

The Roles of Educators (Didactic, Reflective, Affective Roles) to Enhance Motivation to Learn Social Science During the Covid-19 Pandemic at Islamic Secondary Schools (MTs) in Tulungagung-Indonesia

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Abstrak

Selama masa pandemi COVID-19, aktivitas belajar siswa yang menyangkut minat belajar berangsur-angsur menurun. Oleh karena itu, diperlukan berbagai upaya untuk meningkatkan motivasi siswa dalam setiap kegiatan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan penerapan peran pendidik (peran didaktis, reflektif, afektif) dan mengetahui faktor penghambat yang dihadapi pendidik dalam meningkatkan motivasi belajar IPS. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Sumber data dalam penelitian ini termasuk sumber primer yang diwawancarai. Sedangkan sumber sekunder adalah dokumen-dokumen yang diperoleh di lokasi penelitian. Pengumpulan data dilakukan dengan melakukan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pendidik menggunakan sumber belajar seperti buku teks dan lembar kerja. Teknik penyampaian materi adalah meringkas materi dalam bentuk Word/PDF atau menjelaskan materi melalui voice note. Media pembelajaran yang digunakan pendidik adalah gambar, WhatsApp, E-learning, dan Google Forms. Pendidik menerapkan pendekatan pembelajaran saintifik dalam menerapkan peran reflektif. Model pembelajaran yang diadopsi oleh pendidik adalah discovery learning dan problem-based learning. Selain itu, pendidik melakukan evaluasi pada awal atau akhir pembelajaran untuk mengetahui tingkat keberhasilannya. Para pendidik memberikan contoh yang baik dan nasihat yang berkelanjutan dalam menerapkan peran afektif. Faktor penghambat yang dihadapi pendidik antara lain kurangnya minat belajar, kesulitan memahami materi dan kendala keuangan, serta fasilitas sekolah yang kurang memadai.

Kata Kunci: Peran Pendidik, Didaktik, Reflektif, Praktikum, Hasil Belajar

Abstract

During the COVID-19 pandemic, student learning activities concerning learning interests gradually decreased. As a result, various efforts are needed to increase students' motivation in every learning activity. This study aims to describe the application of educators' roles (didactic, reflective, affective roles) and to discover the inhibiting factors educators face to enhance motivation to learn social science. The approach used in this study was a descriptive qualitative approach. The data sources in this study included primary sources interviewed. Meanwhile, secondary sources were the documents obtained at the research sites. These data were collected by conducting observation, interviews, and documentation. The study results indicate that the educators used learning resources such as textbooks and worksheets. The technique to deliver the materials was summarizing the materials in the form of Word/PDF or explaining the materials through voice notes. The instructional media used by the educators were pictures, WhatsApp, E-learning, and Google Forms. The educators implemented the scientific learning approach in applying for the reflective role. The instructional models adopted by the educators were discovery learning and problem-based learning. In addition, the educators conducted evaluations at the beginning or end of learning to determine the level of success. The educators provided good examples and continuous advice in applying for the affective role. The inhibiting factors faced by the educators include lack of learning interest, difficulty understanding the material and financial constraints, and inadequate school facilities.

Keywords: Educators' Roles, Didactic, Reflective, Practical, Learning Outcomes

Preliminary

From time to time, science and technology have rapidly developed and become sophisticated. As a result of this rapid development, education has become one of the exciting studies to explore (ABBAS, 2020). One of the factors behind a nation being called advanced or underdeveloped is determined by the quality of its education. That is why every person is obliged to pursue education. This is because education is a humanizing process to transform people from being unknowledgeable to becoming knowledgeable and incapable to being capable. This process can make people think more about their future (Abbas, 2018).

According to the Law No. 20 of 2003 regarding the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to possess spiritual skills, self-control, personality, intelligence, noble character, and skills needed for themselves, people, and nation). (kai Politismou, 2003)

One of the functions of education in terms of the communication process between educators and students is to transfer values, knowledge, and skills across generations to continue and maintain community identity and national culture. In addition, good communication will create a solid emotional connection between educators and students (Sadoughi & Hejazi, 2021).

The scope of social science learning is community activities experienced in social life around us, such as economic and social activities among people. Therefore, society is the primary source of social science, as humans are created as social beings who need each other to create the whole social process (Abbas, 2021). Therefore, an excellent social process in education will improve the quality. This is because education has an essential role in economic growth and social and political development in all countries.

Various efforts done by the government to advance education are by paying particular attention to the components that play a role in education itself (Rosali, 2020). A vital component that is often discussed is educators. In this case, educators' quality dramatically influences future students' character formation (Huang et al., 2020).

With regards to social science educators, they have several roles in learning, namely didactic, reflective, and practical roles. Regarding these roles, the function of schools is closely related to the community, where educators have a role in preparing the younger generation to become independent and productive adults (Abbas, Jumriani, Handy, et al., 2021). Moreover, in society, education contains values and shapes children's personalities to fit society's expectations. To achieve this, educators function as professionals with high confidence and healthy behavior in the context of knowledge to educate students (Talebizadeh et al., 2021).

In addition to educators' roles, student learning motivation is another factor that influences the success of achieving educational goals (Abbas, Jumriani, Syaharuddin, et al., 2021). This is because motivation is the encouragement individuals give to carry out learning. With motivation, students can further increase their willingness to learn and excel (Bai et al., 2021).

In the learning process, educators should always motivate students to learn. In this context, educators are the facilitator both inside and outside the classroom; therefore, it is a mandatory for educators to identify the strengths and weaknesses of their students so that

they can adjust the learning process to suit the students' preferences (Abbas, Rusmaniah, Rival, et al., 2021). Motivating students encouraged them to be more successful in learning and motivated to earn achievements (Bosch et al., 2021).

An educational institution requires excellent educators' roles and creativity, such as having a standout mentality and dedication to create effective learning in the entire educational process to encourage students to stay motivated (Cooper et al., 2021). However, the success of an educational process is inseparable from the inhibiting factors, namely internal factors (factors that come from within students) or external factors (factors that come from outside of students) (Syaharuddin, 2020).

Many countries, including Indonesia, are facing a new virus disaster called Coronavirus disease 2019, which attacks human respiratory organs (Abbas & Warmansyah, 2014). According to the World Health Organization (WHO), Covid-19 is an infectious disease caused by the newly discovered coronavirus. This virus was first detected in Wuhan, China, in December 2019, and the virus spread rapidly until it was first reported in Indonesia on March 2, 2020 (Abbas & Warmansyah, 2014).

Prevention efforts for this pandemic are self-isolation and complying with health protocols, namely 3M (wearing masks, washing hands, and maintaining distance) in the hope that the spread of the virus can be minimized (Achmadi, 2019). However, this isolation resulted in several fields suffering inconvenience, one of which was in the field of education. All teaching and learning activities in schools were forced to stop for a while due to the emergence of this virus. In response to this, the solution is to implement online learning to temporarily replace face-to-face learning to prevent the spread of the Covid-19 (Maqableh & Alia, 2021).

Online learning aims to provide quality learning services online that are massive and open to reach more learning enthusiasts (Al-Mawee et al., 2021). However, there are several obstacles to implementing online learning, including Internet connection problems in some areas.

There are copious digital media for online learning, such as e-learning, YouTube, WhatsApp group, Google Classroom, Zoom Cloud Meeting, Microsoft Teams, Quizzes, etc. Materials administered to students are generally in the form of PowerPoint, short videos, and reading materials. E-learning is a media that utilizes Internet technology to deliver a series of solutions to transfer knowledge and teach skills (Habibah et al., 2020).

Each learning method must contain the organization of materials, delivery strategies, and management of activities by considering some factors such as learning objectives, learning barriers, and characteristics of students to achieve effective, efficient, and attractive learning (Abbas et al., 2019). Changes in learning patterns certainly bring a lot of influence on several parties, including students. They felt like they were being forced to study remotely with insufficient facilities and infrastructure, for instance, a lack of smartphones or laptops. This pandemic condition also requires parents to be able to use technology and provide Internet quota at their own expense. In this pandemic situation, educators have to readapt to distance learning. This has impacted the quality of teaching and student learning outcomes (Al-Mawee et al., 2021).

In the current situation, educators are expected to continue to do good teaching and provide learning motivation to students to maintain their enthusiasm for learning (Jumriani,

Rahayu, et al., 2021). Educators must play an active role in enhancing learning motivation during the Covid-19 pandemic so that students can capture information transferred in the learning process (Syaharuddin, 2020). This is what underlies the researchers in conducting the present study, that is, to identify an overview of the application of educators' roles (didactic, reflective, affective roles) to enhance motivation to learn social science during the Covid-19 pandemic through either online or face-to-face learning taking place at Islamic secondary schools (MTs), in Sumbergempol District, Tulungagung Regency (Jumriani, Syaharuddin, et al., 2021).

The preliminary observation found that the total number of students at MTs Darul Falah was 497 from grades VII-IX. They were divided into 16 classes. All of those students were taught by one social science educator. Meanwhile, at MTs Sultan Agung, two social science teachers taught 64 students. Those students were divided into three classes. Finally, at MTs Mirigambar, 59 students were split into three classes, and one social science educator taught them.

The preliminary observation and interviews with the educators at those three schools revealed the same problem related to students' learning activities (Mardhiah et al., 2021). The problem was the decrease in student learning interest due to the implementation of online learning since the beginning of the pandemic.

The evidence for the abovementioned problem is a statement from the Deputy Head of Curriculum at MTs Mirigambar. The Deputy states, "In the pandemic with diverse student backgrounds, students lost interest in learning. Besides, since the pandemic has occurred for a long time, students have become bored".

Then, the Deputy Head of Curriculum at MTs Sultan Agung also states, "Indeed, due to the current situation and condition; for example, some students had Internet quota, while some others did not have it, it looked like there was a decrease (in the learning process) compared to the beginning of school year."

In a different place, the Deputy Head of Curriculum of MTs Darul Falah also conveyed the same. The Deputy says, "During this pandemic, student learning interest decreased because the situation did not support learning to run effectively so that students got bored." (Mutiani et al., 2021).

Based on the problems described above, the researchers wanted to describe the applications of educators' roles (didactic, reflective, and affective roles) and the inhibiting factors educators face in enhancing motivation to learn social science during the Covid-19 pandemic.

Method

The approach used in this study was a descriptive qualitative approach. Complying with this approach, this research began with in-depth interviews related to the research objectives. Then, observation was conducted to collect the data and analyze documents. Thus, this research was a typical case study. A case study was applied because the researchers intended to describe the roles of educators in enhancing motivation to learn social science during the Covid-19 pandemic at Islamic Secondary Schools (MTs) in Sumbergempol District, Tulungagung. In the Sumbergempol area, there are three schools in which this study was carried out, namely MTs. Darul Falah, MTs Mirigambar, and MTs Sultan Agung. The

sources comprised primary data from interviews and secondary data from supporting documents. The data were collected by conducting interviews, observation, and documentation. The data analysis process was initiated by examining the available data from various sources, namely interviews, observation, and documentation as field notes. The data analysis applied the flow model, consisting of data reduction, data display, and conclusion drawing.

Results and Discussion

After conducting the study by performing interviews, observation, and documentation, in this section, the researchers present the analysis of the obtained data; firstly, the applications of educators' roles (didactic, reflective, affective roles) to enhance motivation to learn social science, and secondly, the inhibiting factors faced by educators in enhancing motivation to learn social science during the Covid-19 pandemic.

(1) The educators' roles to enhance motivation to learn social science at Islamic Secondary Schools (MTs) in Sumbergempol, Tulungagung were in line with the didactic, reflective, and affective roles previously described as follows:

a. The didactic role in enhancing motivation to learn social science during the Covid-19 pandemic

In applying the didactic role (teaching), the educators enhanced motivation to learn social science by performing educator competencies such as utilizing available learning resources, being creative and innovative in presenting learning materials, and using media or instructional tools. Table 1 displays the application of the didactic role:

Table 1. The Applications Of Didactic Role (Performing Educator Competencies)

Didactic Competencies	The Applications of Didactic Role			
	The social science educator at MTs Mirigambar	The social science educators at MTs Sultan Agung	The social science educator at MTs Darul Falah	
	Online	Online	Online	Face-to-face
Utilizing available resources	Social science textbooks, worksheets, and Google	Social science textbooks and worksheets	Social science textbooks, worksheets, and Google	Social science textbooks and worksheets
Being creative and innovative in presenting materials	Summarizing materials in the form of Word/PDF	Explaining materials via WhatsApp voice notes	Uploading PowerPoint materials on E-learning	Lecture
Using media and instructional tools	WhatsApp, Google Form, and E-learning	WhatsApp	E-learning and WhatsApp	Pictures

As previously stated by prior researchers, learning resources provide observable, obtainable, and learnable subject matters and media such as books, print media, real life, etc.

Meanwhile, learning media are more prioritized on their functions and roles (Bambang Subiyakto & Mutiani, 2019).

Social science educators also used technology-based learning resources as learning support by providing opportunities for students to read carefully, summarize, make questions from reading texts, and answer available questions (Weisberger et al., 2021).

In the learning process, the educators at the three schools used available learning resources such as social science textbooks, worksheets, and the Internet to explore materials. The benefits of learning resources are conveying messages and increasing the learning process's effectiveness. The improvement of the learning process will ultimately increase students' learning motivation (Bizimana et al., 2020).

Learning resources, either in the form of electronic or non-electronic such as books, are developed with the hope that they can provide more concrete learning experiences, broaden horizons, transfer accurate information, and stimulate students to think critically.

Dealing with creativity and innovation as the components of didactic competence, the educators at MTs Mirigambar presented the materials by summarizing the materials in the form of Word/PDF, which was shared with students online via Google Classroom. This kind of presentation can encourage students to study rather than using the entire textbooks for studying the materials. In addition, using Google applications will also facilitate educators in monitoring and evaluating assignments (Neumann & Kopcha, 2019).

At MTs Sultan Agung, the materials were presented through WhatsApp voice notes. According to the educators, using voice notes to explain the materials can enhance motivation to learn social science. This is owing to the characteristic of students who prefer listening to the educators' explanations rather than reading the materials by themselves. This finding is supported by previous research, which revealed that voice notes are open access and straightforward (Negrão & Domingues, 2021).

During online learning at MTs Darul Falah, the educators presented the materials using PowerPoint presentations. This media is considered effective in encouraging students to learn social science as the materials become more fascinating. However, in the case of face-to-face learning, the materials were taught by adopting the lecture method. The advantage of using PowerPoint in learning is that it can display pictures and create attractive presentations (Meza, 2016).

In addition to the creativity in presenting materials, the educators' didactic competence can also be identified from the media or tools they used. In online learning during the pandemic, instructional media are a valuable support for learning. Instructional media facilitated the learning process during the pandemic due to the nonexistence of face-to-face classes.

In applying instructional media, social science educators at Islamic Secondary Schools (MTs) in Sumbergempol adjusted the media to the students' abilities and conditions. Through instructional media, students are more accessible to understand materials. In addition, they will be more enthusiastic and motivated to learn if they understand the materials.

During online learning, the social science educators at MTs Mirigambar used WhatsApp, Google Forms, and E-learning. At MTs Sultan Agung, the educators only utilized WhatsApp. Meanwhile, at MTs Darul Falah, the educators used pictures that correspond to

the materials in face-to-face learning. In online learning, they optimized the Quizizz application and Wiper. However, since there was an appeal from the government to use E-learning, the online learning process currently uses that platform and WhatsApp.

The use of diverse media certainly had to adjust the educators' abilities and the schools' situations and conditions. This follows the opinion that the role of educators and staff in supporting learning activities should align with the school's visions and programs (Vongsachang et al., 2021).

- b. The reflective role in enhancing motivation to learn social science during the Covid-19 pandemic

Educators must be reflective to understand, criticize, assess, find solutions, and evaluate the learning process. Reflective educators can first understand the teaching contexts, including instructional approaches, methods, and online and face-to-face learning models. This understanding of teaching contexts leads educators to implement learning activities by activating the students' critical thinking. As a result, educators can encourage students to learn (King et al., 2017). Table 2 shows the application of the reflective role.

Table 2. The Reflective Role (Understanding Teaching Contexts such as Instructional Approaches, Methods, and Models)

Teaching contexts	The Applications of Reflective Role			
	The social science educator at MTs Mirigambar	The social science educators at MTs Sultan Agung	The social science educator at MTs Darul Falah	
	Online	Online	Online	Face-to-face
Approaches	Scientific approach	Scientific approach	Scientific approach	Scientific approach
Methods	Discussion and Assignment	Lecture and Assignment	Assignment	Lecture and question and answer
Models	Discovery learning	Discovery learning	Problem-based learning	Problem-based learning

The instructional approach applied at the three schools was comparable to the scientific approach. This is in line with the Regulation of the Minister of Education and Culture regarding the Process Standard for Primary and Secondary Education, which addresses the need for a learning process guided by the principles of scientific approach (ABBAS & Syaharuddin, 2015). Therefore, applying this approach can assist educators in creating learning that meets the process standard to improve the quality of the learning process. In addition, the scientific approach can help educators and students achieve learning objectives and comprehensive education covering attitudes, knowledge, and skills (Febriani, 2019).

Regarding the application of instructional methods during the Covid-19 pandemic, it was found that the educators used varied methods such as the lecture, question and answer,

and assignment methods. The purpose of implementing the varied methods was to prevent students from getting bored so that they stay motivated to participate in the learning process (Bosch et al., 2021; Mulyani, 2020; Setiawan, 2020).

At MTs Mirigambar, the social science educator used the discussion method by applying the summarized materials in Word/PDF. The materials were then uploaded to Google Classroom. In addition, the educator also applied the assignment method. The purpose of employing the discussion method was to encourage students to exchange opinions with their friends actively.

At MTs Sultan Agung, the educators implemented the lecture method by utilizing WhatsApp. But, first, they explained the materials via voice notes and applied the question and answer and assignment methods.

At MTs Darul Falah, both online and face-to-face learning were applied alternately. In face-to-face learning, the educator applied the lecture method, followed by the question and answer method. If the discussion method were implemented, students would be less active. In addition, the duration of learning was shortened during the pandemic. Thus it was not applicable to conduct the discussion method since it would take time to finish. In the case of online learning, the educator employed the assignment method. The assignments were not challenging and still related to the surrounding environment, for instance, taking pictures of international trading products.

In addition to approaches and methods, instructional models are a crucial component of the reflective roles. They are used as a guide in planning lessons. In the learning process of social science, the educators had a different picture of the learning process, resulting in the different use of instructional models.

At MTs Mirigambar, the social science educator applied the discovery learning model by arranging questions that led students to think freely and explore the discovery of and solutions to problems.

At MTs Sultan Agung, the educators also implemented the discovery learning. This model was supported by giving questions to students. The questions were the type of questions in worksheets, yet they were created differently. Therefore, students could explore diverse information to determine their mental concepts—this activity encouraged students to think alternatively in solving problems.

At MTs Darul Falah, the educator implemented problem-based learning by generating activities that promoted students' active thinking, communication, data collection and analysis skills, and conclusion-drawing ability based on the problems in their surrounding environment. In this respect, the environment offered problems that would be analyzed and solved by students.

After understanding the contexts of teaching, such as instructional approaches, methods, and models described above, the educator's next reflective activity was evaluating each lesson. In line with this, it was said that reflective educators could use assessment results to improve the quality of teaching and identify their less optimal strategies. These abilities can help students achieve learning success (Sánchez-Martí et al., 2018). Then, educators can use effective evaluation methods in assessing students' learning outcomes to determine the level of success even though the learning process is conducted online (Maqableh & Alia, 2021).

At MTs Mirigambar, the evaluation was done at two different times. Firstly, it was performed at the beginning of learning for yesterday's lessons. Secondly, the evaluation was carried out at the end of learning for today's lessons. At MTs Sultan Agung, the evaluation was implemented by considering the results of assignments. If many students had not understood the materials, the educator would re-explain the materials more briefly at the beginning of the meeting. Meanwhile, the evaluation applied in MTs Darul Falah, either during online or face-to-face learning, was in the form of providing questions at the end of the lessons.

In the context of online learning, the purpose of evaluations is to collect information that forms the basis for measuring the level of progress, development, and effectiveness of educators in teaching. Therefore, they can make changes for better education (Chesniak et al., 2021). Furthermore, with excellent learning quality, students will be motivated to learn.

- c. The influential role in enhancing motivation to learn social science during the Covid-19 pandemic

The affective domain includes the assessment of behavioral traits such as attitudes, interests, self-concept, values, and morals. The practical abilities are closely related to attitudes and interests in the form of responsibility, cooperation, discipline, commitment, confidence, honesty, respect for others' beliefs, and self-control (Engels et al., 2021).

According to Krathwohl's Taxonomy, several aspects of the affective domain exist. One of them is responding. What is meant by responding is the students' ability to actively involve themselves in the learning process and react to it. So, for example, students are active in learning or doing assignments well.

Applying an influential role in online learning is challenging, mainly to make assessments. The Internet connection is one of the determinants of the students' interests and attitudes toward being involved in online learning. In this case, the learning process should be implemented fairly. If students are less active or unable to accomplish assignments due to the Internet connection, the educators must remain objective.

At the beginning of the Covid-19 pandemic, students used to be energetic in social science learning. However, since the pandemic occurred for a long time, more than a year, some of the students started to weary and became lethargic. As a consequence, they were less active in learning.

Efforts made by educators to motivate students were to remain patient and continuously advise them to regain their activeness and optimism in learning. In face-to-face learning, the educators kept motivating students to remain disciplined and enthusiastic as they performed before the Covid-19 pandemic. Besides, the educators are motivated by exemplifying positive activities such as participating in the congregational Duha prayer before regular school hours.

Regarding social science assignments during the pandemic, the students' activeness in accomplishing them started to decline. The percentage of students at MTs Mirigambar who did the assignments was only 60-70%. The motivation provided by the educator was by advising via voice notes. Such advice was able to make slow-working students complete their assignments.

At MTs Sultan Agung, 70-80% of the students completed their assignments. The educator's motivation was seeing the students who did not accomplish their assignments to be advised in the assignment submission period on Monday. In addition, they also got their scores declined, too.

At MTs Darul Falah, 70-80% of the students worked on their assignments in online learning. The educator remained enthusiastic in advising students who did not complete their tasks. That is the technique to motivate them. The educator sometimes gave threats or punishments to make students learn their lesson. If there were no changes, the educator would inform their parents. This way, students eventually did their assignments well. The good news is that students completed their assignments splendidly during face-to-face learning.

(2) The inhibiting factors faced by educators in enhancing motivation to learn social science during the Covid-19 pandemic

Internal factors are due to the never-ending pandemic, which caused students to experience wearisome. They were easy to get bored because the atmosphere at home and school was completely different. Even though they have been provided with learning facilities by their parents, sometimes they are wary of taking part in learning. This situation contrasted with the school's environment, which supported learning activities.

Difficulty in understanding materials, during the Covid-19 pandemic, it was hard for students to understand materials provided by educators in both online and face-to-face learning. Online learning materials were only delivered via video, pictures, or written summaries. There was no direct explanation of the materials. This situation led students to have difficulty understanding the materials. As a result, they were uninterested in learning. Meanwhile, in face-to-face learning, the duration of face-to-face learning had to be shortened, making educators unable to teach optimally due to inefficient time.

External factors about financial constraints hindered students from having laptops, smartphones, the Internet quota, and limited connection to access online learning applications. Consequently, materials and assignments were not effectively transferred. In addition, educators often re-explained the materials to students who missed the lessons.

Inadequate school facilities, it should be acknowledged that complete facilities will assist educators in applying for the didactic, reflective, and affective roles during the learning process. From interviews with social science educators, it was found that the schools have provided facilities for them. Yet, the facilities have to be maximized due to the absence of student facilities.

Conclusion

Kesimpulan menampilkan hasil rangkuman penelitian dan pembahasan yang mengacu pada tujuan penelitian. Berdasarkan dua hal tersebut, dikembangkan menjadi pokok-pokok pemikiran baru, yang merupakan intisari dari temuan-temuan hasil penelitian.

The didactic role (teaching) includes social science educators using available resources such as K-13 social science textbooks and worksheets in both online and face-to-face learning. They were creative and innovative in presenting materials, that is, by summarizing the materials in the form of Word/PDF, explaining the materials via voice notes, and making PowerPoint presentations. They also used media and tools such as

WhatsApp, E-learning, and Google Form that were adjusted to the students' abilities in online learning. Meanwhile, in face-to-face learning, the educators utilized picture media suitable to the materials.

Social science educators adopted the scientific approach in the reflective role (understanding teaching contexts, such as instructional approaches, methods, and models). They applied several methods such as the lecture, question and answer, and assignment. In either online or face-to-face learning at MTs, Mirigambar and MTs Sultan Agung implemented discovery learning. Meanwhile, the educator at MTs Darul Falah applied problem-based learning. Social science educators did the reflective activity by evaluating at the beginning and end of learning to check students' understanding and to determine the level of success in teaching.

The influential role was applied by providing good examples and constant advice. But unfortunately, the educators sometimes gave threats or punishments to make students learn their lesson.

The inhibiting factors in enhancing motivation to learn social science are lack of student learning interest, difficulty in understanding materials, financial constraints, and inadequate facilities.

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