Technological Adaptation Trends for Sociology Teachers in Online Learning during Covid-19 Pandemic

Ni Kadek Marhaeni Desyantari[1]*, I Wayan Putrayasa[1], I Gusti Made Arya Suta Wirawan[1], Lola Utama Sitompul[1], Irwan Nur[1]

[1] Universitas Pendidikan Ganesha, Indonesia

*e-mail: nikadekantari15@gmail.com

Abstract

Online learning during the COVID-19 pandemic has forced sociology teachers to adapt to technology as a supporting medium so that teaching and learning activities can be carried out correctly. The research method used in this research is the descriptive qualitative method. The research data are the results of interviews and observations. Sources of research data are sociology teachers in Singaraja City High School. Data collection techniques using observation and interviews. The data analysis technique is triangulation using (1) data reduction, (2) data presentation, and (3) conclusion. This research indicates that sociology teachers use some applications to support their online learning activities. However, some of these most often used applications include WhatsApp Group, Google Classroom, and Educandy as a game education. The main reason why they use this application is that it is faster, more effective, and more efficient. The obstacles experienced by sociology teachers are the lack of ability to adapt to available technology so that sociology teachers only use three supporting applications, and students who do not have signals, quotas, and cell phones become obstacles for sociology teachers in delivering material and assignments to the students concerned. Moreover, student delays in collecting assignments hinder sociology teachers from providing assessments. The solutions are IT mastery training, learning videos, and educational games, and students constrained by signals and quotas can visit schools.

1. Introduction

Indonesia is now facing a considerable challenge, namely the Pandemic Covid-19. Pandemic covid-19 makes all countries in the world overwhelmed to deal with it. All the countries are preparing strategies to reduce the number of virus transmissions including Indonesia. In Indonesia first stated, there was a positive case of corona in early March 2020 so the impact of this pandemic is very felt in various fields ranging from economics to education. In this case, The Minister of Education and Culture Nadiem Makarim issued a Letter of Minister of Education No.46962/MPK.A/HK/2020, on Online Learning and Working from Home to Prevent the Spread of Covid-19 in Universities. Based on the letter, it can be decided that teaching and learning activities are still carried out but using an online. Online learning is the utilization of the internet network in the learning process is expected students free learning time, can learn anytime and anywhere (Alani et al., 2022). This learning is an educational innovation to answer the challenges of the availability of varied learning resources (Purwanto, 2018). This online learning is applied

by all levels of education including the high school level. In addition to the application of online learning at all levels of education, there are capable learning media to support the strategy by utilizing technological advances.

Utilizing technological advances, it is expected that teaching and learning activities can still be carried out properly (Bhaskara et al., 2022; Widiantari et al., 2021). In this case, sociology teachers as educators affected by online learning must be able to use technology to carry out learning activities. The platform sociology teachers adapt to the development of technology for learning is an interesting thing to study more deeply. Given the development of technology in Indonesia itself is not possible that sociology teachers must be able to adapt to it to continue to support teaching and learning activities (Putri & Suastika, 2022; Irwanto & Irwansyah, 2020). The purpose of this study is to xplore how sociology teachers adapt patterns and problems encountered during online learning as well as solutions taken to overcome these obstacles.

This study is similar to the research conducted in Bantul Regency, Yogyakarta Special Region by Nur endah, et al (2018), where sociology teachers use media in the form of learning videos. The use of audiovisual media is applied because with this medium the learning process is no longer listening, still able to see and feel (Fitria, 2013). Another research is the use of HTML 5 construct 2 game application by sociology teachers in Purworejo by Grendi & Endah (2018). Html 5 construct 2 teaching material development method is a combination of game applications to be used in designing learning media. The selection of applications is due to the manufacture of teaching materials that can be accessed easily through a smartphone by opening the website address directly.

2. Method

The research method used in this study is descriptive qualitative method. This is because this study is more about explaining how the pattern of adaptation of sociology teacher technology during online learning at the high school level. This research is more descriptive or describes the results of research that has been done. The use of qualitative research methods is considered more suitable in this study because it is easy to apply because this research refers to the description of the results of research that has been done. In the process of collecting data, researchers conducted some techniques such as, namely observations and interviews of sociology teachers of SMAN 1 Singaraja, SMAN 3 Singaraja, and SMA Saraswati Singaraja (Raco, 2018). Three informants are used as resource persons in this research, namely sociology teachers from each school who are used as research objects. In testing the validity of the data, researchers used triangulation techniques, namely (1) data reduction, recording the overall interview results of each interview conducted. (2) presentation of data, presenting data begins with presenting the results of interviews, evidence, and journals or articles that can support the results of the interview. (3) conclusion, data reduction with data presentation must be the same so that conclusions can be made.

3. Result and Discussion

Sociology Teacher Technology Adaptation Pattern During High School Online Learning in Singaraja City

WhatsApp Group Utilization

Based on the interview results, the use of WhatsApp Group became the main platform an online learning medium by sociology teachers. Considering the use of this media has been used even before the implementation of online learning. This was conveyed by a resource informant named Mrs. Dra. Erlina Sri Widowati (59 years old) as a sociology teacher at Saraswati Singaraja High School on May 31, 2021. The use of *WhatsApp Group* is considered to facilitate her in communicating with students in terms of material delivery. The submission of the material was

done in writing in *WhatsApp Group,* but if there is a material that is a little difficult to explain in writing then she made a video in the form of an explanation of the material and sent to it into *WhatsApp Group.* According to her, during online learning, she fully uses *WhatsApp Group* as an online learning platform. This is because, she can easily convey materials, assignments, or other information directly to her students.

According to her, the use of this application is considered effective because it is accessible to all students taught. The facilities provided are the main factors Mrs. Erlina chooses to use *WhatsApp Group* because according to him the application is effective and efficient in sending information in the form of tasks and other information. The use of *WhatsApp Group* makes it easy to achieve effective and efficient learning objectives that serve as a learning medium, where teachers and students can exchange information, disseminate information, and can create a discussion forum to learn about lesson materials, assignments, or just give greetings by educators to students who can motivate learning (Pustikayasa, 2019).

Use of Google Classroom

In addition to using *WhatsApp Group* as an online learning medium, sociology teachers also use another application, *Google Classroom*, as a second choice. Sociology teachers also use this application in the delivery of learning materials to students. The use of this application was told by another informant, she is Mrs. I Gusti Ayu Virgin Septiarini, S. Pd (24 years old) as a sociology teacher at SMAN 3 Singaraja who was interviewed on June 07, 2021. She said that *Google Classroom* will serve as a place to deliver materials, assignments, and bills that will be requested during online learning. When she started her lesson, she asked the students to be absent first in the link that has been sent through *Google Classroom.* When the material to be discussed coverage is a lot then Mrs. Virgin will send a Youtube link related to the learning video that has been made before following the material to be discussed. The use of *Google Classroom*-based LMS (Learning Management System) implemented in learning is very effective, because *Google Classroom* received a lot of positive responses. This use of *Google Classroom* has a good impact on learning outcomes (Hikmatiar et al., 2020).

Figure 1. Proof of screenshot when Mrs. Virgin delivering materials via *Google Classroom* (Virgin, 2021)

Utilization of Educandy Application

The use of this application was presented by another informant, she is Mrs. Marini lamtio br butarbutar, S. Pd (27 years old) as a teacher of Anthropology and Sociology at SMAN 1 Singaraja who was interviewed via *WhatsApp Chat* on June 1-12, 2021. The use of *Educandy* application becomes the next choice used by sociology teachers as an online learning platform. *Educandy* app is a web-based application that has the slogan *'making learning sweeter'. Educandy* can be used to make online games more fun because the provision of material can be understood well by students when using games as a medium. She said that using this educational game because she wants to change learning to be more active and not boring. The first time she used the application, she usually used it at the beginning of the learning so it was like making a quiz about the material to be taught in the form of games that have been provided in the application. For students to access this *Educandy* application, informant will first create a game form that will be chosen to discuss the material to be taught. After that, Mrs. Marini will send a link to *Google Classroom* so students can access it right away. Learning will be more varied and fun with *Educandy.* We can give it to students without students having to create an account first. The app is easy to implement and also has more features available (Halwa, 2021).
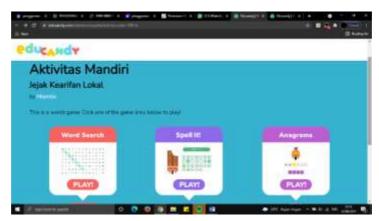

Figure 2. (Example of *Educandy* application)

In the application, students are presented with three-game options, namely *Word Search, Spell it,* and *Anagrams.* Where students can choose the game, they will play. In *Word search games,* students will search for and arrange the letters to become the requested words. In *spell it,* students will be asked to compose a word from the letters. If the selected letter is correct then it will be green but if the selected letter is wrong then it will be red. While in the *anagrams* game, students will be asked to compose words from the letters that are already available. To try playing the game you have created please click on one of the images. Suppose you want to play a pre-made game in the form of arranging the existing letters to be the requested word then click *Word Search*. If you want to play in another form, please click the other image. The informant said that she didn't often use this application because she felt became ineffevtive. In an article entitled The fifth discipline on education in Indonesia during the covid-19 pandemic explains that the use of some application methods such as *Educandy* causes some obstacles such as ineffective learning in the delivery of materials, assessments, and practical activities that should be done face-to-face. (Moerdijat, 2020)

Obstacles Experienced

Based on the results of interviews conducted by researchers against sociology teachers at Singaraja High School. According the interview, the informants said that the obstacles they experienced were very diverse. But most sociology teachers say that their obstacle in applying technology during online learning is the lack of careful, however they thought that their obstacles experience was very limited the preparation. The ability of sociology teachers in applying technology as a learning medium is still very minimal because they rarely use technology during face-to-face learning so when asked to carry out online learning with technology, sociology

teachers are not very ready. Teachers' abilities are limited in the use of technology in online learning. Not all sociology teachers can operate computers or *gadgets* to support online learning activities (Asmuni, 2020).

The internet connection and internet quota constraints are the most common reasons students experience (Putri & Suastika, 2022). Because of this, its teachers also become difficult to contact students who experience such problems. Even today, there are still students who do not have mobile phones as a medium of online learning technology. So, it makes it difficult for teachers to deliver materials, assignments, or replays to students who do not have mobile phones. Teacher constraints in the online learning process during the pandemic period are reviewed from the ability of *information technology (IT)* teachers explained that the obstacles experienced by teachers are the lack of knowledge and ability of teachers in operating IT or applications for learning activities, not maximal in the delivery of materials, lack of communication and socialization with students directly (Baalwi, 2020).

Solutions Taken

In this case, sociology teachers can take part in various training related to the application of technology as an online learning medium. Sociology teachers are also very hopeful of assistance from the local government in the form of organizing training or webinars on how to use technology in the form of applications that are fairly easy to use even by senior teachers. The teachers should improve their IT competencies, among others, follow related workshops, ask other teachers who have more skills in the IT field, or may be able to follow tutorials on *youtube* about the use of online learning applications. In addition, sociology teachers should prepare learning materials as interesting as possible such as the presentation of materials in *PowerPoint slides* and learning videos so, that the material feels more interesting by students and the use of educational games can also be used as an intercession to make learning feel fun. As for students who are constrained by internet connection and quota internet, all resource persons advise their students to come to school and use school facilities such as computers and internet networks so that they do not miss learning. There needs to be increased creativity of teachers in conducting online learning so that teachers can utilize various learning media for use by students. This teacher's creativity can also be improved through training, seminars, stewardship, reading from various references, and comparative studies. These activities can be done independently or collectively (Sumarno, 2020).

4. **Conclusion and Recommendation**

The adaptation process undertaken by sociology teachers is said to be quite difficult considering there are not many applications used in online learning. The first application to use was *WhatsApp Group*. The second application is *Google Classroom*, the next app is *Educandy* games education. In terms of the delivery of materials sociology teachers also encountered obstacles such as lack of technology master so that only use one or two applications during online learning. Constrained internet connection, internet quota, and mobile phones experienced by students become obstacles for sociology teachers also because it is hampered in delivering materials and the delay of students in the collection of assignments becomes an obstacle for sociology teachers in providing assessment. Technology master training requires parties involved in it such as the government and schools. In this case, the government can coordinate with schools to design technology master training, especially for senior teachers who have difficulty in using technology. This contribution will allow sociology teachers especially senior teachers to provide more interactive learning.

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