online, analyze the planning as well as the implementation of social studies learning, analyze evaluation of social studies learning through online at a junior high school in Soreang, Bandung Regency. The method used in the study uses a qualitative approach, the type of case study research. Data collection techniques in this study were observation, interviews and documentation. The result of the research is that online social studies learning is the result of a teacher council meeting at the direction of the Ministry of Education and Culture and the Bandung Regency Education Office. Social studies learning planning through online is prepared with reference to the 2013 Curriculum which is simplified and adapted to the needs of social studies subjects without being burdened with demands to complete all curriculum achievements and is focused on life skills education in the midst of the Covid-19 pandemic. The implementation of social studies learning through online is generally carried out with asynchronous learning (not interactive) with virtual classroom media from Google Docs and the like which are modified by the teacher according to the needs of social studies subjects. Evaluation of social studies learning through online is carried out in three ways, namely (1) knowledge through tests using Google Form media and assignments using Google Drive media; (2) skills through projects and portfolios with Google Drive media; (3) attitude through attendance and discipline to follow all learning activities by referring to the teacher's notes.

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1. INTRODUCTION

At the beginning of the 2020-2021 academic year, the Bandung Regency Government has prohibited schools from holding face-to-face Teaching and Learning Activities (KBM) within the Bandung Regency Education Office and replaced them with online implementation, however, offline implementation can be implemented under certain and limited circumstances). Therefore, schools are required to be able to adapt to the current state of the Covid-19 pandemic outbreak by organizing online Teaching and Learning Activities (KBM) with considerations of preventing the spread and safety of school residents, but the goal of education must still be achieved. According to Isman (in Nur Aziz, 2019), online learning is the use of the internet network in the learning process. With online learning students have the flexibility of learning time, and can study anytime and anywhere. Therefore, in order to be connected to online learning, appropriate learning facilities and strategies are needed so that the implementation of learning can run effectively in accordance with educational goals from planning, implementation, to evaluation.

Online learning is basically not something new, but through limited learning conditions it forms a habitual pattern in carrying out learning (Nawang et al., 2021). Learning carried out in this situation presents many challenges to actors and policy makers in education, changes in the implementation of education are carried out and have an effect on all other educational impacts, the changes that occur are carried out on a large scale. So that online learning is considered the most appropriate solution to restore the function of education (PUSDATIN, 2020.) Talking about online learning will certainly provide a touch that has positive and negative values. The positive value is as said by Suryadi (in Rahmafritia et al., 2021) that a person's attitude is greatly influenced by how he perceives it, to produce a positive attitude it is necessary to form a positive conception of knowledge about the formation of an individual's responsibility. Therefore, to address the problem of implementing learning during the Covid-19 period, it must be returned with efforts to establish self-efficacy and controllability as indicators in controlling one's behavior. This means that one must create positive awareness.

These various advantages are also stated by Jacobson (2019) that the implementation of online and online learning can form learning independence, helping students focus on their tasks, discussion activities in order to complete the competencies to be achieved. However, this cannot be separated from the challenges that teachers and parents face, such as the implementation of online learning is not optimal, the ability of parents to accompany their children's online learning, and students' confusion in responding to the pile of assignments from educators. This makes education actors stutter to maximize the implementation of online learning (Hasanah et al., 2020). To view the implementation of online learning as a positive value, this has been expressed by John Dewey (in Miftahul, 2021) that students learn best if they can actively construct their own understanding of what is being learned. Then this has also been proven by Allport's personality theory that a person's personality is dynamic which is a psychosocial unit that can determine a person's thoughts and behavior, and he is able to change and develop according to his environment (Lickona, 2012).

Through the above statement that online learning is not always considered an obstacle, but can also be seen as a means to improve the quality of education, students will be more competent in mastering competencies independently so that active learning will be formed. The competencies mastered by students will be more contextual because what is obtained is an inference related to the student's schemata (Suryadi, 2020).

Based on the results of the researcher's preliminary study on August 18-22, 2020, there were various obstacles in dealing with online learning, including: firstly, the teacher experienced difficulties in managing distance learning and the tendency to complete the curriculum,

communication with students and parents was not smooth, the teacher was not prepared to operate technological devices, as well as not getting used to changing conventional learning methods to online learning. The second obstacle that the researchers found was the readiness of parents in assisting children to learn which was not the same and evenly distributed, the ability to understand different parental subject matter also had an impact on the achievement of successful online learning. Furthermore, in the results of the preliminary study, the researchers also found that parents had difficulties in motivating their children and providing technological devices as a means of student learning. The third obstacle lies in the difficulty of students to concentrate on learning, the emergence of a sense of saturation and learning loss. These constraints also have an impact on changes in student learning habits. For this reason, social science teachers made an effort to implement learning that provided a comprehensive picture in the implementation of online learning. Social studies learning is one of the subjects that has a significant influence in shaping the character of students and solving social problems today.

Nursyid (in Surahman & Mukminan, 2017) proposed that the purpose of social studies subjects is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards repairing all inequalities that occur, and be skilled in overcoming every problem that occurs daily that befell himself and the life of society. In addition, Sapriya (2009) said that the main orientation of social studies is to practice various skills that are useful when entering the community. This is in accordance with what was stated by Bank (1990), that a number of skills that can be developed in social studies learning include: (1) thinking skills; (2) academic skills; (3) scientific skills; and (4) social skills.

Online learning is one part of the education sector so that the continuity of the implementation of education is getting better in line with the goals of Social Studies through various innovations that are very much needed, especially during the current Covid-19 pandemic. While the implementation of social studies learning through online needs to be studied so that the content and main goals of education are achieved. Social studies is essentially solving problems in the environment around students, and forming good citizens can be conveyed well. The phenomenon of online learning that is rife as a result of intense internet use and the Covid-19 pandemic is unavoidable. For this reason, developing online learning is very important because it is closely related to life in today's digital era. The internet (online) as part of the digital era is one of the new media that can be used by interested parties in education in building this character (Putria et al., 2020)

Therefore, the urgency in this research is that online learning is able to maintain the nature of social studies learning as the development of the competence of citizens who are able to participate in accordance with the demands and changes in student learning conditions. So that online learning is able to become a learning tool for students who can provide information in the form of knowledge and understanding and shape students' insights in developing themselves in the community. Based on the explanation above, this research leads to the formulation of the problem about how to implement social studies learning through online at the junior high school in Soreang, Bandung Regency? The novelty in this research is that the focus in this research is on students at the junior high school level who have learning challenges and learning conditions that are complex. Not only that, this research will also examine how the process of implementing and implementing online learning is internalized into social studies learning.

2. METHODS

This study uses a qualitative approach, because the problems in this study are related to humans that are fundamentally dependent on observation. According to Komara (2014), qualitative research is

aimed at understanding the social phenomena of the participants. Moleong (2017) also stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, on a special context that is natural and by utilizing various natural methods. The method used is Case Study, a research design used to determine the background of a social environment. This research was conducted on online social studies learning class at a junior high school in Soreang, Bandung Regency, West Java. The research sources consisted of the Principal, Deputy Head of Curriculum, Social Studies Teachers and Students of the school. In accordance with the type of approach in research in data collection efforts, researchers used interviews, observations, documentation, and field notes as steps to strengthen research results (Creswell, 2016). Interviews were conducted twice in December 2021 and February 2022. The data from interview, documentation, observation, and field notes was analyzed using Miles & Huberman (1994) model of qualitative analysis.

3. FINDINGS AND DISCUSSION

Based on the results of the problem formulation and background, research results and findings in the study are described into several dimensions, namely: (1) an overview of implementation policies; (2) the implementation of online social studies learning planning; (3) the implementation of social studies learning through online; (4) the implementation of online social studies learning evaluation. To obtain various information and data needed, related to the four dimensions, it is done through observation, interviews, and documentation studies. Against the findings on any information and data obtained, then data analysis is carried out, followed by making data presentations.

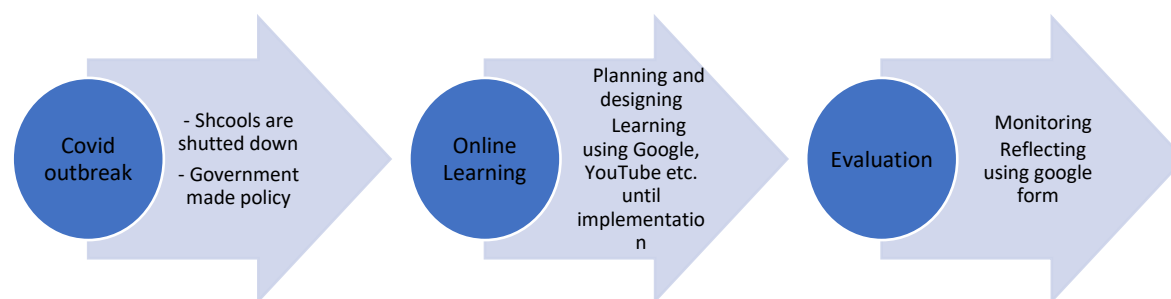


Figure 1 Online Learning Stage in Social Studies Learning

In the first dimension, the implementation of online learning at the school has been carried out since the Covid-19 pandemic outbreak. The implementation of online learning has been carried out in the second semester of the 2019/2020 academic year by looking at the conditions and situations of implementation and will continue in the first semester of the 2020/2021 academic year.

The school prepares online learning with Implementation Operational Standards (SOP) which refers to the direction of the Ministry of Education and Culture and the Teacher Council Meeting at the beginning of the 2020/2021 school year with the results: a) the principal determines the online learning policy together with the teacher, b) online learning is implemented according to SOPs and schedules that have been arranged, c) teachers design, implement, and evaluate online learning by utilizing virtual classroom applications such as Google (Google Slide, Google drive, YouTube, etc.), WhatsApp, and similar applications that can support the needs of subjects.

The principal : *“After a long discussion with all teachers in our school, we finally decided to implement online learning with various modes using the help of available technologies such as Google and YouTube. We planned and constructed it ourselves.”*

This is also in line with the statement (Finkelhor, 2020) that changes to technological developments will have an impact on planning, implementing and evaluating learning. So that there will be a renewal in the learning approach that is adapted to the needs and current conditions of learning now. Furthermore, what was found in this study is that teachers can choose applications that are comfortable to use according to their abilities and needs. Online learning can be focused on life skills education, especially related to the Covid-19 pandemic. Evidence or products of student learning activities are given qualitative feedback, without being required to give quantitative scores or scores. Not only that, the online learning process makes teachers and students interact more with gadgets. If it takes place every day in addition to feeling bored and will give health side effects. This is in accordance with Thompson & Jr (2013) which say that current learning strategies will indirectly shape trends in learning characteristics and habits created through technological interactions. According to them, this habit will form a learning environment, a sophisticated learning environment with an informal learning structure, but at the same time students can determine their competence in their scientific field.

The statement above is in accordance with the nature of social studies learning whose output will create participatory students and in accordance with the criteria of good citizens (Wahab & Sapriya, 2011). Furthermore, based on the results of interviews with teachers at the school, the implementation of online learning aims to provide meaningful learning so that students can live well in the midst of Covid-19 and apply clean living behavior patterns at home.

Teacher : *“I know the students get difficulties during online learning, but it is better than not learning at all. We still can monitor their progress from far away.”*

This is in line with the statement of Bowyer & Kahne (2020) that the implementation of online or online-based learning will help students to understand the learning material optimally, because they have long access to learning the material. Furthermore, the findings in this study indicate that the implementation of online social studies learning planning is carried out based on government instructions, the aim is to be systematic and right on target. The learning tools include syllabus, lesson plans, PROTA, PROMES, journal books, absences and learning evaluation materials that have been integrated with online learning.

The findings above are in accordance with the opinion of Gafur (2012), namely as an implementation of the theory of Constructivism where in the theory it is said that "learning basically must be able to integrate learning tools so that individual skills and knowledge are well constructed that are tailored to the needs and learning environment of students. Furthermore, the objectives of online social studies learning are in accordance with KI (core competence), and KD (basic competence) in the 2013 curriculum which is adjusted without being burdened by the demands of completing all curriculum achievements. Teachers are directed to use Google Presentations for communication using WhatsApp but are free to use supporting applications as needed, while online learning resources are teacher explanations, learning videos, e-books, and various other sources that can support the implementation of learning (Alimuddin & Nadjib, 2016).

The implementation of learning is also applied by teachers online, namely by assessing knowledge, skills, and attitudes through test instruments using Google Forms, Products, and attitude assessments during online learning. Other findings also show through observations that teaching and learning activities in class are carried out virtually and communicated through WhatsApp groups, with tadarus steps at the beginning of the hour, then taking attendance, and monitoring the results of the google form that has been given to students. From the results of these observations, it was also found that the learning steps were the same every day (Amalia & Adi, 2020). Meanwhile, the evaluation of social studies learning through online is carried out with tests, through virtual classes for all learning activities. For the value of my knowledge used are tests, assignments. For the skills used are the work of children. For attitude seen from attendance, and discipline in carrying out learning.

Furthermore, the Online Learning which was carried out at the research field involved the teacher (teachers) and participants (students) fully. Students carry out online learning by accessing and studying all teaching materials, working on worksheets, and discussing with teachers. The learning that takes place includes the asynchronous online category, namely the learning activities are not carried out directly between the teacher and students, for example in the form of providing material by the teacher using an application then students reading the material and understanding the material independently (Wardoyo, 2020.)

Teachers are required to be able to design learning that is characterized by a new paradigm, namely learning that integrates technology and other learning media. Teachers also become more creative to prepare solid, straightforward, effective materials. The media designed for online learning at the school in this study is an internal system for learning that focuses on the principles of the modern learning model, namely learning to know (learning to know), learning to do (learning to do something), learning to be (learning to do something). be something), and learning to live together (learning to live together) (Munir, 2017).

Currently, teachers are focused on designing learning with low-to-learn learning (teaching how to learn) not learning what to learn (learning about something) because current learning resources are very diverse and unlimited. Because the term learning has a deeper meaning to express the nature of learning planning, as an effort to teach students. Because in learning activities, students not only interact with the teacher as a source of learning, but also interact with all possible learning resources that can be used to achieve the desired results (Smith, 2019).

Social studies learning through the application of online learning provides an opportunity for teachers and students to explore their learning materials, this is the use of content by utilization to present social studies learning with content in the form of learning innovations that have meaning as a planned, instructional and technologically nuanced learning process (Brush, 2018). Ideally, effective online learning should include both asynchronous and synchronous learning activities. This allows students and teachers to benefit from a variety of delivery formats regardless of their preferred schedule or learning method. This approach provides students with immediate access to help if needed, while still giving them the ability to learn at their own pace (Daryanto & Karim, 2017).

The success of learning media is not only seen from a technical side but also depends on the characteristics of each student. All the literature in e-learning indicates that not all students will be successful in online learning. This is due to the learning environment, and the characteristics of each student. Online learning in each school applies different forms and techniques. (Komalasari, 2013). So that referring to the purpose of social studies learning is to shape students into good citizens and can construct knowledge, understanding and analytical skills in the social conditions of society. This is in line with research by (Wati et al., 2020) on the analysis of the effectiveness of online learning in social

science subjects for grade five of elementary school. The results of this study indicate that the implementation of online learning is carried out online by integrating online learning into the social studies curriculum.

The description of the implementation of online learning in social studies learning has been illustrated through the researcher's explanation above, therefore returning to the nature of social studies learning is learning that is designed based on social facts, realities and social phenomena with an interdisciplinary approach that also involves citizenship scientists who also hold the same vision and mission in train the social integrity of students (Rahmafritria et al., 2021). Therefore, online learning has been able to construct social values that have been entrusted by human values to social studies learning. The implementation of online learning has also provided value for progress and renewal in the implementation of social studies learning with updates in the implementation of learning methods and models that allow for learning criteria based on 21st century learning (Daryanto & Karim, 2017). Social Sciences in its scientific position still adheres to the concept of learning as a means to develop social skills in order to form a personality that has a high social spirit. The implementation of online learning indirectly forms self-efficacy and the responsibility of students towards their obligations as students and also as a society that has a high attitude and participation. So that the above expectations in fact require a synergistic collaboration formed by all elements of education as well as parents in order to deliver social studies learning at the desired finish line in the goals of national education.

4. CONCLUSION

This research concludes that the implementation of social studies learning is carried out with an online system, taking into account the online implementation policy by the junior high school in Soreang on the basis of mutual agreement by focusing on the goal of providing a meaningful learning experience for students and not paralyzing the function of education during the pandemic of Covid-19. Furthermore, the implementation of social studies learning planning is prepared by referring to the curriculum guidelines that have been set by the government and the curriculum already includes the integration of social studies learning. Meanwhile, the implementation of online learning is carried out asynchronously with virtual classroom media and Google services. Evaluation of social studies learning is also carried out with an online system with a knowledge test through google form and google drive. Meanwhile, skill development is carried out with a portfolio and student attitudes are assessed based on the level of student discipline in participating in online learning activities. This research can provide value and usefulness in shaping students' independent learning attitudes, able to construct students' knowledge and understanding of online learning into social studies learning, can also add insight about technological abilities to teachers, students and parents as a provision in the implementation of social studies learning towards learning competencies in 21st century. Future research can improve the display of findings to be more readable and comprehensible.

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