# The Utilization of Information and Communication Technology in Online History Learning in The Pandemic Era of Covid-19 (Descriptive Study: History Education Student)

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## ABSTRACT

*Keywords:*

Historical Learning;
Online;
COVID-19.

The purpose of this study is to find out about online history learning for Pattimura University students in the Covid-19 pandemic era. The research method used in this study is a qualitative description. By analyzing directly about the online lecture process for historical education students of Faculty of Teacher Training and Education Pattimura University Ambon. Based on the results of the research obtained, it can be described as follows: (1) history learning is usually carried out face-to-face in rooms and fields (historical sites) but to prevent the spread of Covid-19, learning is carried out online. (2) online lectures for Pattimura University students in the Covid-19 pandemic era, namely, history education students are required to take part in an online lecture process in order to break the chain of Covid-19 spread

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## A.  INTRODUCTION

The rapid flow of information today has an impact on the social, cultural, economic and political order. Since ancient times, literacy has been a part of human life and development, from prehistoric times to modern times. In prehistoric times humans only read nature's signs to hunt and defend themselves. They wrote symbols and pictures of their prey on the cave walls. Along with changing times, the standard of human life has developed, from not knowing writing to giving birth to thoughts of modifying codes with numbers and letters so that humans are said to be able to think, the Ministry of Education and Culture in (Alparis Sormin, Salman, Padang Siregar, Ali & Duwi Priyono, 2014). Entering the 21st century, literacy develops into a thinking skill in reading words and the world and looking for relationships between the two to solve life's problems (Hendriani dkk, 2018).

The development of Information and Communication Technology (ICT) is very fast in today's conditions. This development is certain to touch and even give birth to a new orientation in all areas of human life, be it social, cultural, economic, political, legal or educational. So that there is a shift from the knowledge era, to the information and communication era. Transition

from knowledge-based community to community in terms of how information is constructed into knowledge that can be communicated quickly and widely to all citizens, so that no citizen is isolated from information (digital divide).

According to Daniel in (Restiyani, Rusli, Juanengsih, Nengsih & Herlanti, Yanti, 2014), technology, information and communication, or ICT is a combination of information technology and communication technology. ICT is a tool to get added value in producing information that is fast, complete, accurate, transparent and up to date. Therefore, ICT can be interpreted as anything that makes it easier for humans to distribute information quickly and effectively, both in the form of programs and equipment. Some of the types of ICT that are most commonly known by the general public are computers (PCs), laptops, printers, LCD projectors, the internet, and others. But in fact, television, radio, and mobile phones are also included in ICT equipment. ICT consists of hardware and software. Hardware or hardware is all physical technological equipment that can be touched. Software or software is a system that can run or run on the hardware. Software can be in the form of an operating system (OS), applications, or content, Sudirman in (Restiyani, Rusli, Juanengsih, Nengsih & Herlanti, Yanti, 2014).

Efforts to apply technology, especially information and communication technology in education, are marked by the presence of ICT-based media in education. The use of ICT-based media is a must to support the competitive era of technological progress. In the learning process, these media are in the form of audio, audio-visual, and internet media(Istiyarti & Purnama, Eka K, 2014). Hopefully with the existence of information and communication technology, it can be applied in education and become a solution to encourage the quality of education for students in the country.

Because in the current era of revolution 4.0, educators are required to improve their teaching knowledge and skills. So that students are able to develop themselves in finding, interpreting, assessing and utilizing information to orbit ideas / ideas in determining attitudes and making decisions(Far-Far, 2020b). Education in the era of globalization is the main foundation for answering future challenges. Educational institutions must be able to prepare superior human resources and be able to compete with global developments. To answer future challenges, a positive and innovative attitude is needed so that the Indonesian people are not only passive consumers of science and technology, culture and foreign values, but have an equal advantage in terms of science and technology. It is this progressive Nation and Character Building that must be undertaken on an ongoing basis in every educational institution in order to respond to the challenges of the global era (Susilo, Agus & Sofiarini, 2020). Improving the quality of education is a process that is carried out dynamically and continuously in order to improve the quality of education effectively and efficiently (A Basyari, 2019).

On the other hand, learning history will be more interesting and less boring if it uses information and communication technology properly. This is where the role of an educator or prospective educator (teacher student) must be able to master Information and Communication technology in order to be able to guide or direct students so that they can use information and communication technology wisely in carrying out learning. One of the breakthroughs that can be used in technology regarding effective history learning for students, can be through various methods including using Schoology, Google Classroom, Edmodo, Zoom Meeting, Quizizz, WhatsApp Group and also learning methods through E-Learning. Usually many students tend to prefer using the E-Learning learning method, Soekartawi in(Muhtarom, Herdin, Kurniasih, Dora & Andi, 2020).

In connection with this explanation, educators (lecturers) should have a comprehensive view to always create an atmosphere of historical learning to be meaningful by enriching historical knowledge for students (students). Of course, it does not only fulfill the cognitive aspects, but also affective and psychomotor aspects. This can be realized by utilizing the e-learning model. In the intended learning model, learners (students) are constructed to think creatively, critically and participatively (Wibowo, H, 2014).

The demands of learning by utilizing information and communication technology (e-learning) are of course very relevant to current conditions and situations. This is caused by two things. First, the rapid development of information and communication technology systems. Second, the situation and conditions in the world that are being faced with the threat of Covid-19. When the Covid-19 outbreak occurred, all human activities throughout the world were limited by not having direct interactions in all fields, even in the field of education. Lectures that are usually conducted face-to-face are changed to online lectures or referred to as online. This effort was carried out in order to stop / break the chain of spreading Covid-19. So the solution is, lectures are conducted online with an e-learning model.

## B. METHODS

This research uses descriptive qualitative research methods. Qualitative research (Qualitative Research) is a research aimed at explaining and analyzing the dynamics / activities of students in semesters 1, 3, and 5 in following an ongoing lecture process, or in connection with an event, and people's understanding is either personal or collective. The characteristic of descriptive qualitative research is that it can be seen through the purpose of the research to be achieved, namely, a description of the teaching stages using information and communication technology. This means that the research carried out does not intend to test a concept / theory from several existing variables.

This research, nor does it carry out treatments and engineering in conditioning educators (lecturers) and students (students), in implementing and following the lecture process. However, this research is passive by observing the ongoing process of lecture activities. In addition, the data collection techniques used in this study were observation (observation), interview (interview), documentation and a combination of the three.

This research was conducted at the University of Pattimura Ambon. While the sample used in this study were students of the History Education Study Program, Faculty of Teacher Training and Education Pattimura University Ambon who were taking online lectures. While the data analysis used a qualitative data analysis approach with an approach by observing the symptoms / activities that were ongoing continuously until it was finished, and the data was at a saturation level. This can be seen in the analysis model below.
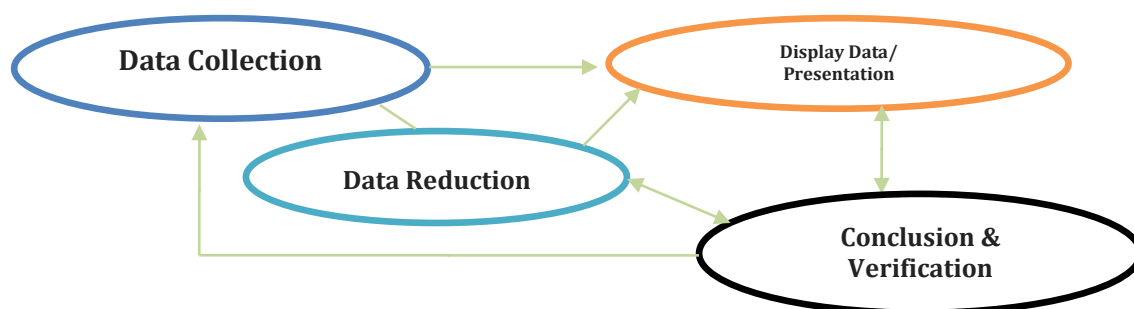


**Figure 1.** Interactive Data Analysis Model By Sugiyono (Sugiyono, 2015)

## C. RESULT AND DISCUSSION

### 1. History Learning Process which is generally applied to students

Learning is the spirit of the educational process in an educational institution. Factors that can influence the implementation of learning include, among others, teaching staff (teachers), learning resources, methods, media / technology, conditions and learning systems. Effective and good learning, which is focused on students by designing a lesson so that it is able to construct aspects of cognitive / intelligence, perseverance and quality so that it can be applied to attitude patterns, daily behavior patterns. In the interaction space in learning, educators have a significant role. By continuously striving to encourage students to assess and improve their knowledge. An approach that can be used by educators (lecturers) by determining the right strategy in order to achieve learning objectives (Khanifatul, 2013). In general, history learning at the tertiary level is carried out directly (face to face) in the lecture room. In addition, history learning is also carried out by utilizing the surrounding environment (outside the classroom). For example, such as visiting objects of historical heritage so that students can explore and study events relevant to these historical heritage objects. However, in general, history learning is carried out inside the lecture room (class) rather than outside the classroom. Of course, the implementation of history learning in the classroom is more dominant because it is caused by time constraints. Because history learning is carried out outside the classroom, for example, visiting historical sites (temples, museums, forts, etc.) should be scheduled from the start and requires a lot of time and money.

However, in other areas, objects of historical heritage are preserved in the regions and are always used as a learning resource to increase local historical knowledge. Relics of local historical sites are often used as learning resources in local history courses with competencies that are expected so that students can explore and study the history and values associated with these historical sites. This is of course very relevant to effective and ideal learning objectives, where the existing situation and environment can be managed systematically to be used by students to achieve effective learning goals. Concretely, in preparing the lesson plan, the teacher tries to unify local history learning by directing students to locations or objects of historical sites. Directly, what the teacher does is a step in creating a constructivist learning atmosphere (Far-Far, 2020)

To create the structure for learning history as expected above, of course it really depends on the role of educators (lecturers) in creating learning. As educators (lecturers), they do not only act as facilitators or facilitate learning activities only. Rather, the lecturer is obliged to design a learning process in order to achieve the objectives of the learning itself. In this context, as a professional teacher in the field of historical education, of course, he meets the following criteria: a) has academic competence (read: mastery of material). Academic competence is always related to the scientific field being studied. b) ability in method / pedagogical mastery. According to (Sayono, 2013), methodic didactic ability is the ability of educators to apply to history learning.

Strengthening the awareness of students in learning history is a must in encouraging interest and motivation to learn, thus straightening the stigma that considers history learning generally applied to educational units that looks dry, boring because of the chronicle approach by directing students to put more emphasis on memorization (Far-Far, 2020). Related to the statement above, it is very contradictory to what is explained by (Hasan, 2019), that in history learning, teachers always prioritize appropriate approaches to answer the needs of students in following the learning process. Remembering because in history learning, according to

Kartodirdjo in (Hamid, Abdul Rahman, 2014), he said that there are two benefits that can be obtained from learning history. First, from the present and the situation we can extrapolate the facts or forces that played a role in the past. By studying history, many of the present situations can be explained. Second, by analyzing the present situation we can project the future. Thus, the study of history helps not only make the present diagnosis, but also the prognosis; it means projecting the future. Of course, to improve the quality of good education is supported by the competence and desire of educators to make changes systematically and continuously in order to improve the learning process. So that the resulting innovations can have an impact on the progress of education on an ongoing basis in educational programs.

**2. Online Learning of Faculty of Teacher Training and Education Pattimura University History Education Students in the Covid-19 Pandemic Era**

Advances in technology (computers), especially in software systems, seem so fast and very supportive to be developed as a learning medium. Apart from being a supporting element, it also makes it easier for educators to present material by using it as a learning medium. The demand for an increase in the quality of teaching and learning in the field of history, of course, really requires history learning media. The existence of technology (computerization) supported by the availability of the internet network is a support for the development of learning media. The learning process using computerized devices makes it very easy for students to understand history learning material, because the use of computerized devices is very possible in presenting effective and interesting, and efficient types of learning. On the other hand, the existence of computerized devices can be a learning medium that collects textual and visual learning materials so that they are presented to students. by accessing whenever and wherever students are (Rokhman, M. Nur, 2015).

The learning process in general at every level of education, from primary to higher education (campus), all uses an online learning model (online), or by using the concept of distance learning. Students are expected to take part in the learning process from home. The change in the learning model certainly has reasons, given the current local, national to world situation that has been hit by the outbreak of the Corona Virus or what is known as Covid-19. This condition certainly has an impact on the response of the general public who feel restless. Because all activities carried out must be limited to activities from home. So teaching and learning activities are carried out from home so that there is no direct interaction to overcome the spread of Corona Virus (Covid-19).

The teaching and learning process carried out from home, does not merely shift the burden on parents. But educators both at school and lecturers on campus always monitor the learning process through online social media. Efforts are made as recommended by the government in accordance with mutually agreed procedures. Learning activities carried out via online are, of course, based on the learning schdulle that has been prepared. By utilizing various application systems that are available online, it can be used to support activities that can increase productivity for service users. The implementation of online-based learning, in principle, is conditioned based on the need, and availability, reach, of existing conditions.

Online lecture activities on history learning followed by students of the History Education Study Program, Faculty of Teacher Training and Education Pattimura University have been carried out since the outbreak of Covid-19 by utilizing various existing social media applications based on the agreement of lecturers and students by considering the availability of internet networks and student conditions. On the basis of agreement and objective considerations, then

lecturers and students decide to use certain social media to support the learning process. In supporting lecture activities in history learning, using a virtual zoom application. Even though the lectures are conducted via zoom, it is not an obstacle in reducing students' interest in participating in online teaching and learning activities. Lectures conducted online (online) by students of History Education, Faculty of Teacher Training and Education Pattimura University Ambon without reducing the substance and decreasing interest in student learning. Because lectures are carried out as usual according to the planning set forth in the RPS (semester learning plan).

However, online learning (online) emphasizes students not only understanding the material, but trying to find internet networks so that the learning process is not interrupted. This is caused by network availability that is not optimal. Because students undergo the lecture process from home according to their residence which is spread across several areas in Maluku, because in the Covid-19 pandemic era students tend to decide to return to their hometowns. Therefore, of course, the learning process always considers the conditions and situations experienced by students so that no student is left behind in the lecture process.

By considering the current situation, it is better if the management of the education system is more open in developing media or online learning applications. Historical education presumably still exists and is in accordance with the applicable guidelines, namely to educate students to become moral and knowledgeable human beings. In addition, lecturers are required to be able to develop their competence and develop learning media that are relevant to the current situation and dynamics. Where history learning is often done face-to-face, but is transferred to online learning. A situation like this is certainly very difficult for humans to adjust all their activities. But for the sake of health and safety, we need to adjust all activities and still comply with government recommendations regarding health protocols to break the chain of spreading Covid-19.

## D. CONCLUSION AND SUGGESTIONS

The lecture process in the History Education Study Program, Faculty of Teacher Training and Education Pattimura University which is usually conducted in the lecture room face-to-face, with various approaches in systematic and planned learning. Not to be missed, historical learning is always accompanied by scientific discussions with a historical tourism approach. Where students are directed to visit directly to historical objects. But after the spread of Covid-19, the history learning process was transferred to online learning. Changes from face-to-face learning to online learning are the right steps in responding to the current situation and conditions.

Changes in distance learning that are carried out in the form of online lectures, of course, require time to adjust lectures to the current situation. Because lectures are in the online form, it requires the availability of supporting instruments to support the online learning process. For example, the availability of computers / leptops, cellphones, internet networks and data pulses. In addition, it takes the ability of lecturers and students to use existing tools to support the lecture process. All of these are challenges, if lecturers and students can adjust to the existing situation and conditions. Then this challenge can turn into an opportunity to be able to develop according to the demands of the times and be able to compete in the international world.

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