Challenges of E-Learning Effectiveness During the Covid-19 Pandemic in Historical Subjects

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A R T I C L E   I N F O

A B S T R A K

Pembelajaran di masa pandemi COVID-19 menjadi kurang efektif karena adanya pandemi yang mengharuskan siswa untuk tidak datang ke sekolah. Selain itu banyak orang tua yang mengeluhkan nasib anaknya yang tidak pernah mendapatkan pembelajaran yang layak, hal ini juga terjadi pada mata pelajaran sejarah, dimana materi sejarah yang diajarkan pada umumnya harus disampaikan secara langsung. Penelitian ini bertujuan untuk menganalisis efektivitas pembelajaran E-Learning pada masa pandemi dalam pembelajaran sejarah. Jenis penelitian ini adalah studi kasus. Sampel penelitian ini adalah guru sejarah dan siswa kelas XI IPA. Metode pengumpulan data dengan wawancara, observasi (observasi) dan studi dokumentasi. Teknik pengambilan sampel yang digunakan adalah teknik purposive. Populasi penelitian ini berjumlah 143 siswa. Instrumen penelitian yang digunakan sebagai alat pengumpulan data seperti pedoman wawancara dan kuesioner. Teknik analisis data yang digunakan yaitu analysis kualitatif. Hasil penelitian menunjukkan bahwa perencanaan dan pelaksanaan pembelajaran E-Learning sebagai solusi pada mata pelajaran sejarah berada pada kategori baik, karena pembelajaran E-Learning dapat membantu proses pembelajaran sejarah secara lebih luas, misalnya dalam pemanfaatan museum virtual dan museum lokal. wisata warisan budaya.

A B S T R A C T

Learning during the COVID-19 pandemic has become less effective because of a pandemic that requires students not to come to school. In addition, many parents complain about the fate of their children who never get a proper education. It also happens in historical subjects, where historical material taught in general must be delivered directly. This study aims to analyze the effectiveness of E-Learning learning during the pandemic in history learning. This type of research is a case study. The samples of this study were history teachers and students of class XI science. Data collection methods are interview, observation (observation), and study documentation. The sampling technique used is a purposive technique. The population of this study amounted to 143 students. Research instruments used as data collection tools such as interview guidelines and questionnaires. The data analysis technique used is qualitative analysis. The results of the study indicate that the planning and implementation of E-Learning learning as a solution to history subjects is in the excellent category because E-Learning learning can help the history learning process more broadly, for example, in the use of virtual museums and local museums. Cultural heritage tourism.

1. INTRODUCTION

Learning is a process or method that is done so that someone does learning activities. Learning activities are processes that contain a reciprocal relationship between students and teachers. In this process, the teacher and students engage in educative interactions (Hussaeni et al., 2020; Setiawan & Wiedarti, 2020). Learning activities can be carried out in the classroom or outside the classroom. Educational interaction is not only limited to conveying the value of knowledge but also the values of life (Coman et al., 2020; Rahayu & Wirza, 2020; Zou et al., 2019). The effectiveness of learning can be achieved depending on the ability of teachers in learning management. Learning is said to be effective if the objectives of the learning can be achieved (Moser et al., 2015; Sert & Boynueğri, 2017). In order for learning to be effective, teachers are required to be able to choose the right strategies, methods, and media according to the material to be delivered. The teacher's ability to design and implement learning will determine whether the learning will be effective or not. (Hairida & Junanto, 2018; Purwati & Nugroho, 2018). Learning is basically a process of activities carried out in an orderly and orderly manner, running logically and systematically following pre-agreed rules. Each learning activity is not a projection of the wishes of the teacher one-sidedly, but is the embodiment of various desires packaged in a curriculum (R. N. Aisyah et al., 2021; Lindvig & Mathiasen, 2020; Putra, 2021).

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Effective learning is usually characterized and measured by the level of achievement of goals by most students. This level of achievement also means that a number of internal learning experiences can be accepted by students (Setyosari, 2017; Su & Cheng, 2013). However, the learning process is currently facing a fairly serious threat due to the Covid-19 pandemic. At the end of 2019, precisely in December, the world was shocked by an incident that made many people nervous, known as the corona virus (covid-19). The incident started in Wuhan, China (Robandi & Mudjiran, 2020; Yuliana, 2020). The Covid-19 virus has also been endemic in Indonesia since early March 2020. This is due to the fact that COVID-19 urges distance education testing, which has never been done simultaneously before. (Rahayu & Wirza, 2020; Sun et al., 2020). The government requires that learning be implemented by Distance Learning (PJJ), teachers teach from home, and changes to face-to-face learning in schools to be temporarily suspended (S. Aisyah & Kurniawan, 2021; Ayuni et al., 2021). One of the learnings being carried out at this time is e-learning in history subjects.

Students finally could not study at school because all schools were closed starting from elementary school, middle school, to college. Learning activities have turned into online-based learning or called electronic learning (e-learning) (Agustin et al., 2020; Ichsan et al., 2020). Even so, teaching and learning activities must continue to be carried out, especially during the current Pandemic which has implications for distance learning (Dewi & Sadjiarto, 2021; Toquero, 2020). The learning process is part of the academic process, be it face-to-face learning in one room, or online learning. *E-Learning* is a learning method that utilizes web-based information technology (IT) that can be accessed remotely so that the learning carried out is not only stuck in the classroom and within certain hours but can still be done anytime and anywhere (Daniati et al., 2020; Sukmasari & Rosana, 2017). E-learning learning innovation is a new learning model in education which provides a large role and function for the world of education.

This is to answer the shortcomings and weaknesses of conventional education (education in general) including the limitations of space and time in the conventional education process (Nadziroh, 2017). Web-based learning or e-learning is a learning medium by utilizing internet technology that allows learning interactions from anywhere and anytime with interactive, independent, easily accessible characteristics, and allows for enrichment of the use of technology (Arifin & Herman, 2018; Ran & Jinglu, 2020). E-Learning learning is all learning activities that use the help of electronic technology, which can be applied in conventional education and distance education (Maican & Cocoradă, 2021; Sudarti & Putra, 2015). In e-Learning learning, there is an interaction involving students, teachers and content (Arifuddin et al., 2020; Mahyoob, 2020). E-Learning learning uses various learning resources that use appropriate and measurable stages of learning (Lau et al., 2018; Wardoyo & Article, 2016). E-learning can help teachers distribute their teaching materials without having to be in class using the internet, this can maximize limited learning time in class. E-Learning can help the teaching and learning process to be more optimal (Maudiarti, 2018; Rosy et al., 2018).

The use of information and communication technology is one of the factors that allows the speed of transformation of knowledge to students (Chick et al., 2020; Sert & Boynueğri, 2017). The existence of learning media requires teachers to prepare the material carefully. Education is able to develop in a more modern direction by following the renewal of learning using technology in it (Bakırcı et al., 2011; Widiantini et al., 2017). Likewise in these learning activities, it will be created with one of the conditions there are teachers who are able to take advantage of learning media in any form and in the digital era like today (Fukuda, 2020; Hu & Rousseau, 2018). A teacher must be able to use or create technology-based media, especially students are very fond of using technology products, like social media (Jayusman & Shavab, 2020; Tovar Viera et al., 2020). But in fact, conducive learning is becoming difficult to achieve during this covid-19 pandemic because teachers as the main actors in learning have difficulties and experience many obstacles to create positive learning situations (Agustin et al., 2020). Understanding of the teacher and the obstacles experienced by the teacher. Other research findings are teachers must have a broader and comprehensive view so that the history learning process becomes more meaningful and enriches historical knowledge for students (Aldila et al., 2019; Kamisa, 2016). Students are expected not only to have cognitive knowledge but also to have skills in affective and psychomotor aspects.

One of the learning models that can achieve this goal is an electronic-based learning model or often called e-learning. In this learning model, students are required to think critically, creatively, actively and participatively (Wibowo, 2014; Yunita & Tristiantari, 2018). There are weaknesses during online learning, such as the unpreparedness of facilities and infrastructure to support online learning activities as well as human resources in utilizing technology and innovating to change learning methods and systems, especially during the current COVID-19 pandemic condition (Maican & Cocoradă, 2021; Oyedotun, 2020; Ramadhan & Tarsono, 2020). Therefore, the researcher aims to examine more deeply related to the understanding of teachers in the implementation of the e-learning learning process and the challenges of teacher effectiveness during the Covid-19 period. This is related to the E-Learning learning

system capable of having a positive impact on the learning process. E-learning is able to streamline learning and improve student learning outcomes (Nurcholif et al., 2021; Wardoyo & Article, 2016). Based on the explanation above, this study aims to analyze e-learning learning in History subjects.

2. METHODS

This study uses a qualitative method. The research approach used in this research is the Case Study approach. This method is used because the scope of this research is still contemporary, which is in current events and the setting of human life, namely the process of teaching and learning activities in the classroom. The case is specific because it raises the application of e-Learning-based learning in teaching history in online classes. The next step is to collect research data, data processing or data analysis, and compile it into a report and conclude it. This series of things is done to get a high level of objectivity in the research results. In describing an objective condition and what it is, the only treatment given is the research itself. The process of collecting data was carried out by means of observation, interviews, and document review. Researchers try to collect various relevant materials or materials to be used as sources, then analyzed and studied. After all the above processes, data analysis was carried out by coding to facilitate data categorization/classification. During data collection and data analysis, researchers also continue to maintain the validity of the data by applying validity and reliability in qualitative research. The results of the data analysis then draw conclusions about the perceptions and concepts conveyed by the teacher in the history learning process with e-Learning.

The sampling technique used was purposive technique. The choice of the purposive method was due to the fairly specific research theme regarding history learning. The informants consist of history teachers who teach at SMA Negeri 6 Tambun Selatan, especially those who teach Indonesian history (mandatory). The subject of this research on e-learning focuses on learning activities implemented by the History Teacher at SMA Negeri 6 Tambun Selatan, namely class XI IPA with four classes totaling 143 students of which 63 students are male and 80 female students. Methods of data collection using non-test method, using the instrument. The research instrument is intended as a data collection tool such as interview guidelines, observations, documentation and so on. Conduct semi-structured interviews, record the interviews and write the interviews. The type of interview that the researcher will choose is a one-on-one interview. For this type of interview, the researcher needs individuals who are not afraid to talk and share ideas.

Observation guidelines are intended when making observations or observations, researchers must be observant in gazing at an event, observing movements, seeing a process. So, here is meant to observe not only a job to see an event but also pay attention more deeply. The results of observing must be the same as reality and the observations made must be rational. The documents used in the research are in the form of field notes during the research carried out regarding the activities of teachers and students in learning history both things that can be seen, observed, heard, and thought about by researchers in the context of collecting data and reflecting on research data. In addition, this study also uses photos of the activities of teachers and students in the classroom in learning history which will be used to support this research data. The grating instrument is presented in Table 1.

Table 1. E-Learning Learning Research Instruments Miles & Huberman

No	Learning Component	Indicator	Sub Indikacor	Instrument
1	Lesson Planning	1. Ability to plan learning materials online 2. The ability of teachers to create activity materials in online learning 3. Organizing committee 4. Online learning participants 5. Supporting facilities	➤ Technical ability in planning online learning for online learning during a pandemic ➤ Analysis of teacher readiness during emergency learning such as during this pandemic. ➤ Making syllabus about online learning materials ➤ The committee is the principal and also the person in charge ➤ The participants are teachers and students ➤ Internet quota ➤ There is an online guide on online learning	Interview guide, observation guide and documentation guide

No	Learning Component	Indicator	Sub Indikacor	Instrument
2	Organizing Learning (History Lesson)	1. Arrange online study time 2. Compile a list of principal meetings/evaluations with teachers	➢ Effective study time 1 hour online/ ➢ Meetings are held once a month via Whatsapp, zoom and Google meet	documentation
3	Learning Implementation	1. Carry out routine teaching through online 2. Conducting questions and answers for teachers and students online 3. Hold a meeting between teachers (history teachers) once a week 4. Hold a meeting between teachers and the principal once a month	➢ 1 (one) hour lesson Done via zoom, Whatsapp and Google meet ➢ Di lakukan via zoom, Whatsapp dan Google meet ➢ Di lakukan via zoom, Whatsapp dan Google meet	Interview guide, observation guide, and documentation guide
	Learning Supervision	1. Give assignments to students to be collected via Google Classroom 2. Give exams to those who do via quippper	➢ Given a morning assignment according to the hour ➢ If spoken, via zoom ➢ If it's written, send it via whatsapp	Interview guide, observation guide, and documentation guide

Data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusions. The analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification (Miles, Matthew B & Huberman, 2014). First, data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. This data reduction/transformation continued after the field research, until a complete final report was compiled. Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction, researchers do not need to interpret it as quantification.

Qualitative data can be simplified and transformed in various ways, namely: through rigorous selection, through summaries or brief descriptions, classifying them in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or rankings, but this is not always wise. Second, better presentation of data is a key means of valid qualitative analysis, which includes: various types of matrices, graphs, networks and charts. They are designed to combine organized information in a coherent and easily accessible form. In this way an analyst can see what is going on, and determine whether to draw the right conclusions or continue to do the analysis that the presentation suggests might be useful. Third, drawing conclusions is also verified during the research. The verification may be as brief as a rethink running through the analyst's (researcher) mind as he writes, a review of field notes, or it may be thorough and laborious with reviewing and brainstorming among colleagues to develop intersubjective agreement or as well as extensive efforts to place copies of a finding in other data sets.

3. RESULT AND DISCUSSION

Results

In the implementation of online learning, schools must be alert so that learning activities can be carried out properly. As done by SMAN 6 Tambun Selatan, the implementation of e-learning on history subjects by the teacher has several challenges. The first challenge that is obtained is that teachers are not ready to face the online learning system which requires e-learning to be applied. Some teachers have difficulty and are less able to apply platforms such as zoom meetings and quippers in history learning.

Teachers are still not familiar with the features of these applications and platforms used in online learning. Second, complaints from students about the amount of material and assignments given online indicate that the teacher only focuses on the cognitive domain. Teachers must realize the importance of balancing cognitive and affective aspects in e-learning learning. In addition, teachers must also be really responsive in dealing with various learning problems that will be faced by students. Third, students who do not have mobile phones require students to stay in school. The unequal access to online learning makes students experience problems in accessing and learning e-learning is not optimal. The quota price is limited for most students because the internet quota price is too expensive and even signal problems make learning ineffective so that students find it difficult to absorb the material and information conveyed by the teacher as a whole.

The results showed that the challenge faced was the unpreparedness of teachers in planning and implementing e-Learning learning. First, in designing learning the teacher is not ready to face the online learning process. This is considering that the learning process that has been designed face-to-face must be changed to online. The basic difference between face-to-face learning and electronic learning is in terms of learning interactions. Therefore, the lesson plans made by teachers in e-Learning must pay special attention to aspects of interaction during learning. With the obstacles in the learning process, the teacher must maximize the existing facilities to make online history learning interesting and efficient. Focusing on history learning, it cannot be separated from the image of students that history lessons are subjects that are less interesting, boring, and tell a lot of stories.

Second, the learning process carried out requires a supportive media readiness. The media used using the e-learning platform are Google Classroom, Quipper, and WhatsApp group as a means of communication between teachers and students and Google Classroom as a media to help in learning. The media used and the technology platform chosen are text-based, which does not allow intensive interaction (Nurkolis & Muhdi, 2020). Teachers use the Google Classroom application, while some teachers have never used it, the school finally conducted in-house training (training) for all teachers and school principals, and was assisted by the computer department teacher. At the beginning of the application of online learning, the Google Classroom application was a one-way learning application that could be used in the online learning process, including grades, all available in it and most importantly very easy to use. The use of this application is used to support E-Learning learning such as Google Classroom.

In using the application, it shows that the school is very prepared to carry out e-learning learning, this is evidenced by the application that is used. In the e-learning learning process, it provides sufficient supporting media to make teaching and learning activities effective again, namely the Quipper Platform media, where the Quipper already contains almost all online learning, from practice questions to material in the form of videos so that the platform supports learning. Quipper school is a free online platform provided for teachers and students. The use of Quipper School media in history learning is a new innovation of history learning media (Sifi Dianing Ratri, Bain, 2017). During the online learning period, the History teacher routinely uses Quipper as a medium or online learning platform. Quipper is a learning platform that really helps the online learning process. The advantages of Quipper are (1) this platform can only be accessed by students, teachers, and employees (2) it is easy to use, you only need to access the quipperschool website (3) log in using the username that has been distributed to each student and teacher. (4) Quipper is equipped with features such as attendance for teachers and students, online classes, video conferencing, and CBT for final assessment activities, so that its use is practical without having to use several separate applications.

In the e-learning learning process, students get two hours during e-learning, the teacher is only allowed to teach for 1 (one) hour. Referring to the emergency curriculum policy, so that teachers do not overload students with material, so that it is simplified, and the assignment of assignments by teachers is also minimized. From the school side, namely the Curriculum Waka who is in charge of making a teacher's teaching schedule so as not to clash with other teachers, is also a special concern due to the limited availability of teaching hours. With significant changes that occurred during e-learning learning, and several problems that arose because of it, the school held a meeting once a week, either zooming in or face to face. The meeting was held to find a solution to a problem caused by this online learning. Making a special schedule for online learning, where each teacher is only given half of the normal learning time. With the issuance of an emergency curriculum from the government, all teachers, including history teachers, changed the flow of material that had been made for a year by reducing the discussion of basic competencies and making discussions of simpler materials to anticipate students' misunderstanding of the material being taught. The application of e-learning learning that is applied is that the teacher makes a powerpoint which is then sent to Google Classroom, this step makes it easier for students to understand every point of the material being taught. Here the teacher is required to be ready for all situations that may occur in order to produce effective learning.

In this study, the COVID-19 pandemic had a serious impact on various sectors, not only health but also education. E-learning or more popularly called online learning during the pandemic occurred due to the emergency situation due to COVID-19. The central government requires all schools, both public and private, from elementary school (elementary school) to university (university) to do learning from home. This starts from March 2020 until now. After the SK (Certificate Letter) from the Office of the Province of West Java. In the current condition, this is a new challenge for teachers who have never taught online, because teachers will find it difficult to control students when providing material. (Mohamad Zaenal Arifin Anis & Susanto, 2021). Many teachers complain that online learning is not effective. For face-to-face only, students sometimes do not understand, especially only with distance learning. The teacher feels that students are lazy to study, because they feel that there is no competition in learning. In this case, of course, teachers are required to be able to use technology well, so that the material that will be delivered to students is effective. However, if the teacher does not master the subject matter to be taught and learning strategies, of course it will result in a quality education that will not achieve maximum results. E-Learning as a historical learning media is used to increase effectiveness and efficiency in achieving learning objectives. This media can also be used to overcome some problems in learning (Cahyono, 2015). The strategy of using e-learning is useful for (1) clarifying the objectives of the training or education to be achieved (2) knowing the required resources (3) making all parties involved keep referring to the same goal. (4) knowing the measurement of success. The e-learning learning strategy will direct the teacher towards the scope of learning, where effective learning will occur .

Discussion

Distance learning has both positive and negative impacts. The positive thing is that online learning can be accessed anywhere (Mulyanti et al., 2020; Qazi et al., 2021). However, here there are obstacles, one of which is the facilities and infrastructure owned by students (Novianti E et al., 2020; Primasari & Zulela, 2021). So there are problems with unstable signals and the inability to buy quotas. This is reinforced by information from other schools that also experienced the same problem, namely an unstable signal. Teachers often find students unable to follow online learning. The obstacle faced by students when using this E-Learning strategy is the network, in using this E-learning strategy, a good network strength is needed to be able to access the internet for students and teachers, for students who live in remote areas it is difficult to do E-learning -This learning is due to inadequate internet network (Halik, 2021; Rigianti, 2020).

Another obstacle experienced by teachers and students in using e-learning media requires an adequate internet connection to open and do assignments so that learning runs smoothly. Most students do not understand the material conveyed in e-learning because the teacher only provides material without being explained directly and it is difficult to communicate reciprocally between students and teachers (Albab, 2019; Taradi Taradisa et al., 2020). In addition, parents find it difficult to pay because e-learning simply adds to the cost of buying a quota. This is because the income of parents of students has decreased as a result of the COVID-19 outbreak.

Some students have difficulty signaling and have minimal quotas, the private school makes a policy for once a week students are required to go to school to collect assignments which of course the students have been told about the prokes that must be obeyed when going to school (Amalia et al., 2020; Rigianti, 2020). This is done to make it easier students participate in online learning (for those with signal difficulties) and control all students, so that cheating does not occur. There are several advantages to using e-learning media, including making it easier to get additional material, independent learning, getting a good learning experience through learning resources including more interesting multimedia (Garad et al., 2021; Kwon & Block, 2017; Maudiarti, 2018).

Through the application of e-learning learning is expected to improve the conventional learning system to be more effective and solution to obtain maximum learning outcomes (Kwon & Block, 2017; Najuah, Ricu Sidik, 2021). The obstacles that arise are not left unattended but the teacher looks for ways or alternatives so that e-learning learning goes well, this makes the teacher able to explore in his abilities and creativity to look for innovations that can be applied to cover obstacles in utilizing technology and information. which exists. In its implementation, history learning can be said to be the best solution to continue teaching and learning activities in the midst of the COVID-19 pandemic (Amin et al., 2021; Sindiani et al., 2020). With this E-Learning learning besides being able to reduce the risk of the spread of COVID-19, history learning can also open wider historical insights by allowing students to access the internet and can also make virtual visits to museums and cultural heritage which of course is easier to do than face-to-face. advance.

4. CONCLUSION

Challenges faced by history teachers. The development of internet information technology in particular has given birth to E-learning learning that is able to provide a strong foundation to answer all challenges. An effort to answer the challenge is the Implementation of E-Learning Learning during a Pandemic in History Subjects carried out using E-learning platforms. The obstacles faced by teachers and students are limited internet quotas, internet networks that tend to be unstable, inadequate facilities such as laptops or smartphones. The school implements semi-online learning, namely once a week students come to school to collect assignments from the previous week.

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