



The Use of Learning Methods in Learning History During the Covid-19 Pandemic

Frensen S Hiskiya^{1*}, Sarkadi², Nurzengky Ibrahim³ 

^{1,2,3}Postgraduate History Education Study Program, Jakarta State University, Indonesia

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ABSTRAK

Di masa pandemi Covid-19, pembelajaran daring dilaksanakan sehingga pembelajaran harus dilakukan dari rumah untuk memutus mata rantai Covid-19. Penelitian ini bertujuan mengeksplorasi penggunaan metode pembelajaran sejarah yang digunakan pada masa pandemi Covid-19. Metode penelitian yang digunakan adalah deskriptif kualitatif. Dengan menggunakan pendekatan studi kasus sehingga pengumpulan data dalam proses penelitian menggunakan teknik observasi, wawancara, dan dokumentasi. Selanjutnya data dan sumber data penelitian ini berasal dari sekolah yang diteliti. Hasil penelitian menemukan beberapa metode pembelajaran sejarah yang digunakan selama pandemi Covid-19, seperti metode audiovisual, metode pembelajaran tidak langsung, metode proyek, dan metode kerja kelompok. Metode pembelajaran ini paling sering digunakan guru dalam melaksanakan pembelajaran sejarah di masa pandemi Covid-19. Dengan menggunakan berbagai metode pembelajaran dalam pembelajaran sejarah, siswa sangat senang karena metode yang digunakan tidak membosankan pada saat jam pembelajaran dengan menggunakan metode pembelajaran dan materi yang dilakukan oleh guru, siswa juga sangat cepat memahami materi yang disampaikan oleh guru dalam membawakan materi.

ABSTRACT

During the Covid-19 pandemic, online learning was carried out so that learning had to be done from home to break the Covid-19 chain. This study aims to analyze the use of the history learning method used during the Covid-19 pandemic. The research method used was descriptive qualitative. By using a case study approaches so that data collection in the research process uses observation, interviews, and documentation techniques. Furthermore, the data and sources of this research data come from the schools studied. The results of the study found that several history learning methods were used during the Covid-19 pandemic, such as the audiovisual method, the indirect learning method, the project method, and the group work method. This learning method is most often used by teachers in conducting history lessons during the Covid-19 pandemic. By using various learning methods in learning history, students are very happy because the method used is not boring during learning hours by using learning methods and materials carried out by the teacher, students are also very quick to understand the material conveyed by the teacher in carrying out learning.

1. INTRODUCTION

The Covid-19 pandemic has brought many changes to all human activities without exception. Many fields are undergoing changes and must adapt to all changes. One area that is experiencing changes is the field of education (Mishra et al., 2020; Sahu, 2020). Where all activities that involve many people such as seminars, workshops, workshops and other activities must be postponed or even canceled, the learning process that should be carried out in a face-to-face manner must be changed to online learning (Oyedotun, 2020; Patricia Aguilera-Hermida, 2020). In online learning, assistive media that can be used in the online learning process are google meet, google room, google classroom, WA, and social media (Chang et al., 2020; Qekaj-Thaqi & Thaqi, 2021). Online is an acronym from within the network which means exchanging information with media connected via the internet. According to previous study one of the online learning methods is history learning (Dewi, 2020).

During the Covid-19 pandemic, the Government issued a policy on how to implement online and offline learning. Learning during is carried out as the right step to be able to prevent and suppress the transmission of the Covid-19 virus, and students will not miss lessons as planned in the curriculum for one academic year. Even though the government has issued a New Normal policy whose goal is to revive the economic sector which has been paralyzed for about 3 months due to the impact of Covid-19, the education sector, especially learning in schools, has not been fully dared to be opened by the government

*Corresponding author.

E-mail addresses: frensenhi@gmail.com (Frensen S Hiskiya)

(Karima et al., 2022; Santika, 2020). Online learning is a learning system that is carried out not face to face, but uses a platform that can help the teaching and learning process that is carried out even though it is far away. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of learning space (Panigrahi et al., 2018; Sofyana & Rozaq, 2019). Online learning is a distance education system with a set of teaching methods where there are teaching activities that are carried out separately from learning activities. Online learning is organized through internet and web 2.0 networks (Dong et al., 2020; Shahroom & Hussin, 2018). In conducting online learning, the learning carried out must be effective so that educators and students can work together in carrying out the learning process (Code et al., 2020; Nieto-Escamez & Roldán-Tapia, 2021).

History learning is also a part of social science which has a very important role in fostering a sense of nationalism, this is because history is a study of science that explains past events accompanied by clear facts. In addition, history lessons have quite meaningful uses such as educational (educational), instructive (lessons), inspirational (inspired), recreational (fun), innovative (gives advanced insight), and can even provide ethical uses and moral guidelines in teaching and learning. Community and nation towards the right awareness will develop a sense of love for the homeland and nation (Sedyasih, 2020; Utomo, 2018). Learning history creates an attitude of nationalism and love for our homeland. to history learning that teaches about events that occurred in the past, so that students are able to understand what they are learning about history learning (Kurniawan, 2019; Mohamad et al., 2018). Indonesian history learning shows that teachers use several variations in utilizing existing learning methods. So that the class becomes lively and the learning atmosphere becomes fun (Kosfiatun, 2014; Lionar & Mulyana, 2019). History Learning is a change in the behavior of students after studying and experiencing learning experiences. Therefore, history lessons are only considered as complementary lessons, especially since these subjects are not tested nationally. coupled with government policies that increasingly narrow the movement of history learning steps, namely by reducing the hours of history lessons in schools.

Learning History during the COVID-19 pandemic allows students to think historically. This major event that is currently happening can be used as material for learning history in the future for students to be able to know about the pandemics that occurred in the past and the current pandemics in learning history and the events of the Covid-19 pandemic into history learning. So that students are trained for their historical thinking skills with looking for historical significance between the current pandemic situation and past pandemic situations and fostering historical empathy in the history learning process (Amboro, 2020; Chizhik & Chizhik, 2018). Learning methods have been applied in schools to achieve a level of success in the educational process. However, given the variety of objectives to be achieved, the existence of different learning environments, different student circumstances, different characteristics of the material, and so on, it is not possible to develop a method that is good for all types of teaching and learning activities. In the teaching and learning process, the teacher must have a strategy so that students work effectively and efficiently, right on the expected goals (Briliannur et al., 2013; Setyorini, 2020). The method used by the teacher in teaching is expected to be more effective at achieving learning objectives (Basri et al., 2022; Chang et al., 2020). The learning method is used by the teacher to present subject matter to students in the class either individually or in groups so that the subject matter can be absorbed, understood and utilized by students properly. Based on this description, it can be said that the existence of a learning method is very important in the learning process. With the right method according to the conditions, it will make learning more interesting and can activate students' learning. Based on this, this research aims to analyze the learning methods used in history learning during the Covid-19 pandemic.

2. METHODS

This study uses qualitative methods. Research related to the implementation of learning methods in history learning during the covid-19 pandemic will be carried out at SMA NEGERI 4 Ambon. The research was conducted on students of class XI, educators of Indonesian history subjects to conduct research. starting from the initial procedure of conducting observations and interviews that will be carried out to determine in SMA NEGERI 4 Ambon school. Informants in this study were selected using a purposive sampling technique that is snowball sampling (Sugiyono, 2018). Sample informants in this study were teachers of history subjects as key informants and several students as supporting informants at SMA NEGERI 4 Ambon with a focus on history learning methods. Qualitative data collection methods focus on the type of data actual and collection procedures. however, data collection involves seeking permission, implementing a good qualitative sampling strategy, using methods to record information, both digitally and on paper, storing data anticipating ethical issues that may arise in the data collection process in the field (Creswell, 2015). Data collection techniques used in this study, first, interview is one of the techniques that can be used to collect research data. Second, observation as a data collection technique

is very much determined by the observer himself, because the observer sees, listens to an object of research and then concludes from what is observed. Third, the document is a record or someone's work about something that has passed the document. About a person or group of people, events, or events in social situations that are appropriate and related to the focus. Documents can be in the form of written text, artifacts, images, or photos. Written documents can be in the form of life histories, biographies, written works, and stories. In addition, there are also cultural materials, or works of art, which are sources of information in qualitative research. In qualitative research, the research instrument or tool is the researcher himself.

Data analysis is a systematic search and arrangement of interview transcripts, observations of field notes, photo documents and other materials to increase understanding of the data that has been collected, thus enabling research findings to be presented and can be informed and make conclusions and reports. In qualitative research. Often qualitative researchers equate data analysis with approaches to text and image data analysis. So the analysis process is much more than that. The process also involves organizing the data, preliminary reading on the database so that everything is related to the analysis and presentation of the data (Creswell, 2015). Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they are easy to understand, and the findings can be informed to others. Data analysis is done by organizing the data, breaking it down into units, synthesizing it, arranging it into a pattern, choosing what is important and what will be studied, and being able to make conclusions that can be told to others.

3. RESULT AND DISCUSSION

Results

Based on the author's observations during the COVID-19 pandemic. obtained data that, history teachers at SMA Negeri 4 Ambon used several varied learning methods to teach and were considered to be highly able to optimize during the covid-19 pandemic. several learning methods used, First. In a state of the covid-19 pandemic like this, teachers often use the Audiovisual Method in the learning process. History takes place during the COVID-19 pandemic so that it makes students feel happy because I use the Audiovisual Method, besides that it is easy to apply and the relatively short time used to complete the lesson materials can completed according to what the teacher had previously planned during this covid-19 pandemic. The state of the COVID-19 pandemic has also forced teachers throughout Indonesia to conduct online/online learning, especially teachers at SMA Negeri 4 Ambon. had to do extra work that previously the learning process was carried out face-to-face, now online/online learning must be done so that teachers have to create something new to do learning during the covid-19 pandemic. Even though learning is done online, students are also happy so that the learning process becomes fluid because students are enthusiastic to ask questions and ask questions between teachers and students. With the Audiovisual Method, it is very helpful for educators and students in the learning process that takes place during the covid-19 pandemic because the Audiovisual Method can be used such as telling students to listen to videos given by the teacher to absorb globally the speech that students hear from the videos they watch. This method is very suitable for use in the learning process during the Covid-19 pandemic. to direct students who are not focused and their attention is diverted to the things around them, besides that the audiovisual method also helps educators to find out the extent of students' knowledge of the material being taught by indirectly the educator has actually conducted an evaluation through the audiovisual method.

Second, the indirect learning method is a method that seeks to instill the basics of scientific thinking in students more on their own, develop creativity in solving problems, indirect learning methods, activities must be planned so that students gain experiences. Based on the results of the interview, it was found that the method used by the teacher in the history learning process during the Covid-19 pandemic at SMA Negeri 4 Ambon, the teacher used an indirect learning method because learning was done online / online so I had to determine the right method to carry out the learning process, with the existence of an indirect learning method, students are more very active in the learning process. Then students can also learn independently, think for themselves without help from friends and other people. Students are also really placed as subjects who learn on their own by using this method the teacher and students exchange ideas in the learning process so that I am also assisted by students in solving a problem together so that the teacher sees by using this method the quality of students is very good. good and learning becomes fluid because many questions arise in the learning process that takes place using this method to formulate to students, questions or subject matter must be clear I also provide direction to students so students must also prepare tools prepared in accordance with needs. students in carrying out activities. so that what is done or done by students is not deviated or not wrong.

Third, the Project method is a learning method that uses projects or activities as. Media students conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-based learning is also a learning method that uses problems as a first step in collecting and integrating new knowledge based on experience in real activities. Even during the Covid-19 pandemic, learning is still carried out online so that educators continue to carry out the learning process using project methods during this Covid-19 pandemic. Based on the results of interviews with the teacher, every time they carry out the learning process they always use this method, because the teacher feels happy by giving lessons to students with this method so during the Covid-19 pandemic. I also continue to use this method because every time I teach, I always give questions in the form of assignments to students in a learning activity. Usually, before I give assignments to students, I first provide topics that students must work on related to the lessons I give, this method usually I always assess students with 1. The ability of students to make assignments, and follow the topic that I give, 2. collect assignments on time 3. Students must make assignments that I give cannot be the same as other friends.

Discussion

The results showed that three learning methods were used in the history learning process during the pandemic. These methods were chosen because these learning methods can help teachers to be more active in the learning process (Julaecha & Baist, 2019; Young, 2008). The methods used include the Audiovisual method. Indirect learning method, and project method. The learning methods used at SMA Negeri 4 Ambon are very varied during the Covid-19 pandemic like this. Then the teacher must determine the methods and materials that will be delivered and studied together with the students so that later students get good results from the learning process carried out by the teacher by determining the methods and materials given to students (Bhuana & Apriliyanti, 2021; Listiani & Kusuma, 2017). Each method has certain characteristics with all the advantages and disadvantages of each so that a method may be good for a particular purpose. By using various methods during the Covid-19 pandemic, SMA Negeri 4 Ambon. As for some of the methods used in the learning process, such as the audiovisual method, this method is very helpful for teachers and students in carrying out learning activities that take place during the Covid-19 pandemic. Due to limited study hours during the pandemic so I use this method so this method is very important and used during this Covid-19 pandemic (Alfarimba et al., 2021; Indrayana & Sadikin, 2020). Other methods that teachers use during a pandemic such as. Indirect learning methods I also use this method during the Covid-19 pandemic due to more self-study and students can also develop creativity in solving their own problems and students also have their own experience using this method (Chen et al., 2021; Tiantong & Siksen, 2013). In addition, the teacher uses the project method by using this method students choose to design project-based learning. Student activities are able to understand the material that I provide by conducting in-depth investigations of a problem and finding solutions by making projects in order to train students to think scientifically, logically and systematically during the Covid 19 pandemic.

The use of methods in history learning that can be used as an alternative for teachers in the learning process takes place, has the aim that students are able to learn well. One of the efforts to improve learning outcomes, namely the selection or use of history learning methods that can increase student activity and achieve student learning goals, it is necessary to apply learning methods that are considered able to overcome student learning problems during the Covid-19 pandemic like this (Karuniasih, 2022; Suwarno, 2016). At SMA Negeri 4 Ambon the method is to measure the level of intelligence of students in working in groups so that this method also makes students more compact in working together, even though using this method. Students continue to do what they are doing through google meet, zoom meeting. Done by distance learning.

4. CONCLUSION

The use of the method used by History teachers during the Covid-19 pandemic did not cause students to feel bored because the learning methods used by the teacher varied greatly with the learning materials applied to students were relatively good so students were very enthusiastic in participating in the History learning process even though it had to be done from home/online due to the Covid-19 pandemic. With the method given by the teacher to students, they were very happy to participate in the learning process even though learning was using media that had been prepared by the SMA Negeri 4 Ambon school. By using various learning methods in learning history, students are very happy because the method used is not boring during learning hours by using learning methods and materials carried out by the teacher, students are also very quick to understand the material conveyed by the teacher in carrying

out learning. Even though learning must be done from home, students are still enthusiastic in participating in History learning during this Covid-19 pandemic.

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