Students' Understanding of Online History Learning in Senior High School

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan Pemahaman Siswa Terhadap Pembelajaran Sejarah Pada Pembelajaran Daring di SMA, hasil penelitian di analisis menggunakan teori kognitif, lalu metode penelitian menggunakan metode kualitatif dengan memakai pendekatan studi kasus. Teknik yang dipakai dalam melakukan penelitian dan pengumpulan data menggunakan observasi dan teknik wawancara. Hasil penelitian menunjukkan bahwa peralihan dari metode pembelajaran luring ke pembelajaran secara daring cukup mempengaruhi efektifitas guru dalam menyampaikan materinya kepada para siswa, dimana tidak semua pelajaran bisa mudah beradaptasi terhadap peralihan pembelajaran luring ke pembelajaran daring salah satunya yakni sejarah yang pada mulanya siswa sudah agak kesulitan untuk menyerap serta memahami pembelajaran yang dilakukan secara luring, namun dengan di berlakukannya pembelajaran daring akibat adanya covid-19 ini cukup membuat siswa sulit mencerna materi dalam pembelajaran sejarah secara daring.

Kata kunci: pemahaman siswa, pembelajaran daring, sejarah.

Abstract

This study aims to describe students' understanding of historical learning in online learning in high school, the results of research in analysis using cognitive theory, then research methods using qualitative methods using case study approach. Techniques used in conducting research and data collection using observation and interview techniques. The results showed that the transition from offline learning methods to online learning is quite affecting the effectiveness of teachers in delivering their material to students, where not all lessons can easily adapt to the transition of offline learning to online learning, one of which is history that at first students have a little difficulty to absorb and understand the learning done offline, but with the application of online learning due to covid-19 is enough to make it difficult for students to digest materials in online history learning.

Keywords: student understanding, online learning, history.

INTRODUCTION

Learning history in schools is certainly different from elementary, middle, and high school. Therefore the author will focus more on learning history in high school. History learning in high school is certainly different from history learning in elementary and junior high schools, in the sense that history learning at the high school level has stood alone as a subject, while at the elementary and junior high school levels history learning is included in social studies (Social Sciences) subjects (Sayono 2013:9–10).

However, it is very unfortunate if there is still an assumption that historical learning has only been underestimated by most people. The subject of history is a subject that is underestimated, most people assume that the subject of history has no benefit from life. The understanding they say certainly does not

come by itself, most of them must have had an experience of learning history. To improve the learning of history so that it can be re-interested by many people, of course, must have a long struggle. The first thing that must be improved is Human Resources (HR), namely a teacher must have a key role in the success and failure of historical education..

History teachers must at least have some ideal criteria, such as history teachers being able to master the material, and being creative in providing material explanations to their students (Santosa 2017:34). Because if we look at the scientific research literature, the crucial problem in history learning is that history learning activities in the classroom used by history teachers are monotonous, namely the low use of learning strategies or approaches that add to the competence of students' indicators. As well as learning activities that emphasize working on worksheets or recording the contents of the material, it also includes the way the teacher conveys the material using lectures which learn only one way, namely relying on the teacher only, while students are forced to understand in detail about an incident that occurred. (Hotimah, 2018: 80).

Whereas the urgency to understand past events is a need that must exist in individuals within themselves as early as possible, as their knowledge and understanding of historical overviews are useful in the basis of behavior when dealing with the reality of the time that is currently taking place and determining the future (Mursidi, 2019: 55). In the philosophical view of history education and its learning as an effort to get to know ourselves in depth, namely through spiritual intuition and reflection, is an activity to recall experiences in the mind with a view of the present and the future. In this case, the history teacher has a big role in the character and intelligence contained in the history lesson plan for the nation's children (Bandarsyah, 2019: 60).

Especially now, the world community and especially Indonesia are experiencing the Covid-19 pandemic, a sudden change in learning styles through a circular notification from the Ministry of Education and Culture Number 4 of 2020, which requires learning to be carried out online. Based on the results of research by (Febri Kurniawan, 2020: 78), showing that the sudden change is a challenge for all elements of the teaching staff, especially history, it is recommended that there be comprehensive and systematic coaching.

From the description above, a new problem arises which is the background for the author to carry out such research, namely if history learning which is usually carried out in conventional classes is still not considered optimal, then how is history learning where teaching and learning activities are carried out from

home as happened? during the COVID-19 pandemic, which is done online? Do students easily understand history learning well? However, what is currently emerging is a negative stigma about online learning in schools, that students are less able to absorb material that is done online, which means that it is not only history subjects that are affected.

For this reason, as writers, we hope that by conducting this research, we can answer the problems in online history learning, so that it becomes our useful contribution in history education to history teachers to face obstacles in online teaching and learning activities.

METHODS

This research method uses a qualitative method, which has natural characteristics as a direct, descriptive data source, this method prioritizes the process rather than the results, the analysis used in qualitative research methods tends to be carried out by inductive analysis and the meaning is an essential thing. It is clear, based on ethnographic research and field studies, namely on anthropology and sociology (Salim dan Syahrum 2012: 41). In qualitative research, there are 6 approaches, namely: ethnographic, case studies, phenomenology, grounded theory, interactive, participatory, and classroom action research.

So, in this case, the author conducts qualitative research with a case study approach, the case study approach is research carried out to study intensively the background of the current situation, as well as interactions in the environment which is a social unit of individuals and groups, institutions, or communities (Fadli, 2021).

In conducting the research, the author interviewed one of the high school students in Sukabumi, the author conducted an interview on April 24, 2021, is a student who is still sitting in 11th grade school semester 2, here the problem that the author takes is students' understanding of history learning conducted online, history education is often considered unimportant by most of the public, especially students. The techniques that the author uses in conducting this research are observation and interview techniques. Because according to this qualitative research, a phenomenon can be understood if there is direct interaction with the subject. Because by conducting in-depth interviews, the author will receive a lot of the phenomena that are currently happening to the fullest.

Here, in conducting interviews, the authors ask some in-depth questions and of course, have something to do with the problems to be studied. That way, the data needed will be collected if it is focused on the question into a problem that is studied and can be collected to the maximum.

When doing research, of course, the author has made observations on students who will be respondents. Then, the writer conducted an interview and asked several questions in detail to the student with a focus on what the problem was to be studied.

Meanwhile, for data analysis apart from being analyzed inductively, in describing the problem, we also refer to the perspective of cognitive theory in analyzing the phenomena faced by students in online history learning, which places students in an active role through the knowledge they understand about the object being studied. The study focused on learning objectives, that it is no longer just a view of what is influenced by circumstances outside the student from the teacher who stimulates the learning situation. According to Bruner, a cognitive theorist, the learning process involves the relationship between students and the environment for their findings, exploring and working on objects skillfully, critically, and experimenting. Bruner also explains the cognitive dynamics found in students through three representations, namely enactive, iconic and symbolic (Herpratiwi 2016: 15–16). And of course, the results of this study are based on findings that rely on data or information obtained from participants, by selecting data or information in a strict and directed manner, which is useful in solving problems.

RESULTS AND DISCUSSION
A. The Urgency of History Learning in Schools

History learning is a branch of science that discusses the origins and development of society that occurred in the past that has wisdom values that can be used as learning to train intelligence, shape attitudes, character, and personality of students. History learning serves to provide awareness to students about changes and developments in society in the time dimension as well as to build a historical awareness perspective in discovering, understanding, and explaining the identity of a nation in the past, present, and future during change. very large and very fast in the world. In addition, learning history can also create social attitudes. These social attitudes are divided into mutual respect, mutual respect for differences, tolerance, and also a sense of willingness to live side by side in the nuances of multiculturalism. (Zahro, Sumardi, dan Marjono 2017).

History education is very important to teach students the importance of history as a form of student personality. History education is a very important education for students so that they can have high historical thoughts, therefore historical education must lead to four goals, namely: 1) History education provides basic, in-depth, and based on past experiences of the nation. to build historical awareness and understanding of

themselves and their nation. 2) History education material is unique in building logical, critical, analytical, and creative thinking skills. 3) Historical education presents material and examples of exemplary, leadership, pioneering, attitudes, and human actions in groups that cause changes in human life. 4) Human life is always tied to the past. During the current pandemic, students are required to study online, because offline does not allow learning to take place, to avoid the virus that is currently rife. In the next discussion, the author will discuss the understanding of students in understanding history learning. Because history learning is currently considered unimportant by many people, especially in the real world or the world of work, here the author will see how students understand history learning during a pandemic like this (Rulianto, 2019: 129).

B. The Problem of Learning History in High School During the Pandemic Time

Often, the reality that is expected is different from what becomes reality. What is expected with online learning as an alternative so that students still get their right to gain knowledge, in addition to a ban on offline learning to avoid the spread of the Covid-19 virus which continues to experience ups and downs in Indonesia (Jamiludin & Darnawati, 2021). It seems that this has not been executed properly, due to the lack of teacher

readiness in dealing with rapidly changing teaching patterns.

Based on the interviews that the author conducted with one of the high school students in Sukabumi, in learning history there were problems, problems encountered, namely the problem of teaching methods by the teacher in charge of history subjects to interactions with their students which tended to be monotonous and only used one method, namely the method of assigning or giving assignments to students. The problem is the learning pattern applied by the history teacher, if online learning for history subjects is only carried out through google classroom by giving tasks such as taking notes, summarizing books, and answering questions in history textbooks.

The absence of variations in the use of learning media and the absence of direct communication have a very significant impact on historical learning. Namely, students' lack of interest in historical subjects, students tend to take history lessons more lightly, students tend to enjoy learning history less and only do history course assignments as a formality. As a result, students' understanding of historical materials is low. According to students, this assumption is inversely proportional to other subjects, namely the use of variations of learning media and direct communication using digital virtual classes, which are more interesting and make it easier for students to ask

questions about materials that are considered difficult to understand. What is of note is that there is no space for students to be able to explore the object or material being studied, and the teacher does not provide additional learning media, especially those that provide opportunities for students to explore the object or material to be studied. As a result, students become less active in the learning process, due to the lack of monitoring by the teacher on their students.

This can also show a lack of student interest in understanding what the teacher is saying because the material presented is not packaged creatively but is the same as when offline learning is carried out in a digital classroom. In addition, those who think that students find it difficult to accept online history learning, namely the frequent giving of assignments to students since online learning is implemented, especially according to students, the assignments given lack a detailed explanation of what to do.

With the increasing intensity of giving homework assignments, without in-depth guidance from the teacher and the absence of a direct relationship between students and historical objects related to history subject matter, it has affected students cognitively to have difficulty in receiving the material. Because they only focus on the tasks, but do not understand the meaning of the task. (Triana, L. 2021. "Students' Understanding of Online History Learning in High School". Results of Personal Interview: 24 April 2021. Sukabumi).

C. The Ideal Online History Learning

The current pandemic condition does require teachers to be able to innovate to change the pattern of learning that was previously held face-to-face but is currently not being held directly which is usually in the classroom (Anis, et al., 2021). Most teachers in teaching in pandemic situations such as currently use more WhatsApp Group facilities, Google Classroom, Google Forms, etc. In this application, the teacher gives tasks to be done by students as a substitute for face-to-face learning (Rohmah & Mufidah, 2021). However, this has hurt students, namely, they tend to underestimate these subjects, are less interested, apathetic about the knowledge of these subjects and students are low in understanding the material in the subjects. Because more assignments are given than explained (Nurjanah, et al., 2021)

Supposedly during a pandemic like this, teachers should be able to provide interesting learning so that students will understand and be interested in the learning. Especially in history learning, where the learning is labeled as boring learning. Plus, during a pandemic like this, it is feared that learning history will be forgotten by students. Therefore every

teacher must-have innovation in learning to provide enthusiasm for learning to students (Anugrahana 2020).

History learning is always synonymous with the lecture method, this method is what makes students bored. Plus, during a pandemic like this, of course, there are challenges that both teachers and students have to go through. Where during this pandemic most teachers are less prepared to do online learning, so the things teachers do make it difficult for students to receive the material. The opinion of Akmal, et al., (2021) reveals that there are four essential components in a very effective learning process, namely discursive or the exchange of ideas from the content of the material between students and teachers, adaptive or a teacher must be able to adapt to communication with students and their environment. , interactive or there is a reciprocal relationship for students to improve with empirical, reflective, or contemplative experiences that recall experiences and adaptations of their ideas to the knowledge of what they understand. Fourth, these components can be more optimal, if they are merged into students' environmental experiences into a digital learning ecosystem (Oktavian 2020: 130).

When viewed based on cognitive theory, namely the representation of student knowledge development through enactive, iconic, and symbolic. This combination, aligned with the use of the right digital media, will have a very good impact. For example, a history teacher uses a video that contains a narration of a visit to a museum, along with a clear explanation with the help of a scripted text on the video, or also a visit to a museum related to a regional locality using an online virtual visit, which makes more interactive activities possible. Things like that can also be redeveloped and adjusted to the needs of the presentation of the material, which a teacher must be able to adapt and be creative to the needs of the times.

Therefore, teachers must have innovations in teaching, especially for history teachers who are known to only explain with the lecture method. Teachers can use technology and deliver material to students during a pandemic like this, teachers can take advantage of applications such as zoom, google meet, and others. So, meetings at schools that are hampered can be done online using the application (Sastranegara, et al., 2020). So, the teacher does not only give assignments to students. When the teacher is familiar with using these applications, later the teacher can try various other applications as an aid in learning so that students do not get bored.

This can be said to be the ideal history learning, using applications such as zoom meetings, google meet, and applications that can assist teachers in

overcoming online learning so that students do not get bored easily (Absor 2020). Likewise, teachers can get around online learning by combining synchronous learning modes or a reciprocal relationship with direct communication that can be held on time, and asynchronous or students can have a wide working time limit in completing their tasks (Subekti 2020:593). Thus, online learning can be flexible, effective, and efficient. And good relations between teachers and students can be optimally established, so that students' understanding of learning materials can be digested properly and increase students' reasoning power in the learning process.

CONCLUSION

Online history learning certainly causes problems faced by students and teachers, is due to the transition from offline learning to online learning which makes it quite difficult for teachers to convey the material, and with online learning, teachers are often the center of attention by delivering material. only one direction and the teacher cannot control his students in online learning which will make students passive and do not understand the material due to the lack of interaction between teachers and students, therefore, to overcome this problem and add that history learning is also often labeled boring, of course, teachers should be able to use creative and innovative learning methods in online

history learning to eliminate the stigma of boring history lessons for students.

Suggestion

Teachers must have innovation in teaching, especially for history teachers who are known to only explain with the lecture method. Teachers have the opportunity to use technology and deliver material to students during a pandemic like this, teachers can take advantage of applications such as zoom, google meet, and others. So that meetings at schools that are hampered can be done online using the application. So, the teacher does not only give assignments to students. When the teacher is familiar with using these applications, later the teacher can try various other applications as an aid in learning so that students do not get bored.

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