

THE CHALLENGES OF USING E-LEARNING IN SOCIAL STUDIES LESSON IN THE COVID-19 PANDEMIC TIME

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Abstract: This research is motivated by changes in teaching methods carried out by teachers from learning in the classroom to learning using E-Learning as a result of the emergence of Covid-19 in Indonesia. This study aims to determine the obstacles and challenges faced by social studies teachers in implementing E-Learning based learning activities. This study uses a qualitative research approach with a narrative research type. The subject of this research is social studies, subject teachers. The location of this research is in the Sidoarjo regency. The technique of selecting informants is using purposive. The data analysis used is Miles and Huberman. The results of this study are 1) social studies learning using the E-Learning method is very likely to be applied. 2) the teacher has a negative response regarding the application of E-Learning. 3) learning activities using E-Learning have several problems faced by teachers and students.

Keywords: COVID 19 Pandemic, E-Learning, Teacher

1. INTRODUCTION

The Covid-19 pandemic that first broke out in the Chinese city of Wuhan in December 2019. This outbreak has experienced an extremely fast spread since it was first discovered. This makes the world health authority WHO (World Health Organization) issue a global pandemic status for this disease. As a result, almost all social and economic activities were stopped as part of efforts to control the outbreak.

At the beginning of its appearance, Covid-19 only had an impact on decreasing economic activity, but now the impact of Covid-19 also affects educational activities. Almost all education centers in areas affected by Covid-19 have been closed and teaching and learning activities have moved to their respective homes. As of April 2020, more than 180 countries have implemented school closure policies, and around 85% of students in the world are undergoing learning activities at home (Rogers & Sabarwal, 2020). This policy was carried out to prevent the spread of the Covid-19 virus. With the absence of face-to-face learning activities, it is hoped that the transmission of Covid-19 can be minimized.

Indonesia as one of the countries affected by the pandemic Covid-19 also is closing some schools since April 2020 at all levels of education from kindergarten to college. This requires the government to provide an alternative learning process during the

Covid-19 pandemic. The World Education and Cultural Organization (UNESCO) advocates the use of distance learning and opens up educational platforms that schools and teachers can use to reach learners remotely and limit educational disruptions (UNESCO, 2020). This was then responded to by the Indonesian government through the Ministry of Education and Culture by issuing circular letter No.3 of 2020 concerning the prevention of Covid-19 in education units.

The consequence of physically closing educational institutions and replacing them with learning at/from home as a government policy is a change in the teaching and learning system (Arora & Srinivasan, 2020). This encourages the government to implement a distance learning policy using E-Learning. Distance learning by E-Learning applies to all subjects at the kindergarten-high school level, whereas in college face-to-face learning is permitted only for certain courses that do not allow online learning and adhere to strict health protocols. E-learning is the delivery of learning materials via electronic media such as the Internet, intranet/extranet, satellite broadcast, audio/video tape, interactive TV, CD-ROM, and *computer-based training* (Gilbert & Jones, 2001). One of the subjects that must adjust is social studies learning. So far, social studies learning has been carried out face-to-face, learning performance and outcomes can be measured and assessed directly by the teacher. Many social studies materials that are usually taught in person now have to be taught online.

Drastic changes in learning methods and in a short time by increasing the intensity of the use of digital platforms that were used before the pandemic as a learning aid are now the main tools in the learning process that have created confusion among educators and students. Confusion arises because not all students, students and students are used to online learning. Moreover, many teachers and lecturers are still not proficient in teaching using internet technology or social media, especially in various regions (Purwanto, 2020).

Based on this background, this research was conducted to obtain information related to the challenges and constraints of online social studies learning experienced by teachers. Therefore this research has a problem formulation, namely, What are the challenges and obstacles for teachers in implementing online-based social studies learning during the Covid 19 pandemic?

2. METHODS

This research uses a qualitative research approach with a narrative research type. Narrative research is a research design on humanity where researchers study the lives of individuals and ask someone or a group of individuals to tell their lives (Creswell, 2016). The narrative study is a type of qualitative design in which the narrative is understood as a written text and narrated by telling about an event.

The purpose of this study was to reveal the experiences of social studies teachers related to their experiences in implementing social studies learning using E-Learning. Respondents in this study were social studies teachers who carried out E-Learning. The method of collection is through structured interviews. Selection of respondents using a purposive sampling technique. Purposive sampling technique is a method used to achieve certain research objectives. There is no limit to the number of respondents to make a purposive sample, as long as the desired information can be obtained and generated (Bernard, 2002). The data analysis technique used an interactive analysis model developed by Miles and Huberman. This model of analysis is carried out through several steps, namely data collection, data reduction, data presentation, and drawing conclusions or verification.

3. RESULTS AND DISCUSSION

3.1 Social Studies Learning using E-Learning during the Covid-19 pandemic

Since the closure of schools due to the Covid-19 pandemic in Indonesia, the learning method that was previously carried out face-to-face has been changed to distance learning or E-Learning. Learning is anything that can carry information and knowledge in the interactions that take place between educators and students (Azhar, 2011). Meanwhile, *E-learning* is information and communication technology to enable students to study anytime and anywhere (Dahiya, 2012). So it can be concluded that the E-Learning learning method is a learning strategy through the use of information and communication technology which aims to facilitate the process of transferring knowledge between educators and students.

In general, according to Hartanto (2016) *e-learning* has two types, namely *synchronous* and *asynchronous*. *Synchronous* means at the same time. The learning process occurs at the same time between educators and students. This allows for direct interaction between educators and students *online*. Then, *Asynchronous* means not at the same time. Students can take different learning time with educators providing material. *Asynchronous training* is popular in *e-learning* because students can access learning materials anywhere and anytime. In developing an e-learning system, it is necessary to pay attention to two things, namely the students who are the targets and the expected learning outcomes (Suartama, 2014).

The use of E-Learning makes it possible for teachers and students to study anywhere and anytime. This method is very flexible and allows students and teachers to find as many sources of information as possible regarding the subject matter. The benefits of E-Learning are building communication and discussion between teachers and children, children interacting with each other and discussing one another, making it easier for children to interact with teachers and parents, the right means to see children's development through parental reports with the aim that parents can see direct development, teachers can easily provide material to children

in the form of images, videos, and audio that can be downloaded by parents directly, and make it easier for teachers to make material anywhere and anytime (Sobron et al., 2019).

One of the lessons that experienced adjustment during the Covid-19 period is the Social Studies subject. The use of E-Learning in the learning process certainly provides new experiences for teachers and students. In theory, E-Learning-based social studies learning is very possible to be applied. Given that IPS has unique characteristics that are integrated and multidisciplinary. Development of *E-Learning* in an integrated IPS that is highly relevant. This is because the integrative approach in IPS requires a theme that functions to combine one concept with another. The development of themes in social studies learning requires extensive and information-rich media and learning resources (Zahroh, 2015). The use of E-Learning in social studies learning can add information sources and media that can be used in learning activities.

Social studies learning using the concept of E-Learning certainly does not prevent students from understanding the material and essence of this learning. The essence of social studies learning is to educate students to become citizens who are aware and responsible for their nation, helping students to solve the problems they face so that they understand and understand the social environment of their society (Jarolimek in Kertih, 2012; Sapriya, 2009, Isyarotullatifah, 2019). Of course, this is very relevant to current developments, so that teachers can easily link learning materials with the environment around students. Likewise, with students, they can easily study social studies by looking at their environment.

Social studies learning using E-Learning has been applied to schools in Indonesia, especially in a pandemic like this. Some of the platforms that have been used by teachers to support social studies learning with E-Learning include Whatsapp, Google Classroom, Microsoft Team, Youtube, etc. The learning theme is also adjusted to the social conditions in the student environment, for example, students are directed to observe the situation in their environment during the Covid-19 pandemic. it aims to introduce and stimulate students' sensitivity to recognize their surroundings.

However, the use of E-Learning does not have a fully positive influence on teachers and students. Based on interviews, the use of E-Learning in learning also has a negative side, which is caused by the human resources of teachers and the infrastructure owned by students. E-Learning is not an alternative learning process that replaces the traditional learning process holistically, but only as a compliment. The combination of the two (learning with E-Learning and traditional learning) will produce productive synergies. Physical and face-to-face learning at school will

maintain the value of *human interaction*, while E-Learning will provide access to *knowledge resources* very rich from the internet (Panimbing, 2019).

3.2 The teacher's response to the use of E-Learning.

Activities based on E-Learning during this pandemic certainly brought a special impression by the teacher. Changes in learning activities from school to at home and from conventional to electronic means have required teachers and students to adapt quickly. Teachers who used to implement a traditional/face-to-face learning system, of course, now have to adapt to the new system in the form of E-Learning.

Based on the results of the interview, it was found that the teacher felt that offline or conventional learning was better than online learning. The reason is that the e-learning learning process limits student and teacher interactions so that learning activities do not run optimally, teachers cannot monitor student learning progress properly.

When viewed from the content of the problem, this occurs because of the teacher's unpreparedness for the E-Learning learning model. Massive school closures in a short time in a pandemic condition, forcing teachers to change the learning they have been implementing so far into online learning so that it is possible if the teacher is still stuttering technology. Then among the weaknesses of technology is lack of taste, language, and character. However, only act as a *transfer of knowledge*, Therefore, this role should be assigned to the teacher-as educators-who not only perform the function of knowledge transfer (*transfer of knowledge*) but also capable of forming attitudes and behavior (*transfer of values*) as the primary task teachers, especially at the primary and secondary education levels (Syaharuddin, 2020).

3.3 Problems faced in the online learning process

During the Covid-19 pandemic, the use of E-Learning is the key to keep the learning process going. Therefore, creativity and variety of media used are the keys to successful learning. Using E-Learning is not as easy as imagined. the implementation of Distance Education often found obstacles or inconsistencies with learning that should be, many think that the responsibility of teachers in implementing E-Learning is much lighter than traditional learning (Semradova & Hubackova, 2016). It was also reported that among those who adopted online learning, the average actual benefits were much smaller than expected (Wahyono et al., 2020).

Based on the results of interviews in the online social studies learning process, several problems were found, namely:

- b. Decreased interest in student learning because students were bored.

After nearly 5 months of learning at home, students experienced boredom. Many students contact the teacher to ask when face-to-face learning will resume. One of the reasons is because they feel bored, they want to meet and play with their friends at school.

- c. The decrease in student participation in learning is because not all students can access the E-Learning media used.

The ability of students to understand the various platforms used in E-Learning is still quite limited. The teacher said that their students had a lot of difficulties accessing learning materials so that many assignments and materials were not conveyed. Besides, online learning in its implementation requires the support of devices *mobile* such as smartphones, *tablets*, and laptops which can be used to access information anywhere and anytime (Gikas & Grant, 2013), it was found that there were still many students who did not have smartphones or laptops for access online learning. This of course hinders student learning.

- d. The low readiness of teachers in implementing E-Learning.

Teacher readiness in applying E-Learning is one of the keys to the success of implementing E-Learning. Teachers who have the readiness to learn in any condition will improve teacher quality (Korth, 2009). Based on the results of interviews and observations, it was found that the majority of social studies teachers were confused about using various E-Learning platforms.

- e. An uneven and stable

internet network is a major factor in the process of E-Learning activities. A fast and stable internet network will facilitate teacher and student interactions that have an impact on the success of learning activities. However, based on the results of the interview it was found that the teacher complained about the unstable internet network, this had an impact on disrupting the learning process such as the material that was not conveyed. This statement is supported by data from Melania's report from Kompas (2020) which states that the application of online learning has not been optimal, especially in remote areas with limited internet technology and networks.

4. CONCLUSION

The existence of the Covid-19 pandemic has changed all aspects of life, including in education. In Indonesia, starting in March 2020, massive school closings have been implemented to reduce the spread of Covid-19. The existence of this policy certainly has an impact on teachers and students who used to carry out traditional face-to-face

learning, now have to change it to the online method. In theory, the online method is considered very effective considering the existence of social media, smartphones, and laptops which have been reached by teachers and students. However, in reality, this method is not fully effective. The various responses that have been surfaced from teachers include learning from making students feel bored, decreasing student participation rates, teacher incomprehension of using online media for learning and internet access that cannot be reached by students and teachers. When viewed from the content of the problem, the unsuccessfulness of online learning in some areas is due to teachers' unpreparedness for online learning. It is not uncommon to find cases that teachers are still stuttering technology in implementing learning. Furthermore, it is caused by inadequate facilities and infrastructure, in the form of inaccessibility of internet access in several regions of Indonesia to the ownership of smartphones by students.

In the future, the implementation of E-Learning in schools needs a lot of improvement, in addition to increasing the competence of teachers and students. It is also necessary to create a system that is managed by the education unit about supporting infrastructure, learning curricula, learning methods, and adequate resources.

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