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NEW PARADIGM OF SOCIAL STUDIES

NASUTION

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PREFACE

This book made from International Conference on Social Studies (ICSS) 2020 is the first international conference organized by the Surabaya State University in collaboration with APRIPSI (Indonesian Social Studies Association). The conference was held simultaneously with the international Social Studies Proceedings on July 29th, 2020 with the theme "New Paradigm of Social Studies".

In the publication of this by the conferences, 27 scientific works from various backgrounds such as lecturers, students and teachers are presented covering topics on education, history, sociology, economics, geography, and citizenship. All participants in the Proceedings of the International Conference on Social Studies receive an electronic version that has been published. It is hoped that all the scientific papers in this proceeding will enrich our knowledge and broaden our current horizons related to issues, trends, research and information in the field of education and social studies.

The purpose of this conference is to provide a platform for researchers, academics, and professionals from the field of educational and social studies to present the results of their research and development activities in the field of social studies.

We convey our appreciation along with thanks to the keynote speakers, the organizing committee and all the writers / presenters for their participation. Hopefully these thoughts can trigger higher quality works in the context of developing education in all social science sub-disciplines. It is hoped that the writings of the authors in this proceeding can contribute to the existing intellectual narrative. Especially in the aspects of education, social and humanities, which have been developing in the disruptive era.

In the implementation and publication of this proceeding manuscript, of course it has experienced many shortcomings, therefore we apologize for the inconvenience of the participants. We sincerely hope that all participants will contribute back to the next international conference. Finally, I hope that this proceeding can provide benefits to all parties, especially academics in developing knowledge in the field of education and social studies.

Editor

Nasution

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**NEW PARADIGM OF SOCIAL STUDIES IN JAPAN :
CHANGES DUE TO REVISION OF THE 2017 COURSE OF STUDY****Katsuhisa Shirai**Associate Professor, Faculty of Education, Department of Child Development
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Abstract : In this presentation, I consider the paradigm shift in social studies education in Japan due to the revision of the 2017 course of study for elementary and junior high schools. The revision reflects the transformation to a new paradigm in social studies education throughout Asia. Future visions and challenges can be considered in the following three points. (1) Change from an emphasis on memorization to personal qualities and skills. (2) Changing the curriculum using social studies teacher into a curriculum developer. (3) The rise of social studies: focusing on what to learn rather than what to teach. I gave my insights about the transformation of the social studies paradigm in Indonesian and Asia education. As globalization progresses, academic achievement in the 21st century must be considered in an Asian context. Trends in Japanese social studies will significantly impact the development of academia in the 21st century. And How to develop 21st century learning skills in social studies education is an important issue that must be considered throughout Asia.

Keywords: Social Studies in Japan, Revision of the Course of Study, 21st Century Learning Skills

1. Purpose of this presentation

In this presentation, I consider the paradigm shift in social studies education in Japan due to the revision of the 2017 course of study for elementary and junior high schools. The revision reflects the transformation to a new paradigm in social studies education throughout Asia.

The main revisions are the following: (1) the content of the third and fourth grades was separated; (2) the content of the sixth grade started with politics; (3) the content of all grades now include teaching students skills, and; (4) the content became more specific.

The main revision points of the junior high school course in Social Studies (2017) includes the following: (1) Regional composition of the world and Japan; (2) Dialogue with history; (3) Prioritized "quality and ability", and; (4) Knowledge means to understand.

Below, the revision of each course is discussed, including my insights and the challenges for social studies education.

2. The main revisions to the elementary school course, "Social Studies"(2017)

(1) Separated the contents of the third and fourth grades

At present, the goals and contents for the third and fourth grades also applied to the second and third grades, but for third and fourth grades, it was stated separately. The third grade deals with municipalities, and the fourth grade with prefectures. The fourth grade goal is to understand the regions' traditions and culture and the work of the ancestors who have contributed to the development of the region. Fourth graders are expected to learn how these people lived.

(2) The sixth grade content begins with politics

Currently, the content of grade six is structured as follows: (1) history; (2) politics, and; (3) Japan and the world. The revised content is as follows: (1) politics; (2) history, and; (3) Japan and the world. Politics are presented at the beginning, which means the sixth grades start with our country's the political movements. The focus is, therefore, on history as well as an understanding of the current political system. This is a significant change in the structure of thinking about the future. Modern politics, at the beginning of the sixth grade, is learned through life experiences. A natural transition from contemporary politics to learning history needed to be devised.

(3) The content of all grades emphasizes that students need to acquire personal qualities and skills

This is the same as for other subjects, but it is a way of instruction that allows the students to internalize these personal qualities and skills. At present, it is reflected as "to think about OO" or "to deepen OO," but it was changed "to teach so that you can acquire content and to develop so-called qualities and abilities". The presentation was based on learning activities. This means the section on the preparation of the teaching plan and handling of contents, promotes proactive and interactive learning by children to develop specific personal qualities and skills. It is emphasized that the learning process is not based solely on memorization.

(4) The content became more specific

The content became more specific about what to learn. It is now easier for the new teacher to stipulate the goals while creating the lesson plan. However, how to learn is now a subject, as shown below.

3. Challenges required for elementary schools

From "thinking" to "teaching to be able to learn", the teaching method and verification/evaluation will become essential. The teaching method needs to deepen learning through interactive learning.

Social studies education is not just about the subject. The teaching plan encourages children to ask enriching questions through active learning, including research and dialogue, in collaboration with local human resources. It will be a challenge for elementary schools to apply the PDCA (Plan-Do-Check-Act) cycle.

Table1. Fostering thinking, judgment, and articulation in social studies education

1. Ability to consider the meaning, meaning, characteristics, and mutual relationships of social events, etc., using "social perspectives and ideas"	Elementary school	Junior high school
Meaning of social events, characteristics, and mutual relations, multifaceted study using concepts		○
Multifaceted study of the meaning and significance of social events, their characteristics, and their mutual relationships	○	○
Meaning of social events, multi-dimensional consideration of features and mutual relationships	○	

2. Ability to grasp the problems seen in society and to plan for their solutions by using "social viewpoints and ways of thinking"	Elementary school	Junior high school
Understand the complex issues that occur in society and plan for a solution based on the criteria that have been learned		○
Select and make decisions based on what has been seen in society and what has been learned in order to solve a problem according to multiple perspectives and opinions`	○	○
Understand the problems that occur in society and select and judge how to engage in society based on what has been learned	○	

3. Ability to explain what has been considered and planned	Elementary school	Junior high school
Be able to effective explain or discuss his or her thoughts on		○

social events by selecting appropriate materials, content, and expressions		
Think about the content structure so that the subject becomes clear, and explain his or her thoughts on social events logically	<input type="radio"/>	<input type="radio"/>
Clarify the grounds and reasons to logically explain his or her thoughts on social events	<input type="radio"/>	

4. Ability to discuss based on what has been considered and planned	Elementary school	Junior high school
With a view to consensus building and social participation, it is possible to discuss the concept of social events using validity, effect, feasibility, etc. as indicators		<input type="radio"/>
Be able to engage in discussion while reconstructing his or her own thoughts about social events based on or incorporating the claims of others	<input type="radio"/>	<input type="radio"/>
Be able to argue his or her thoughts about the social events by connecting to the claims of others and clarifying own position and grounds	<input type="radio"/>	

5. Ability to learn and evaluate the results of inquiry	Elementary school	Junior high school
Evaluate the pursuit of the process and its results, and correct/improve inadequacies		<input type="radio"/>
Be able to look back on the results of his or her inquiry and be aware of the results of what has been learned	<input type="radio"/>	<input type="radio"/>
Be able to grasp literacy problems (challenges) and have the prospect of pursuing them	<input type="radio"/>	

Quoted from Tsuchiya (2017a, p.47)

4. Main revision points of junior high school's course in Social Studies (2017) in Japan

(1) The regional composition of the world and Japan

The current geographical area is composed of two parts: the world and Japan. Upon revision, A "the world and Japan's regional composition" was separated from B "the various regions of the world" and "Japan". Three themes are covered, including the various regions. The geographical contents are summarized at the beginning of the course.

(2) Dialogue with history

The course initially dealt with six historical fields. Upon revision, it was reduced to three. A Dialogue with History, B Japan and Asia until the Early Modern Ages, and C Modern Japan and the World. With the new structure, "Dialogue with History", has been included under "How to understand History". It is designed for elementary schools to reflect on historical persons, cultural attributes, and events. The practical activity was moved to the new content and brought in line with the new timeline. It is positioned explicitly as "focusing on the current connection with us". The scholarly awareness expected at junior high school-level is based on learning at elementary schools.

(3) Prioritized quality and ability

The civilian field structure has not been changed, but the geographical and historical fields have been revised significantly. The content structure is divided into two. The content of A is aimed at acquiring knowledge and skills, and the content of B is aimed at acquiring thinking, judgment, and articulation skills. For example, A is merged with "to acquire the following knowledge", and B with "to acquire thinking, judgment, and articulation skills. It is now evident that the revised curriculum serves as a guideline for developing personal qualities and skills.

(4) Knowledge as a means to understand

The course of study for junior high school, which deals with "acquiring knowledge", was moved to "understanding OO". In other words, the knowledge referred to in this revision includes understanding, as knowledge without understanding is no knowledge. The so-called memorization problem, which asks whether you know a person's name or term, cannot be called a knowledge problem and is understood to explain causal relationships and meanings. It will, from now on, be regarded as a knowledge problem.

5. Challenges for junior high schools

Knowledge is acquired as a result of an understanding of learning activities. Learning activities allow students to deepen their knowledge and understanding through an interactive process.

It will be a challenge for junior high schools to train teachers to guide these learning activities. There is an urgent need to develop subject leaders with management skills who can plan and implement in-school training systematically.

Table2. Arrangement of personal qualities and skills to promote in social studies education

	Knowledge/skill	Thinking, judgment and articulation skills	Ability to learn, humanity
Junior high school's "social studies"	<ul style="list-style-type: none"> ▪ Understanding of Japan's land and history, politics of modern society, economy, and international relations ▪ Skills for investigating and summarizing social events 	<ul style="list-style-type: none"> ▪ Multi-faceted and multi-faceted consideration of the meaning and significance of social events, characteristics and mutual relationships, grasping the issues that occur in society, and making selections and decisions based on multiple positions and opinions for resolution ability to do ▪ Ability to explain thoughts and judgments and discuss based on them 	<ul style="list-style-type: none"> ▪ Attitude to enthusiastically pursue issues in order to independently investigate social events ▪ Attitude to engage in society with a view to realizing a better society ▪ Awareness and affection that are cultivated through multifaceted and multifaceted consideration and deep understanding
Geographical fields	<ul style="list-style-type: none"> ▪ Understanding Japan's territories and geography in other parts of the world ▪ Skills to collect, read, and summarize geographical information from diagrams and landscape photographs 	<ul style="list-style-type: none"> • Ability to consider the meanings of geographic events, their characteristics, and mutual relationships in a multi-faceted manner, grasp the issues of the region and select and decide based on multiple ideas and opinions • Ability to think about the content structure so that the purpose is clear, logically explain and articulate thoughts 	<ul style="list-style-type: none"> ▪ Attitude of eagerly pursuing issues and solving regional geographical issues in an attempt to proactively investigate the social vehicles related to Japan, the regions of the world, and the familiar regions where they live. ▪ Attitude toward society with a view to realizing a better

			<p>society</p> <ul style="list-style-type: none"> ▪ Awareness and affection that is cultivated through multifaceted consideration and deep understanding
Historical fields	<ul style="list-style-type: none"> • Understanding of Japan's history based on the characteristics of each era • Skills to chronologically collect, read, and compile historical information 	<ul style="list-style-type: none"> • Ability to consider the meanings of historical events, their characteristics, and mutual relationships in a multi-faceted manner, grasp history problems and make selections and decisions based on multiple positions and opinions. • Ability to think about the content structure with a clear purpose, logically explain your thoughts and discuss them 	<ul style="list-style-type: none"> ▪ Attitude of the motivated pursuit of issues in an attempt to autonomously investigate various historical events, local history, and social events related to the culture and life of other ethnic groups. • Attitude to engage in society to solve problems that originate in historical events • Awareness and affection that is cultivated through a multifaceted consideration and deep understanding
Civilian fields	<ul style="list-style-type: none"> ▪ Understanding the conceptual framework that captures modern society ▪ Understanding the politics, economy and international 	<ul style="list-style-type: none"> • Ability to consider meaning, characteristics, and mutual relations of social events about modern social life in a multifaceted manner, and make fair decisions on contemporary issues ▪ Ability to explain your 	<ul style="list-style-type: none"> • Enthusiasm to pursue tasks and autonomously investigate modern social events • Attitude to engage with society to solve the problems of modern society

	relations of modern society ▪ Skills to effectively collect, read, and summarize information on contemporary social events from various materials such as statistics and newspapers	thinking and judgment, and discuss and incorporate the claims of others	• Awareness and affection that is cultivated through a multifaceted consideration and deep understanding
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Quoted from Tsuchiya (2017b, p.49)

6. Future visions and challenges

(1) Change from an emphasis on memorization to personal qualities and skills

The guidelines for learning in elementary and junior high schools (2017) reflect the personal qualities and skills that should be promoted in social studies education. This will encourage change from an emphasis on knowledge and understanding of personal qualities and skills development, furthering the teleology of social studies education.

However, developing a shared understanding of the personal qualities and skills in social studies education is an issue for the future.

(2) Changing the curriculum using social studies teacher into a curriculum developer

In this study, curriculum management was put into a new perspective. This not only positions the social studies teacher as a curriculum user but also a curriculum developer. Its significance is that it allows for the independence of social studies teachers.

The future challenge is for social studies teachers to gain the expertise to design and manage the curriculum.

(3) The rise of social studies: focusing on what to learn rather than what to teach

In this edition of the Social Studies 2017 course for elementary and junior high schools, the point was that learners' personal qualities and skills should be developed through a curriculum managed by teachers. This will promote social studies with a focus on what to learn rather than what to teach. It is necessary to use this teaching method throughout the school system and base it on collaborative relationships among teachers.

The future issue is how to secure time for social studies in the entire school system.

7.Summary of this presentation

This presentation reflected the main areas of revision to the Social Studies (2017) curriculum for elementary and junior high schools in Japan. I gave my insights about the transformation of the social studies paradigm in Indonesian and Asia education.

As globalization progresses, academic achievement in the 21st century must be considered in an Asian context. Trends in Japanese social studies will significantly impact the development of academia in the 21st century.

And How to develop 21st century learning skills in social studies education is an important issue that must be considered throughout Asia.

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CREATIVE PEDAGOGY AS A NEW PARADIGM IN SOCIAL STUDIES LEARNING

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Responding to Learning Challenges in the 21st Century

Creative pedagogy as a new paradigm in Social Studies Learning (Social Studies Education) in the 21st century that is adopted and developed in many countries. Creative pedagogy facilitates learners in developing various competences according to their interests and aptitudes, as well as their social cultural environment. These competences are needed so that Social Studies Education learners are able to creatively 1) explore, manage and produce information available in the era of advance information technology, 2) utilize the digital technology or computation that are getting faster, 3) utilize automation that are replacing regular works; and 4) communicate and collaborate with anyone, regardless of space and time (Litbang Kemdikbud, 2013).

Creative pedagogy is a response to the development in science and technology. Technology changes many things in people's lives. Creative pedagogy is vital to prevent students reasoning and logic from working like machines or robots. Their reasoning potential should be directed to analytical logical activities in creating something new. Creativity is perceived as primary ways of thinking to have by learners in current century. Griffin, P., McGaw, B. & Esther, C., (2012, hlm. 18-19) identifies four 21st century skills, namely ways of thinking, ways of working, ways for working dan living in the world. Judging by the order, the four skill group constitutes a systematic sequence. Ways of thinking is the first framework to master by someone. One acknowledges how to work, how to communicate and how to live together in this world well only if it is supported with good thinking ability (ways of thinking). The ability to create things (wrighting) is the core of ways of thinking. This way of thinking puts creativity and innovation. In the first place. This puts emphasis on creativity as a priority to be developed in learning. Creativity becomes a competence to support and develop life and career skills, learning and innovation skills, and skills in using media and information technology.

Education policies in Indonesia through Minister of Education and Culture Regulations (Permendikbud No. 20 Year 2016) puts creativity as the first skill. In *Standar Kompetensi Lulusan* (SKL - Competence Standards of Graduates) as a product of Ministerial Regulations, is formulated the standard of national education output,

which is the ability to think and act creatively. Creativity becomes part of SKL as well as concern for BSNP with adjustment to 21st century learning paradigm.

Creative pedagogy also serves as the focus of the National Council for the Social Studies (NCSS) in the United States. NCSS has adopted a creativity concept of P21 (2008) to be integrated in 21st century skills learning. The result being "the 21st-Century Social Studies Skills Maps" that puts creativity first, particularly to prepare learners for new global economy (P21, 2008:1-18). In 2017, NCSS promoted 21st century learning, focusing on problem solving and decision making, inquiry, collaborative inquiry, dan social inquiry method as relevant models on order to equip learners with the ability to answer the challenges in the current century. These learning models are in accordance with the characteristics of social studies education material that aims to develop individual responsibility and the ability to actively participate in the society.

Creative Pedagogy as an Agenda in the 21st Century Education

To counter global challenges in the 21st century, academics in different countries have initiated a movement to review the currently ongoing pedagogy. There is an urge to transform teaching styles that are suitable for this century, including the deconstruction of pedagogy. The preceding learning style that emphasizes knowledge-transmission-based teaching is reviewed. New learning style with the focus on development of competences of the century was developed. The main problem lies after deconstructing pedagogy that has been ongoing so far - what is the best way to teach 21st century skills (UNESCO, 2013; Scott, 2015).

Experts realize that the transmission model is very ineffective in teaching competences and skills in this century. However, extensive use of this model still continues (Saavedra & Opfer, 2012; Scott, 2015). In Indonesia, despite various new learning models being offered in the 2013 Curriculum, the process of achieving competence according to this century remains an issue. Social studies learning in schools still focuses on understanding and is concluded with an exam. Based on our observations of the PPL (*Program Pengalaman Lapangan* - Field Experience Program) activities, there were still many social studies and history learning activities that were teacher-centered. Teachers actively delivered subject materials and students only act as mere recipients of the materials delivered by the teacher. Undisputedly, such method has its benefits. Students will be equipped with learned materials. However, the question is whether or not those material are relevant to problem faced by the students in their daily lives. New ways of teaching and ways to process new learning materials that are relevant to the present and the future life need to be developed. Global community jargon says that learning process in this century must be oriented towards the students' future interests. Future Learning is urgent to be developed in learning. History learning that is oriented to the past must be reformed by using a concept that

can bridge the past, the present and the future (Supriatna, 2007). In this case, the thought spoken by John Dewey (1859-1952) who said "If we teach today students as we taught yesterday, we rob them of tomorrow" (Randall, 1953: 9 in Scott, 2015) has very strong relevance.

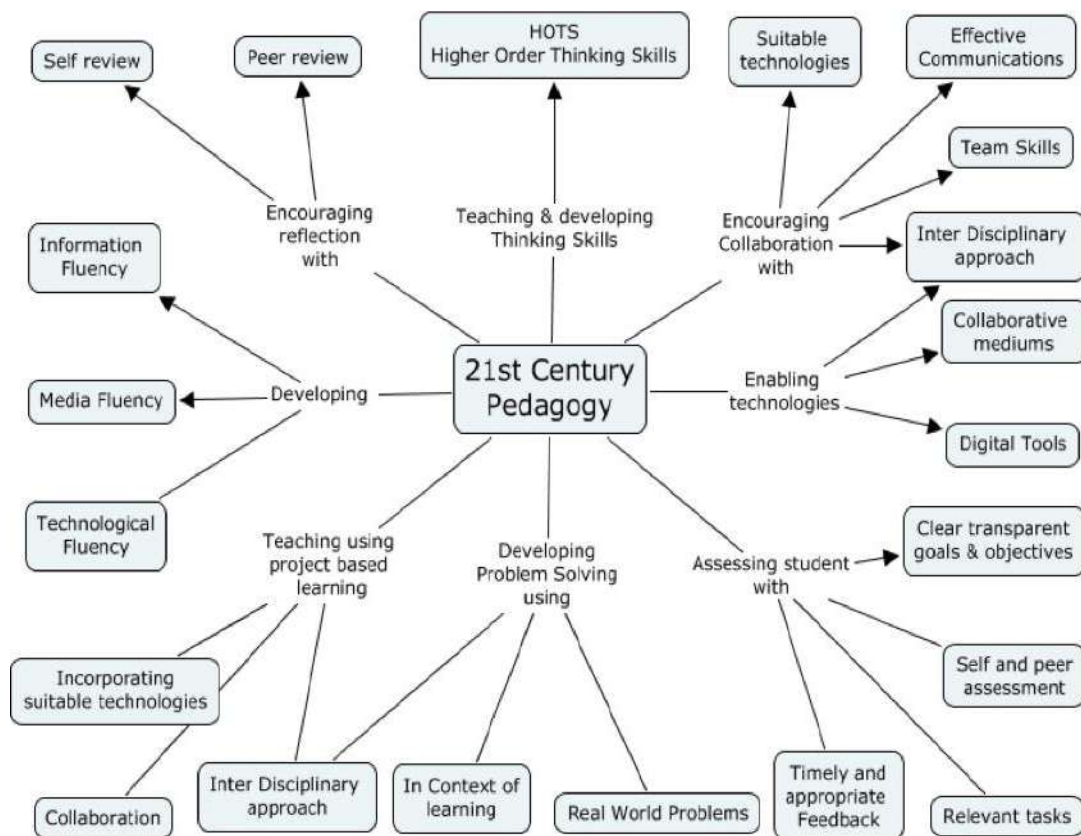
Essentially, the conventional way of teaching is still necessary to equip students with 21st century skills. Students can be equipped with some information about various global challenges and how to deal with and use them. Teachers as the planners and managers of the learning process can assist students in developing and or mastering relevant skills. However, knowledge transmission as a conventional learning model that emphasizes memorization or application of simple procedures will not effectively improve the skills needed in this century. Take critical thinking, for example, which is impossible to master by explaining a number of facts and concepts. High-level skills such as critical thinking and creative thinking require learning approaches that give room these abilities to grow. Exchanging the teacher's position as the center of learning activities to the students is not something new. Giving more room for students to openly develop ideas, critically ask questions, and relate learning materials with everyday experiences is relevant for learning in this century.

Critical and creative thinking skills can optimally develop well if there is open room for dialogues between teachers and students. Students are given the autonomy to openly develop their ideas in their ways and in accordance with what they need and the challenges they face. In order to develop the high-level skills they need, teachers must actively involve students. Inquiry-based activities that are meaningful and relevant to them personally and to their communities are suitable with the demands of this century. Real world experiences combined with consistent involvement and collaboration will offer students the opportunity to use the knowledge they have learned. Actively involving them in researches, investigations, writings, and detailed analysis; and communicating effectively (Barron and Darling-Hammond, 2008) are a pedagogy that facilitates them with critical and creative thinking. The core competences well formulated in the 2013 Curriculum require implementation in learning so that these competences can be achieved.

Critical and creative thinking, cooperating, communicating, and problem-solving skills can be mastered should pedagogy support them. To attain those skills, conventional pedagogy in the form of knowledge transmission certainly will not be able to support this. According Scott's perspective, (2015), reviewing pedagogy for the 21st century is as important as identifying new competences needed to be developed by the students. As an effort to achieve this, pedagogy must also be able to build collaborative partnership with parents or the community. The experience of interacting with parents and the community is a resource for learning. If this is accommodated by the teacher, contextual and meaningful learning is presented to the students' lives. The right

pedagogy for education in the 21st century is essentially a pedagogy that is able to prepare the best students to succeed in this century (P21, 2015a: p. 2).

Trilling & Fadel (2009) state that principally, the 21st century pedagogy have to be able to accommodate a number of aspects related to learning. Some principles and characteristics of 21st century pedagogy can be seen in the diagram below: 1) Student-oriented learning must be balanced with teacher-centered learning; 2) Life skill oriented learning is in accordance with social environmental (contextual) conditions; 3) Learning is supported by the use of technology; 4) Collaboration-driven learning ; 5) Problem-based learning and developing problem-solving skill 6) Project-oriented learning; 7) Learning develops higher order thinking skills (HOTS); 8) Developing fluency in the use of information, technology and media; 9) Encouraging reflection and evaluation through self or peer assessment; 10) Taking the environment, society members and public figures surrounding the students as learning resources.



Source: teachthought.com

According to the diagram above, 21st century learning requires teacher’s creativity in nurturing students’ potentials. Past learning styles that focused on competitiveness is outdated. Currently, a learning style that is needed is one that

facilitates students' cooperation or collaboration in a diverse team so as to produce learners who are capable of communicating and respecting others. Transmission style learning which is filled with aspects of low-level knowledge - which appears in the use of student worksheets in the form of multiple-choice questions - must be replaced with reflective learning. A reflective activity can stimulate students who are creative because it gives room to develop new ideas or thoughts. The use of learning aids in form of information technology is indeed needed in this era. However, technology only serves as a learning aid. In the hands of creative teachers, it is not a matter of how advance technology is utilized, but how students are able to profit from technology to develop their own potentials. Providing a meaningful learning experience, independent, autonomous and creative activities in dealing with the real conditions of the students' world requires creative pedagogy. Creative pedagogy is characterized by the development of learning that facilitates students in problem solving activities and produces work in the form of ideas through project-based learning.

Through the perspective of Leadbeater (2008) learning strategies in this century are not only limited to the processes that take place inside the classroom, but also outside the classroom. Involving learning sources from outside the classroom like parents or unwritten sources in the form of daily learning experiences is a much richer source of learning compared to written one. Learning through peers in form of cooperative learning, the use of society as a learning source and involving institutions from outside the classroom has become very challenging in this century. Consequently, in learning history, for instance, collaborations between schools and museums, historical sites management or travel agents, history activists, and various communities are a creative way to connect classroom with the world outside the classrooms (Wiyanarti, 2019). In social studies learning, teachers can employ local industrial centers to deepen learning about the concepts of production, distribution and consumption. That way, history or social studies learning becomes more contextual, and what is learned inside the classroom can be more meaningful to the lives of the students. According to Robinson (2006) and Leadbeater (2008), the view that school as the only center of student activities or as a provider of learning needs to be radically changed. The 21st century pedagogy have to be able to provide unusual ways of learning and be able to give a bigger room for students in the development of autonomy and in real conditions in learning activities that connect classrooms to the outside of the classroom.

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**CURRICULUM DESIGN AND LEARNING IN IPS EDUCATION
DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG
AT NEW NORMAL LIFE**

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Abstract : *Simplification of various social sciences whose main goal is to realize good citizenship is the definition of social studies education. Taking into account its development in Indonesia, a reorientation of social studies education in higher education is needed. The development of higher education with the Campus-Independent, Independent-Learning policy has made the existence of the IPS Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang strengthen its curriculum by perfecting and adjusting its curriculum design and learning presentation during the New Normal Life Period.*

Keywords: *Curriculum Desain and Learning, IPS Education Department, New Normal Life.*

1. INTRODUCTION

Studying Social Sciences (IPS) needs to understand the paradigm. Qurrotaini (2020) explain that Paradigm is the way a person perceives themselves and the environment that will influence them in thinking and behaving (Qurrotaini, 2020). From this understanding, it can be further explained that the social studies education paradigm is a fundamental view of the field of study that studies, analyzes symptoms and social problems in society by reviewing them from various aspects of life.

Improvisation of integrated social sciences in social studies education with the main objective of educating good people in line with what they say *National Council for Social Studies* (NCSS) in Savage dan Armstrong as below.

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political sciences,

psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Savage & Armstrong, 1996).

In another part, Numan Somantri said that social studies education for the school level is an integration of various aspects such as philosophy, psychology, state understanding, and religiosity which is improvised also simplified by considering scientific and psychological aspects with an orientation towards educational goals (Soemantri, 2001). It was also said that the social studies education subject school program is organized regularly and is based on the improvisation of many social science disciplines.

Social Science is a set of realities, opportunities, ideas, and speculations that are identified with human behavior and activities to build the concept of self, family, extended family or society, based on experiences that are unraveled for the present, and predicted for the future. Therefore, if a red thread is drawn, social studies education is a simplified set of social sciences for education oriented to encourage students to apply values in order to become useful citizens based on past and future experiences.

Some of the terms related to social knowledge include social sciences, social education, social sciences education, and social studies. In more detail, it can be very well clarified that social science is the study of humans in their social conditions, while IPS is a combined of sociology and humanities in social psychology for educational purposes. Sociology sees parts of human life in logical control or logical specialization, whereas IPS analyzes parts of human life in a comprehensive and complete way. Social science intends to create specialist human resources, while IPS plans to create a great and strong population. Social sciences with scientific disciplinary methodologies, while IPS with interdisciplinary, multidisciplinary and integrated methodologies.

2. RESULT AND DISCUSSION

2.1 Curriculum and Learning of Social Studies

In social science, according to Udin S. Winataputra, development has become an integrated and holistic system ontology in the field of guidance or education, which is ethistemologically an analytical journey led by National Council for the Social Studies (Winataputra, 2009). The idea of the basic concept of social science in Indonesia is strongly influenced by the idea of social science in the US, which is a nation that has long met and is popular in this field.

In 1972-1973, IPS was introduced for the first time, namely Kurikulum Proyek Perintis Sekolah Pembangunan (PPSP) in the IKIP Bandung. The term civic education includes Indonesian history, Indonesian geoscience and civil science which is defined as civics science. In the curriculum, the term citizenship education applies. Therefore, the concept of IPS is identified as the concept of State Citizenship Education in the SD PPSP curriculum. The Middle School Program uses three terms:

- a. IPS as the main subject for all students, IPS is the flag of the IPS group consisting of geography, history and economics as important topics in IPS

- b. Civics as a central subject for all junior citizens
- c. Civics and Law as the main subjects in the Social Studies Department

In addition, the notion of education in the social sciences inspired the 1975 curriculum, the 1975 curriculum reveals four profiles in the social sciences:

- a. Citizenship education as a special form of social science education which is manifested in the tradition of citizenship transmission is replaced by moral education
- b. Integrated social science senior secondary education
- c. Confederate social education for junior high schools which establishes IPS as a geographic, historical and economic cooperative framework
- d. Separate education in social studies subjects covering political, geographic, economic and social science, as well as history and geography of SPG

In 1984 the concept of social studies education, which was a practical improvement from the 1975 program. Improvements in content updating were transformed by dynamics in each of the disciplines, such as Pedoman Penghayatan dan Pengamalan Pancasila (P4). Law Number 2 of 1989 concerning SISDIKNAS, related to social studies education, there are references to subjects, namely pendidikan masyarakat dan pendidikan Pancasila. The two materials were subsequently institutionalized on one subject in Pendidikan Pancasila dan Kewarganegaraan (PPKn) when the 1994 curriculum was established, which would replace the 1984 curriculum.

PPKn subjects in the 1994 curriculum are special social subjects that students must take at all levels of primary and secondary education. In addition, social studies education is says that: *first*, IPS for SD Class III to Class VI; *second*, the confederation of social studies for geographic, cultural, and cooperative economics of junior secondary schools, and *third*, education for separate social studies. The training was assessed into the categories of national culture and literature, Class I and II of this Senior High School; Economics and Geography in Class I and II; Sociology Class II; Cultural History Class III Language; Class III Social Studies System Economics, Sociology, Government Administration and Anthropology.

Looking at the evolution of social studies education that was revealed in the curriculum up to the 1990s, it can be concluded that social studies education in Indonesia has two concepts:

- a. Social studies education in Indonesia which is taught as a Pancasila and citizenship subject, in the tradition of "transfer of citizenship";
- b. Social studies education which is taught in the form of IPS is separate from junior secondary education in junior secondary schools and incorporated in primary schools.

2.2 Social Studies Education in Higher Education

Given the dynamic of human thought, social studies education is divided into two meanings, namely:

- a. PIPS for the modern environment is psychopedagogically structured for school education, especially as a simplification of the social sciences and humanities,
- b. PIPS for tertiary institutions, is basically a scientific organization on the psychopedagogical of the five social sciences, humanities, and other relevant disciplines, for the purpose of professional social studies teacher education.

Given the current development of education in the field of social science and social science in Indonesia, academic education needs to be redefined as follows:

- a. Reaffirming the definition of education in the social sciences as curriculum. Focus on creating students who can make rational choices.
- b. Reaffirming the task of education in the field of social studies to develop the essence of a smart and healthy Indonesian society through the application of social science and other scientific concepts, principles and instruments.
- c. Revitalizing the social education tradition as citizen education which is accommodated by social education subjects, which are accommodated by integrated social studies subjects and separate social studies subjects.
- d. Reorganization of social studies curriculum programming services for various stages of education.
- e. Reorganized social studies teacher recruitment and refresher programs to produce applicants for qualified social studies teachers.

2.3 Curriculum and Social Studies Learning for the New Normal Life Period in the Department of PIPS FITK UIN Maulana Malik Ibrahim Malang

Elly Malihah in the PPT presentation of the Social Studies Education Study Program Curriculum Development Workshop referring to the Kampus-Merdeka-Merdeka Belajar Program at the FKIP Lambung Mangkurat University on July 20, 2020 stated that in social studies learning, social studies not only build social knowledge, social studies must educate social life, and Social studies must build social skills (Malihah, 2020). Therefore, adaptation in social studies learning is a necessity so that a social studies learning design is needed in the new normal life period.

In another part, Ferdinand Kerebungu in the PPT presentation of the Social Studies Education Study Program Curriculum Development Referring to the Kampus-Merdeka-Merdeka Belajar Program at the FKIP, Lambung Mangkurat University, on July 20, 2020 stated that the adaptation of PIPS learning in the new normal life with the implementation of that, include:

1. The aim of PIPS is to prepare students to make reflective decisions and participate successfully in civic life in society, the nation and the world.
2. To achieve these goals, students need to be prepared to be able to solve personal and social problems.

3. For this reason, students need to be equipped with Knowledge, Skills, Attitudes and Values and even how they act in responding to any existing problems. (Kerebungu, 2020)

The implementation of social studies learning adaptation, among others, can be conditioned by the position of the lecturer as a driving force to facilitate student learning independently. The use of non-lectures such as internships, real work lectures, presenting practitioners (practitioner lecturers from industry), project activities involving students. Regarding student autonomy in developing their learning potential at the Kampus-Merdeka, Merdeka-Belajar, Nana Supriatna stated that the existence of students is as follows:

1. Students as partners who have the knowledge they bring from their hometown.
2. Students are placed as curriculum developers for themselves and develop their skills needed in the world of work.
3. Students as lecturer partners in carrying out a dialogue in the learning process. (Supriatna, 2020)

Paying attention to the development of higher education with the Merdeka Campus policy from the Minister of Education and Culture, then concrete action is to strengthen the existence of the curriculum by presenting curriculum design and social studies learning for the New Normal Life Period as presented in the study program specifications as follows: (Spesifikasi Prodi untuk Jurusan PIPS UIN Maliki, 2020)

Perguruan Tinggi	Universitas Islam Negeri Maulana Malik Ibrahim
Fakultas	Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi	Pendidikan Ilmu Pengetahuan Sosial
Jenjang	Sarjana
Minat	Pendidikan Ilmu Pengetahuan Sosial
Gelar Lulusan	S.Pd
Alamat	Jl. Gajayano No. 50 Malang
SK Pendirian	Surat Keputusan Direktur Jenderal Pembinaan Kelembagaan Agama Islam No. E/138/1999 tentang Penyelenggaraan Jurusan Tarbiyah Prodi Tadris IPS pada STAIN Malang tertanggal 18 Juni 1999. Surat Nomor 811/D/T/2003 perihal Rekomendasi Pembukaan Program-program Studi Umum termasuk di dalamnya Prodi PIPS pada STAIN Malang oleh Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional tertanggal 16 April 2003. Surat Keputusan Direktur dari Jenderal Kelembagaan Agama Islam No. DJ.II/54/2005 tentang Izin Penyelenggaraan Program Studi Jenjang Strata I (S-1) Prodi PIPS pada Universitas Islam Negeri (UIN) Malang Jawa Timur tertanggal 28 Maret 2005.
Akreditasi BAN PT	A

VISI: (SK Rektor UIN Maliki, 2020)

Universitas	Fakultas	Program Studi Pendidikan IPS
Terwujudnya pendidikan tinggi integratif dalam memadukan sains dan Islam yang bereputasi internasional	Terwujudnya Fakultas Ilmu Tarbiyah dan Keguruan integratif dalam memadukan sains dan Islam yang bereputasi internasional	Terwujudnya Program Studi Pendidikan Ilmu Pengetahuan Sosial integratif dalam memadukan sains dan Islam yang bereputasi internasional

MISI

Universitas	Fakultas	Program Studi Pendidikan IPS
<ol style="list-style-type: none"> 1. Mencetak sarjana yang berkarakter <i>ulul albab</i> 2. Menghasilkan sains, teknologi, seni yang relevan dan budaya saing tinggi 	<ol style="list-style-type: none"> 3. Mencetak sarjana ilmu tarbiyah dan keguruan yang berkarakter <i>ulul albab</i> 4. Menghasilkan sains tarbiyah dan keguruan yang relevan dan budaya saing tinggi 	<ol style="list-style-type: none"> 5. Mencetak sarjana pendidikan ilmu pengetahuan sosial yang berkarakter <i>ulul albab</i> 6. Menghasilkan sains sosial yang relevan dan budaya saing tinggi

TUJUAN

Universitas	Fakultas	Program Studi Pendidikan IPS
<ol style="list-style-type: none"> 1. Memberikan akses pendidikan tinggi keagamaan yang lebih luas kepada masyarakat 2. Menyediakan sumber daya manusia terdidik untuk memenuhi kebutuhan masyarakat 	<ol style="list-style-type: none"> 3. Memberikan akses pendidikan ilmu tarbiyah dan keguruan yang lebih luas kepada masyarakat 4. Menyediakan sarjana ilmu tarbiyah dan keguruan untuk memenuhi kebutuhan masyarakat 	<ol style="list-style-type: none"> 5. Memberikan akses pendidikan ilmu pengetahuan sosial yang lebih luas kepada masyarakat 6. Menyediakan sarjana pendidikan ilmu pengetahuan sosial untuk memenuhi kebutuhan masyarakat

STRATEGI

Universitas	Fakultas	Program Studi Pendidikan IPS
Menyelenggarakan tridharma perguruan tinggi secara integratif yang berkualitas	Menyelenggarakan tridharma perguruan tinggi ilmu tarbiyah dan keguruan secara integratif yang berkualitas	Menyelenggarakan tridharma perguruan tinggi pendidikan ilmu pengetahuan sosial secara integratif yang berkualitas

KURIKULUM

KURIKULUM 2020
JURUSAN PENDIDIKAN ILMU PENGETAHUAN SOSIAL

A. MATA KULIAH UMUM (MKU) dan MATA KULIAH KEKHASAN UNIVERSITAS (MKKU)

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20000011A01	Pancasila	2	MKU
2	20000011A02	Kewarganegaraan	2	MKU
3	20000011A03	Bahasa Indonesia	2	MKU
4	20000011A04	Bahasa Arab I	2	MKKU
5	20000011A05	Bahasa Arab II	2	MKKU
6	20000011A06	Bahasa Arab III	2	MKKU
7	20000011A07	Bahasa Arab IV	2	MKKU
8	20000011A08	Bahasa Inggris I	3	MKKU
9	20000011A09	Bahasa Inggris II	3	MKKU
10	20000011A10	Filsafat Ilmu	2	MKKU
11	20000011A11	Sejarah Peradaban Islam	2	MKKU
12	20000011A13	Studi Al-Qur'an Dan Al Hadits	2	MKKU
13	20000011A14	Studi Fiqh	2	MKKU
14	20000011A12	Teosofi	2	MKKU
15	20000011A15	Kuliah Kerja Mahasiswa	2	MKKU
		Jumlah	32	

B. MATA KULIAH KEFAKULTASAN (MKF)

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211B01	Dasar-Dasar Pendidikan	2	MKF
2	20010211B02	Psikologi Perkembangan dan Teori Belajar	3	MKF
3	20010211B03	Kurikulum Dan Pembelajaran	2	MKF
4	20010211B04	Pengelolaan Pendidikan	2	MKF
5	20010211B05	Statistika Pendidikan	2	MKF
6	20010211B06	Metodologi Penelitian Pendidikan	3	MKF
7	20010211B07	Praktik Ketrampilan Mengajar	3	MKF
8	20010211B08	Pembelajaran Berbasis Teknologi	2	MKF
		Jumlah	19	

D. MATA KULIAH KEAHLIAN PILIHAN PRODI (MKKPS)

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211E01	Teknopreneur	3	Wajib diambil 9 SKS
2	20010211E02	Studi Kelayakan Usaha	2	
3	20010211E03	Manajemen Keuangan	2	
4	20010211E04	Manajemen Pemasaran	2	
5	20010211E05	Desain Komunikasi Visual	2	
6	20010211E06	Aplikasi Desain	3	
7	20010211E07	Marketing Desain	2	
8	20010211E08	Manajemen Desain	2	
9	20010211E09	Metode Penelitian Sosial	2	
10	20010211E10	Aplikasi Program Pengolahan Data Kualitatif	2	
11	20010211E11	Aplikasi Program Pengolahan Data Kuantitatif	2	
12	20010211E12	Mix Methode Research	3	
		Jumlah	27	

E. Mata Kuliah Keahlian Prodi TERINTEGRASI DENGAN PROGRAM ASISTENSI MENGAJAR

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211C01	Strategi Pembelajaran IPS	2	
2	20010211C02	Evaluasi Pembelajaran IPS	2	
3	20010211C03	Perencanaan Pembelajaran IPS	2	
4	20010211C04	Bimbingan Konseling	2	
5	20010211C05	Pengembangan Sumber Dan Media Pembelajaran IPS	2	
6	20010211C06	Etika Profesi Guru Ips	2	
7	20010211C07	Pengembangan Materi dan Metodologi Pembelajaran IPS	3	
8	20010211C08	Mata Kuliah Pengenalan Lapangan Satuan Pendidikan (MKPL)	2	
9	20010211C09	Mata Kuliah Praktik Pengalaman Lapangan/Magang Kependidikan (MK PPL)	3	
		Jumlah	20	

F. TUGAS AKHIR STUDI

No	KODE MK	MATA KULIAH	SKS	KETERANGAN
1	20010211F01	Komprehensif	0	
2	20010211F02	Seminar Proposal Penelitian	0	
3	20010211F03	Skripsi	6	
		Jumlah	6	

3. CLOSING

Social studies education is a simplification of various social sciences with the main objective of forming good citizens. The New Paradigm of Social Studies Education should change the implementation pattern of social studies education learning. Higher education has an important role in preparing curriculum designs and social studies learning in accordance with the times.

During the new normal life, with the implementation of the Kampus-Merdeka, Merdeka - Belajar policy, the IPS Education (PIPS) Department, Faculty of Tarbiyah and Teacher Training (FITK), Maulana Malik Ibrahim Malang State Islamic University of Malang, made adjustments and improvements to the curriculum and social studies learning with the times of the new normal life with a reorientation of curriculum development while maintaining its distinctive characteristics as Islamic state universities characterized by *ulul albab*, as professional intellectuals who are 'ulama' and 'ulama' professional intellectuals.

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INCREASING THE MARKETING MASTERY OF STREET CULINARY TRADERS THROUGH FACEBOOK MARKETPLACE DURING THE COVID-19 PANDEMIC

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Abstract : The Covid-19 pandemic, which led to the implementation of the PSBB, has affected the economic activities of the community, especially for food traders. There are rules that must be obeyed for food and beverage traders in the city of Surabaya. PSBB prohibited every restaurant, restaurant, cafe, stall or similar business to serve customers who want to have a dine-in. They only can open their business by serving their customer through wireless local area networks or WiFi during PSBB. This rule has a direct impact on the continuity of the activities of food and beverage traders in Surabaya, especially the street vendors at Karah Culinary Centers. After social restrictions were put in place during this pandemic, the community was then faced with a situation called new normal. At this stage, food traders need an adaptive marketing strategy where one of the solutions offered is the need for a program that is able to increase marketing mastery by using Facebook marketplace. The target of this program was food and beverage traders in Karah Culinary Center Surabaya. This program was implemented in four stages, namely: preliminary study, program preparation, program implementation and program evaluation. The implementation of the program was divided into three activities, namely: 1) in service learning 1, 2) on job learning, 3) on service learning 2. The results of the study found that traders have knowledge about marketing food and beverages through the Facebook social media where they were trying to practice it as well.

Keywords : *Facebook marketplace, culinary traders, covid-19*

A. INTRODUCTION

The Covid-19 pandemic that occurred in many countries around the world made the economy worse. These problems occur, including in Indonesia, where economic growth is currently dropping. If a comparison is made, the Indonesian economy in the second quarter of 2020 against the second quarter of 2019 experienced a growth contraction of 5.32 percent. When viewed from per six months, the Indonesian economy in the first semester of 2020 against the first semester of 2019 experienced a contraction of 1.26 percent (Badan Pusat Statistik, 2020). This happened because of the large-scale social

restrictions (PSBB) policy in Indonesia at the beginning of the outbreak, which had an impact on economic stability in various sectors. Including the micro, small and medium business sector which now has tough challenges to survive in the midst of the current Covid-19 pandemic (Marlinah, 2020; Thaha, 2020).

Despite the declining economic condition due to the plague, food and beverage traders in the city of Surabaya are still trying to make sales. They do this effort so that they are still able to make ends meet. But on the other hand, the sales of food and drinks that were obtained were very far from expectations. This condition makes it better for traders to have other alternatives in marketing their products. It is very necessary to change or develop marketing patterns, from traditional ones to focusing on information technology, such as social media (Gunelius, 2011). Facebook is one of the most popular social media. Large Facebook users in Indonesia are a great opportunity for traders to promote their products through social networks or social media (Syuhada & Gambett, 2013). A change in the marketing paradigm to a digital form is needed to carry out trade during the Covid-19 Pandemic and in the new normal era.

New normal is a new lifestyle marked by behavioral adjustments in the midst of the Covid-19 pandemic by implementing health protocols in daily activities. These health protocols include always maintaining hand hygiene by washing hands or using a hand sanitizer, using a mask when leaving the house, physical distancing or maintaining a distance when meeting other people at least one meter, and maintaining health with balanced nutritional intake and exercising (Kompas, 05/2020). Unfortunately, the new normal condition will not automatically be able to return the consumer of street vendors in the city of Surabaya to the way they were before the pandemic.

Food and beverage traders need more skills in order to be able to maintain their business in the new normal era. Through changes in the pattern of people's lives in the new normal era, demands that food and beverage traders in culinary centers must have a marketing strategy that is able to make them adapt to these conditions. The sales strategy through Facebook Marketplace can be an alternative for traders to increase the marketing of their products. Conceptually, the Facebook marketplace is included in e-commerce. According to Jahangir (2019) E-commerce is the use of electronic communication and digital information processing technology in business transactions that aim to create, change, and redefine relationships for value creation, between or between organizations, and between organizations and individuals. Facebook is exponentially growing to provide ease of relationship between individuals and other individuals, or even with a trademark (Furlow, 2011; Shen & Bissell, 2013).

The results of the preliminary study show some of the problems faced by culinary traders at the Karah Culinary Center in Surabaya, namely: First, economic problems due to the impact of the Covid-19 Pandemic. The local government had limited community mobility and issued special regulations for food and beverage traders who continued to operate. The impact that was felt as a result of the implementation of this policy was the decline in turnover for traders which would continue as long as the Covid-19 pandemic had not ended. The second problem is the decline in sales turnover, so traders must take measures to increase sales activities with suitable means to be carried out in the midst of the local situation during the Covid-19 Pandemic or the new normal phase. Third, culinary traders need a marketing strategy that is able to help them survive in the midst of a pandemic situation and in this new normal agenda.

Changing marketing patterns to digital forms of course has its own difficulties for small traders who are still selling traditional ways. There needs to be an increase in the competence of traders in Social Media Marketing, especially for traders affected by Covid-19. A simple way to adapt and sustain their businesses in the midst of this pandemic is to prepare short-term and long-term strategies (Pakpahan, 2020). The short-term strategy that can be given is to give them the ability to master Facebook marketplace-based marketing technology, so that they can do marketing skillfully through e-commerce. Online marketing and sales through the Facebook Marketplace platform can be done quite easily, anytime and anywhere and can reach more consumers who are all Facebook users (Susanto et al., 2020).

This article aims to describe community service activities carried out on small traders at a culinary center in the city of Surabaya. Community service activities in research are in the form of workshops that aim to increase marketing mastery through social media, so that small traders are expected to survive and thrive in the midst of the Covid-19 pandemic and in the new-normal era.

B. METHODS

This program was implemented in four stages, namely: preliminary study, program preparation, program implementation and program evaluation. Each stage in this series of programs had separate characteristics where the parties involved in this process also differ. The stages above are described in detail as follows,

Preliminary studies

The team conducted a preliminary study as a consideration for determining the location of the culinary centers to be carried out in the program. The team identified the number of traders affected by the Covid 19 pandemic and assessed which locations really needed this program. There are two culinary centers that have been identified and are in accordance with this program, namely traders at the Karah culinary center.

Program Preparation

The second step was program preparation where the team prepares for the implementation of the program so that the implementation process can run smoothly and on target. The previous program had been prepared by the team, starting from activities, activity tools, participant data collection and also content needed during the program. The team also made preparations for traders who would participate in this program.

Program Implementation

Program implementation is carried out after the preparation stage is complete. The program to be implemented was to increase the ability of social media marketing for food traders affected by Covid-19 at the culinary center of the city of Surabaya aimed to help them maintain their business in the new normal era. The program was divided into three activities, namely: 1) in service learning 1, 2) on job learning, 3) on service learning 2. The following is an explanation of the activity stages, activity procedures and community participation in this service program.

Program evaluation

This stage is the final stage of the proposed program. Program evaluation was carried out to determine how targets are achieved after program implementation. Evaluation of this program includes 1) Feasibility of program implementation; 2) Implementation of workshops; 3) Mastery of marketing through the Facebook marketplace. The evaluation was done by using questionnaire.

C. RESULTS AND DISCUSSION

1. Preliminary Study

The purpose of conducting the initial study was to determine how much the impact received by street vendors at Karah Culinary Center. According to one of the managers on duty at the Karah Culinary Center, Mr. Sugiono, he explained that "Currently only about 75% of traders are still active in their business. The rest is open and closed sometimes, depending on the conditions of each trader ". This is very clearly can be observed from noon to the evening where only a few stalls open their wares, even then with very few buyers. Besides conducted some interviews and observations related to the factual conditions of the traders, the team also conducted a small survey directly to 20 traders at the Karah culinary center, Surabaya. The following table 1 shows the results of the survey.

Table 1. Survey Results of Preliminary Study

No	Question	Percentage (%)	
		Yes	No
1	Business is disrupted due to the Covid-19 pandemic.	100	0
2	There was a decrease in turnover during the Covid-19 pandemic	100	0
3	Previously has been trained about online selling.	20	80
4	Heard about how to sell online.	100	0
5	Trying to open an online booth to sell online.	10	90
6	Open an online booth on the Facebook Marketplace.	10	90
7	Companies that offer cooperation for selling food online.	20	80
8	Have an interest in selling online.	80	20
9	Have difficulty in selling online.	90	10

Source: 2020 Survey Results.

Table 4 shows some points that had been predicted beforehand, namely that currently traders at the Karah Culinary Center are experiencing problems due to the impact of the Covid 19 pandemic. In the second question, all traders experienced a decrease in sales results during Covid-19. From these two questions alone, it can be proven that the Covid-19 pandemic has greatly affected trading activities at Karah Culinary Centers.

In addition, table 4 shows how the basic knowledge of traders in Karah Culinary Center in selling online. Almost all culinary center traders in Karah admit that they have never received training to sell online. However, the survey results show that all of these traders have heard of selling online, even though only a small proportion of them have

ever promoted their products online through the *go-food* application, with results that are admittedly still far from expectations.

When they were asked whether they had ever opened an online stall on Facebook, almost all traders said they had not. Although never before, most of the street vendors at the Karah Surabaya culinary center are interested in trying to sell online. This is the basis for the team to design an activity, determine the types of activities and materials that are practically acceptable to traders who will later gain knowledge to sell online through the social media Facebook.

2. Activity Planning

The planning process is carried out carefully by paying attention to the conditions of the traders and what needs they really need. After identifying and coordinating with all team members, it was decided to provide some relevant knowledge as follows: 1) Life in the new normal or new adaptation era. 2) Planning food sales packages and experience managing a food business. 3) Doing marketing through Whatsapps and the Facebook marketplace. 4) Good arrangement, food packaging and photo taking with a simple mini studio.

After, the team continued the program phase by coordinating with the culinary traders association in Karah. The team determines the times and places that are likely to be available to carry out these activities. The following is a rundown of activities to increase the mastery of social media marketing for culinary traders at the Karah Culinary Center in Surabaya.

Table 2. Rundown of Workshop on Social Media Marketing Mastery for Culinary Traders in Surabaya

Stage 1. <i>In service learning 1</i>		
Date, Wednesday, September 16 , 2020		
Workshop Material	Speaker / Person in Charge	Duration
New normal life after PSBB for traders.	Drs. Nasution, M.Hum, M.Ed, Ph.D.	09.00-09.30 30 Minutes
Food sales package planning and experience in managing a food business.	Dr. Agus Suprijono, M.Si.	09.30-10.00 30 Minutes
Marketing through Whatsapps and the Facebook marketplace.	Dr. Nuansa Bayu Segara, M.Pd.	10.00-10.30 30 Minutes
Good arrangement, food packaging and photo taking with a simple mini studio.	Prof. Dr. Sarmini, M.Hum	10.30-11.00 30 Minutes
Stage 2. <i>On Job Learning</i>		
Date : September 17-22, 2020		
Practicing and coaching traders in carrying out social media marketing strategies in selling.	Dr. Harmanto, S.Pd., M.Pd.	1 Weeks
Stage 3. <i>In service learning 2</i>		
Date: September 23, 2020		

Assessment of program success evaluation.	Ketua PKM Drs. Nasution, M.Hum, M.Ed, Ph.D.	1 day
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3. The Implementation of Activities

a. In service learning 1

This activity was carried out on September 16, 2020, located at the Karah Culinary Center. At this meeting the participants were given several materials, including: 1) Life in a normal or new adaptation era; 2) Planning food sales packages and experience managing a food business; 3) Marketing through Whatsapps and the Facebook marketplace; 4) Good arrangement, food packaging and photo taking with a simple mini studio.



Figure 2. The PKM Team was Taking Pictures after the Activity was Completed

This activity is carried out offline and applying health protocols, such as maintaining distance and using masks. Besides, the place is also equipped with hand washing facilities and hand sanitizers.



Figure 3. PKM Team Briefing the Traders

The traders followed the explanation of the material given by the PKM Postgraduate Social Sciences team at UNESA with enthusiasm. Some of them asked to do the practice directly, which was finally done at the next meeting.



Figure 4. Evaluation of in learning activities

After activity 1 was completed, the team continued the activity by conducting evaluations related to the PKM activity process that had been carried out previously. Several conclusions were obtained which were then used as a follow-up step for further activities, namely: 1) In on-job learning activities, it must be started with the practice of taking food photos, and immediately providing assistance to traders to open advertising stalls on Facebook; 2) The mini study was actually presented when the practice of taking food photos was carried out; 3) Most of the Karah Culinary Center traders are clueless, aka technologically illiterate, so that in the next session, it is necessary to include fellow traders who have social media Facebook and can take pictures of food by their cellphones.

b. On Job Learning

This activity was carried out on Wednesday, September 23, 2020 at the Karah Culinary Center, Surabaya. The agenda of this activity was to provide a practice of taking photos of food and opening food stalls on Facebook. Some of the merchants were enthusiastic about doing a food photo shoot. This activity began by showing a number of things that needs to be considered by traders when conducting a food photo session. The team started to introduce a mini studio, then emphasized the importance of lighting when photographing food. Furthermore, culinary traders were asked to prepare food from their respective superior menus. After the menu was ready, the merchant was accompanied to take photos of the food. Food was artistically arranged. Traders were taught to independently take photos of their food and market them directly through the Facebook marketplace.

The things that were emphasized on traders when implementing marketing in the marketplace are: 1) Merchants are asked to join several Facebook culinary groups in Surabaya and its surroundings. 2) Doing food photos well and artistically; 3) Conduct a description of the food being sold accompanied by a contact number that can be

contacted by buyers, the food tagline is needed to emphasize the strategy so that readers feel interested in buying. 4) Ad upload frequency should be done consistently.



Figure 5. PKM Team assists the Traders to Take Photo of their food with Mini Studio

Figure 5 shows a beverage vendor trying to take a photo of his drink with the correct angle. The traders took turns taking photos of the food. This session was started by taking the photo of Soto Madura, ayam penyet, nasi rawon, gule kambing, sambal ikan wader, soda gembira drinks, juices and drinks. All traders were very enthusiastic about doing photo sessions of their best menus.



Figure 6. PKM Team show the Traders how to take Photo of their food with Mini Studio

After the traders one by one take photos of their food, the traders were accompanied to do marketing on Facebook through the marketplace. In addition to the steps taken to market their food via Facebook, the most important thing that must be emphasized is the importance of the information provided, in which how influential the

description can make buyers want to order their food. Besides, how to describe merchandise to make it more attractive to buyers, all assisted by the PKM Team.



Figure 7. PKM Team Helping Merchants Market Their Merchandise on Facebook

At this stage, several advertisements were successfully created and marketed directly through the Facebook marketplace. Some old traders admit that they find it difficult to do marketing through the Facebook marketplace because of their limited ability to use smartphones. It was found that some traders still had difficulty conducting food photo sessions. Therefore, the PKM team provided direction to familiarize them about posting on the marketplace and in several groups of culinary traders in Surabaya. The difficulties experienced by traders are related to the description of the food being promoted, the name of the food that has a characteristic, or because the brand image of these foods which is not very influential.

c. In service learning 2

This third activity is the last activity carried out in a series of PKM activities. The activities done in this stage are evaluating the two previous activities..



Figure 8. Briefing by the PKM TEAM after the on-job learning activity

At this stage, participants were asked several questions which were then used as a basis for evaluating the performance of the Postgraduate PKM S2-IPS Team. The questions asked include the usefulness of the program, mastery of food photo skills, and mastery of marketing capabilities through Facebook marketplace. The following are the results of the answers from the traders regarding the questionnaire.

Table 3. Benefits of Training for Traders

No	Question	Percentage (%)	
		Yes	No
1	This training is useful for the traders.	90	10
2	The traders can take food photos independently.	80	20
3	Understand how to post their products to the Facebook marketplace.	75	25
4	Understand how to post their products to the Facebook culinary group in Surabaya.	80	20
5	The PKM team has helped train them well to market their food products on Facebook.	90	10

From table 3, it is known that the activities carried out by Tiam OKM gave positive results. Almost all traders stated that this training was beneficial for them. Table 5 also shows that most traders can take good photos of their own food. Many of these traders then have access to sell on the Facebook marketplace and their culinary groups after the training done by the PKM team.

4. The Stage of Activity Evaluation

After carrying out the entire series of PKM activities, the team evaluated and prepared publications that would be covered by the mass media. The results of this evaluation resulted in the following conclusions.

- Overall, the program implementation went well and smoothly.
- Traders have difficulty in marketing online on Facebook, so the team should assist them one by one when the training is given.
- Based on the news published through the news channel, there needs to be a better editorial adjustment.
- There needs to be follow-up activities after this PKM is completed.

D. CONCLUSION

The activities carried out by the PKM team to increase mastery of social media marketing for food traders affected by Covid-19 at the culinary center of Surabaya City went well and accorded to the agenda that has been planned. The results have been achieved from this training are: 1) Most of the culinary traders at the Karah Culinary Center have a tendency to be technologically illiterate, so they need one-by-one assistance from the PKM team; 2) At the stage of taking food photos, most of the food

traders at Karah Culinary Center are able to do online marketing independently. 3) Most of the traders already understand and are able to practice on their own regarding how to do online marketing through Facebook. Some suggestions were given especially to traders at Karah Culinary Center. Firstly, it is recommended that traders do consistent marketing on the Facebook market place and in food buying and selling forums. They need to do marketing their food products by posting regularly and wait for the results patiently. They can try to find opportunities to cooperate with big parties, so that the benefits they get will also be greater. Traders should cooperate with each other when marketing, support each other, provides useful and helpful criticism and suggestions.

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SANTRI'S COMMUNITY SERVICE PROGRAM (MPS) IN STRENGTHENING SOCIAL PARTICIPATION SKILLS

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Abstract: This research focuses on the main problem related to strengthening social participation skills through the *Santri's* (Islamic Boarding School Students) Community Service Program or *Masa Pengabdian Santri* (MPS) in MA Putra Nasy'atul Muta'allimin, East Gapura, Sumenep Regency. The method used is qualitative research with an anthropological approach, which means conducting a study of the history of the emergence of MPS by looking at the theoretical framework used in analyzing data or facts that revolves around the problems faced in relation to the implementation of the Santri's Community Service Program. The results are First, the Santri Service Program is held in order that the students learn directly to the community. By involving yourself directly into the santri community, you will learn about the various characters and community work. Second, through Santri's Social Service Program, it can strengthen social participation that has already existed before. In addition to strengthening social participation skills, through this MPS program it is able to foster a new character, i.e students become more sensitive to the circumstances of the surrounding environment. Students have not been said to have social participation skills if they do not yet have social sensitivity as a foundation for the success of MPS. So it can be concluded that, MPS program is very relevant to be used in strengthening students' skills in daily life.

Keywords: *Santri* (Islamic Boarding School Student), Strengthening; Social Participation Skills; Santri's Community Service Program (MPS)

1. INTRODUCTION

Social problems are already apparent in students' daily lives. Among them lead to social problems, such as egoistic, individualistic, low empathy, lack of sense of responsibility, lack of teamwork and interaction in social life, or known as social insulation or social autism. The moral and ethical crises that have plagued the young generation in Indonesia today are the responsibility of all elements, starting from the family, school, community and country. This research will focus on strengthening the skills of social participation of students through the activities of Santri's Social Service Program (MPS) in MA Putra Nasy'atul Muta'allimin Gapura Timur Sumenep Regency. Through such an activity it is expected that the students will not only be proficient in their academic but also in non-academic fields, especially students' social participation skills. Social participation solves social problems that occur around the students.

Problems do not need to take those that are beyond the ability of students, but rather problems that are corresponding to their abilities. This is in line with Sapriya (2012: 184) in order to be active in community activities, students do not mean to be all-rounded to know all social issues or problems. However, what students need to do, at least is to be able or should be involved in every activity to bridge the gap between what is learned at school and the real world where the students are (Widodo 2018: 54), so that they discover new things and useful, both in the form of facts, concepts, and the development of attitudes and values (Desiningrum, 2017: 13).

The Santri's Community Service Program held in order that the students learn directly to the community. By involving themselves directly into the community, the students will find out various kinds of characters and community work. There are at least four skills that are recommended in studying social studies, namely research skills, especially through inquiry methods, thinking skills, social participation skills, and social communication skills (Sudiyono. 2016: 37). This is where students are required to have skills, thus the skills function reinforcement is to provide rewards to students so students will be encouraged to increase their participation in the learning process (Julianto, 2011). Based on observations and interviews at MA Putra Nasy'atul Muta'allimin, East Gapura, Sumenep Regency, conducted on Monday, January 15, 2020, several problems were found that in fact the activities of the Santri's Social Service Program, proceeded without a well-prepared concept, so the unpreparedness of the concepts sometimes cause the students break the rules made by the MPS committee. For example, the students going home without any permission from the head of the group, did not pray together with residents, often had naps at the Command Post. Sometimes the students even feel confused about what to do. It is very unfortunate if the MPS Program have not been running optimally, only because of no plan prepared. Therefore it is important that there is careful planning, implementation, and evaluation. According to Moh. Usman Uzer, reinforcement Increases learning activities and fosters productive student behavior (2013: 81) Opinions of Barawi and Muhammad Arifin, 2012: 208, reinforcement is a positive response in learning given by the teacher to positive student behavior with the aim of maintaining and enhancing that behavior.

The Santri 's Social Service Program (MPS) is an annual activity and it is mandatory for the final year students of Madrasah Aliyah Nasy'atul Muta'allimin Gapura as a form of benchmarks to determine the extent of knowledge acquired by the students while attending learning at school. Santri's Social Service Program is also an important component as a graduation standard. This service is carried out by students in order to build students' sensitivity and social cognition and to shape the students' character who will later return to the community.

In addition, this social program is an integrated learning activity between education and community service. Students in doing the community service must live with the community and work with the community for a certain period of time as long

as thirty days, sometimes twenty nine days, or twenty-eight days depending on the implementation of the final school exam, because the implementation of the Santri Community Service Period is carried out before the school exams such as UMBKS and UNBK to help the community in their daily activities, solving problems that occur and helping in the development of the community economic empowerment.

Humans in live a life is actually a journey of service, therefore community service is a good way for students to get valuable lessons they have not found at school by involving directly in community activities. Even though the activities done by the students are very simple and not too burdening, however the activities can directly touch the mindset of students in living with the community.

Realizing that the technological development has been increasing sophisticatedly since it is also supported by the mellenial era, it is necessary to have a balance axis in gaining science and knowledge and how to implement them directly in the midst of society which is then expected to be able to build independence and awareness of students as a whole to build society later when students are right really returned to their respective homes and become part of the community itself. This is where students are required to have skills, thus the function of reinforcement skills is to provide rewards to students so students will be motivated to increase their participation in the learning process (Julianto, 2011) Field Tutor Teachers can manage learning situations according to their creativity and innovation. .

2. METHODS

This is a qualitative research, using an anthropological approach, which means conducting a study of the history of the emergence of MPS by looking at the theoretical framework used in analyzing data or facts, which revolved around the problem at hand. Participants involved in this study were researchers and informants teachers as well as Public Relations at MA Putra Nasy'atul Muta'allimin Gapura Timur, Sumenep Regency, Field Guidance Teachers, MPS Committees, and Students. The source of this research data came from the Teacher as well as Public Relations at MA Putra Nasy'atul Muta'allimin Gapura Timur, Sumenep Regency, Field Guidance Teachers, MPS Committees, Students, Printed materials (written), such as books, articles , and other sources as a theoretical reference both related to the object under study and the theory used.

For the purposes of data collection, the writers used the technique as an observation to see the problems that arose in the Santri's Social Service Program (MPS) at MA Putra Nasy'atul Muta'allimin, Gapura Timur, Sumenep Regency. The next data collection were interviews, informants interviewed namely Teachers as well as Public Relations at MA Putra Nasy'atul Muta'allimin Gapura Timur Sumenep Regency, Field Supervisor Teacher, MPS Committee, Santri. Finally, the data also collected by

studying the literature and documentation of various theories and phenomena under this research.

3. RESULTS AND DISCUSSION

3.1 Activities of Student's Social Service Program (MPS) in Strengthening Social Participation Skills at MA Putra Nasy'atul Muta'allimin Gapura Timur Sumenep Regency

Santri's Social Service Program is one of the activities carried out by Madrasah Aliyah Putra Nasy'atul Muta'allimin Gapura Timur, Sumenep Regency once every year, with the aim of introducing the students to the community and learning directly to the community (Interview with Mr. Hari). Therefore the Santri's Community Service Program is important to be held once a year for the final class and to train the sensitivity of the students. The existence of social sensitivity will make someone able to behave and act appropriately towards others around him. So, someone who has social sensitivity will certainly become a person who is fun to get along with. Many friends will be surely happy with him and feel comfortable with him (Isnaeni, 2017, page. 111).

The climax of Santri's Community Service Program is during the time of the students do the services in the community. A series is carried out starting from registration to debriefing. Therefore the implementation of the this social program is really important and compulsory to be implemented as a graduation requirement consequently, if a student does not carry out a series of the program activities, then the student is declared not graduated and must go over again next year. One measure of success or failure of the implementation of the Santri's Community Service Program is the lack of violations committed by participants of the program when carrying out the Social Service. Then important observations and strategies are prepared by the institutions and committees including Field Guiding Teachers to prepare in assisting participants of the Santri's Community Service Program.

The location used as the place for the social service program is usually already surveyed by the vice headmaster first, by doing so the students will get a comfortable place to learn in the community. In addition, the placement of the social service also considers the alumni figures or kyais well known in the community, so that the communication will be built comfortably and smooth during the process of the Community Service Program. The last three years of the Santri Service Period based on mosques and mushallah, because the mushalla and mosque are the representative places to be closer to the community, so that the activities carried out by the students not only merely taught from schools, but also learn from the mosque or mushallah attendant. Besides, the Social Service Program Participants have a program namely teaching the students of the mosque and mushallah to recite holy Qur'an after sunset.

The forms of social participation of students in the implementation of MPS activities are divided into three fields, namely education, social, and religious. In the field of education, students go straight to teaching at madrasah and mushollah. Student social participation activities in education include helping to build houses, plowing fields, hoeing and doing other social services. While the students' activities in the religious field include teaching how to recite the holy Qur'an, prayer, and *wudhu*.

The activities of the program carried out seem to not yet enough. Another most important thing to be taken into consideration to strengthen *santri*'s social participation skill is by minimizing violation during the process of the social service program. It is usual that during the implementation of social service program, some *santris* break the rules and regulations since the beginning of the program therefore, it is important to make effective strategies to minimize violation committed by the *santris*. The strategy can be carried out through monitoring to each base camp done by the committee four times in a month. First, sudden inspection done to make sure that no *santri* breaks the regulation such bringing hand phone, laptop more than one set, getting no permission when going home more than one day. The second monitoring is checking the activities, works program, and administration completeness and the third monitoring is checking the administration completeness, the response of the caregivers and the surrounding community.

The next step is building an active communication among the participants, field teachers, management, and committee to minimize violence committed by *santri* because without an intense communication, it is difficult to know what the *santris* are doing. An intense communication must be done by group leaders to consult about problems of the activities which will be done or even those which have been accomplished to maximize the programs carried out ideally, or the field teachers are supposed to always ask about all the programs and activities carried out by the *santris* or even the programs which are not yet accomplished. By doing so, the field guiding teachers can give solution so that the program can be carried out well including group and individual administration records. For examples all work programs must be posted on the base camps. The programs which are carried out and not carried out are also shown in the base camps to make it easy for the field teachers, committee, and participants to check what programs which have not yet been done as well as those of which will be done (Interview with Abd Muksid).

The next step is to maximize the students' work program in Community Service Program activities. In general, there are two work programs that are usually carried out first, religious programs and second social programs. Madrasah Aliyah Nasy'atul Muta'allimin also routinely fielded its students for community service. Every final year student will undergo a period of student community service or wellknown as MPS. The program is implemented in class XII after the national exam. For male students, in groups they will be distributed to various institutions in some villages. There, they will

undergo a month of service. Students must interact directly with the community and practice various scientific theories that have been learned at madrasah. Especially, religious values that have become routine consumption in Islamic boarding school or *pesantren*.

Students are not enough to merely focus on the field of learning theory. For example, it only helps teaching at the institutions they occupy. The placement of students is not in large institutions that have full of teaching and learning activities however, they are placed in institutions that only focus on teaching the Qur'an, such as at mushola and mosque. (Interview with A. Zainol Hasan). It is intentionally packaged in such a way to provide more space for students to interact with the community for example, residents who works more actively every day as farmers or other forms activities that are not too formal but allow the *santris* to build familiarity with the community. For example they can participate in helping farmers plant agricultural seeds and even carry a mound of soil on the edge of rice fields. Helping residents in daily activities around the placement location such as mowing grass, herding cattle or looking for cattle food, helping plowing the field and moor, even some of the *santris* help to wash the dishes and the clothes of the mosque sitters. Every *santri* is ready to help the residents in every activities (Interview with Pawait Participants of the Santri's Community Service). The kinds of community services usually done by *santris* such as cleaning up roads, building road, helping residents to build a house, mutual assistance to make cattle shed etc. (Interview with Pawait, one of the participants of the Santri Community Service Program).

Not a few of the students involve themselves to help farmers. Community services is done during the day and teaching to read holy Qur'an is done at night. This year, male *santri* is divided into five groups placed in four villages namely Batang-Batang Laok Village, Totosan Village, Jenangger Village in Batang-Batang Sub-district and in Candi Village, Sub-district of Dungkek, there are two groups. This activity has actually been carried out since 14 years ago. It is an initiative of students to be able to give a good impression before graduating from boarding schools. In conditions, three main points in Santri Community Service must be fulfilled namely learning, social service, and moral behavior (<https://radarmadura.jawapos.com>).

On the other hand, in religious programs the *santri* help mushallah or mosque sitters to teach holy Qur'an besides, they also have religious programs such as teaching recitation, conducting prayers every Friday night, teaching *tahsin* (good Arabic writing), teaching *nahwu* and *sharrof*, teach prayers for children (Interview with K. Fitri, a teacher). Even the *santris* are asked to do *tahil* and recite Surah Yasin at a fourty-day event or sometimes a thousand-day event after the death of a resident. Even when someone dies, they immediately help the bereaved family prepare everything related to the funeral such as praparing coffee, mats, and water (Interview with a Mushollah Caregiver). Some of the *santris* also join fishermen to fish in the middle of the sea.

4. CLOSING

a. Conclusion

Santri's Community Service Program or known as MPS is carried out at mushallah and mosques that are close to the settlements of villagers, because mushallah and mosque are the closest places to residents. There are three programs in community service program activities namely education, social and religion activities. Participants are distributed to various villages, even sub-districts. There are 10 to 12 students in each group and there is only one field guiding teacher in each base camp. This community service program activity lasts for one month. During this one month students cook themselves, eat together at their base camp. This MPS program also strengthens students' social participation skills in getting along, how to visit, and greetings, and is able to form and encourage students to always actively participate in every activity carried out by the community, both individuals and groups. In addition, this program is also able to shape students' social sensitivity in seeing the social reality that exists in the environment around the community.

The forms of student social participation are divided into three areas. The first is education, the second is social, and the third is religious affairs. In the field of education, students go straight to teaching at madrasah and mushallah. Student's social participation activities in education include helping to build houses, plowing fields, hoeing and doing other social services. While student activities in the religious field include teaching holy Qur'an, prayer, and taking *wudhu* (ablution).

b. Suggestion

The implementation of the Santri's Community Service activities must be well planned, from the beginning of the implementation, departure, implementation, until the return of students from the placement. It is also a good idea for the school to provide a guidebook related to the implementation of MPS activities, so that the students understand the tasks, regulations and sanctions they will get if they break the rules. It turns out that at the time of the community service in the field many students still do not understand and are still confused what to do even they do not know the rules and sanctions. Actually the manual for implementing the MPS program is already available, but it is only briefly delivered to the students at the beginning of the briefing activity.

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**EFFECTIVENESS OF ONLINE LEARNING
IN THE NATIONAL HISTORY ASPECT OF INDONESIA
DURING THE PANDEMIC TIME IN TK BENIH KASIH SURABAYA**

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Abstract: The purpose of this study was to obtain information about the effectiveness of history learning in Kindergarten BENIH KASIH, Surabaya. This research method uses qualitative research with a case study research type using Miles and Huberman data analysis models. This research was conducted during the Pandemic Covid period of one month. This study aims to: (1) Know the effectiveness of online learning in historical aspects during the covid pandemic period, (2) Know the weaknesses and strengths of online learning in the historical aspects of Kindergarten BENIH KASIH Kindergarten, Surabaya during the covid period. From the questionnaire that was given to 47 respondents (students' parents) at the Kindergarten BENIH KASIH, Surabaya. Then the following results were found: 1. 24% of respondents stated that online learning using zoom media was less encouraging for children. 2. 76% of respondents stated that learning delivered by teachers using online activities is fun for children and makes children still able to concentrate during online learning in historical aspects. Based on the results of this study, the researchers concluded that (1) Historical learning in the pandemic period in Early Childhood can continue to be done by continuing to use the zoom media (online). (2) To optimize online learning, teachers are required to provide interesting online activities to students. (3) Internet network (signal) has an important role in the success of Online Learning during the Panemic Covid period.

Keywords : Learning Effectiveness, Pandemic COVID1-19, History, Early Childhood

1. INTRODUCTION

Corona virus usually has the term COVID 19 has spread and infected several people with quite massive in the world. This disease has spread to almost all continents and infected many people. Quoted from the news site CNN Indonesia.com in the 21st century can be said to be one of the extraordinary phenomena that occur, the scale of which may be equated with World War II, because of large-scale events (international sports events for example) almost entirely postponed or even canceled. Such conditions have occurred during war conditions, namely during World War II, there were never any other dangerous situations that could cancel these events. According to data from Covid19.co.id starting March 19, 2020, 214,894 people were infected with the corona

virus, 8,732 people died and 83,313 people were cured. In terms of learning, learning is shifted to online learning to prevent Covid 19 transmission.

Formulation of the problem

Based on the background above the problem can be formulated as follows:

- (1) What is the effectiveness of online learning in the historical aspect during the covid pandemic at the Kindergarten BENIH KASIH Kindergarten, Surabaya.
- (2) What are the weaknesses and strengths of online learning in historical aspects during the covid pandemic at the Kindergarten BENIH KASIH Kindergarten, Surabaya.

Purpose of the Problem

- (1) Determine the effectiveness of online learning in the historical aspect during the covid pandemic at the BENIH KASIH of Kindergarten, Surabaya.
- (2) Knowing the weaknesses and strengths of online learning in historical aspects during the covid pandemic at Kindergarten BENIH KASIH Kindergarten, Surabaya.

Learning Effectiveness

Miarso (2004) says that the effectiveness of learning is one of the quality standards of education and is often measured by the achievement of objectives, or can also be interpreted as accuracy in managing a situation, "doing the right things". According to Supardi (2013) effective learning is a combination that is composed covering human, material, facilities, equipment and procedures directed to change student behavior in a positive and better direction according to the potential and differences of students to achieve the stated learning goals.

Hamalik (2001) states that effective learning is learning that provides students with self-learning opportunities or the broadest possible activities for students to learn. Provision of self-learning opportunities and activities as widely as possible is expected to help students understand the concepts being studied.

Online Learning (E-learning)

E-learning is learning that is possible or supported by the use of tools and digital content. E-learning usually involves several forms of interactivity, including in the form of online interactions between students and their instructors or groups. E-learning is usually accessed through the internet, but other technologies such as CD-ROMs can also be used. However, the use of the term online learning is more synonymous with learning through the internet or network.

Why does online learning need to be done? To discuss this matter more deeply, the author will explain several items of literature study that need to be known; namely the learner's personal aspects, personalized learning, and the advantages of online learning.

Implementation of the concept of personalization of learning in the context of conventional learning turned out to be difficult. This is due to the variety of learning styles and prior knowledge and intelligence possessed by learners. While on the other hand, teachers only apply one type of learning method in a span of time that is at least in accordance with just one type of learning style and apply the same prior knowledge and intelligence standards for students. When this happens, then other learners with different learning styles will be ignored, learners with prior knowledge are less difficult to follow, whereas with prior knowledge and intelligence it is better to leave those who are lacking. Teachers can adjust to the standards of prior knowledge and the lowest level of intelligence, but this is inefficient and cannot accommodate students who have higher abilities. But in the context of online learning, personalization is very possible to do, which is to do a series of treatments on learning management systems and learning objects that are additive to the types of learning styles, prior knowledge, and diverse levels of intelligence. Personalization is able to present different treatments to a number of students in the same time span (parallel).

2. METHODS

Research design in this study the research design uses qualitative methods. In addition to the research approach is to use case studies from Kindergarten BENIH KASIH, Surabaya. Qualitative research itself is an in-depth study starting from the event process program activities in a study. In this study focused on looking at the "Effectiveness of Online Learning in the Aspects of the History of the Indonesian Nation During the Pandemic Period in Kindergarten BENIH KASIH Surabaya" Place and time of research Research on Teacher Perspectives on Online Learning in Kindergarten BENIH KASIH Surabaya. Jl. Raya Putat Gede Selatan Number 2. The research was carried out in May - June 2020 Research subject The research subject is an informant who has competency and according to needs. Therefore, the subjects of this study are students of Group A and B in the Online Learning aspects of history in Kindergarten BENIH KASIH, Surabaya. In their filling they were assisted by students' parents Data collection technique The most important function of data collection techniques is collecting data used for this research. The techniques in this research are interview (telephone / Online), questionnaire (Google form) and documentation. Data analysis technique The data collected is mostly qualitative data and analysis techniques use qualitative techniques. This technique was chosen by researchers to produce qualitative data, that is data that cannot be categorized statistically. In the use of qualitative analysis, the interpretation of what is found and the final conclusion using logical or systematic reasoning. The qualitative analysis used is an interactive analysis model, which is an analysis model that requires three components in the form of data reduction, data presentation, and drawing conclusions / verification using Sugiyono's interactive mode.

3. RESULT AND DISCUSSION

No.	Qustioen	Ave. Score
1	Does history learning while online in Kindergarten BENIH KASIH appeals to children	4.7
2	Does learning history online in Kindergarten BENIH KASIH attracts children	3.8
3	Does history learning online at Kindergarten BENIH KASIH attracts children	4.4
4	Does the history of learning online at Kindergarten BENIH KASIH Kindergarten appeals to children	4.8
5	Are parents having difficulty accompanying children in the application of history learning while online at Kindergarten BENIH KASIH	3.3

Based on the table, the researcher gave 5 questions with a Score of 1-5, a scale using a Likert scale Respondents were asked to choose one of five answer choices written in numbers 1-5, each showing strongly disagree (1), disagree (2), neutral or not opinion (3), agree (4), strongly agree (5). Following are the results of the questionnaire given:

The first question "Does history learning while online in Kindergarten BENIH KASIH appeals to children" gets a score of 4.7 with the following details: score 5 as many as 27 respondents, score 4 19 respondents, score 3 as much as 1 respondent, score 2 as much as 0 respondents, score 0 respondents .

The second question "Does learning history online in Kindergarten BENIH KASIH attracts children" gets a score of 4.7 with the following details: score 5 as many as 18 respondents, score 4 27 respondents, score 3 as many as 2 respondents, score 2 as much as 0 respondents, score 0 as respondents

The third question "Does history learning online at Kindergarten BENIH KASIH attracts children" gets a score of 4.7 with the following details: score 5 as many as 24 respondents, score 4 9 respondents, score 3 as many as 14 respondents, score 2 as many as 0 respondents, score 0 respondents

The fourth question "Does the history of learning online at Kindergarten BENIH KASIH Kindergarten appeals to children" get a score of 4.7 with the following details: score 5 as many as 28 respondents, score 4 as many as 15 respondents, score 3 as much as 0 respondents, score 2 as much as 0 respondents, score 0 respondent.

The fifth question "Are parents having difficulty accompanying children in the application of history learning while online at Kindergarten BENIH KASIH" get a score of 3.3 with the following details: score 5 as many as 13 respondents, score 4 as many as 29 respondents, score 3 as many as 5 respondents, score 2 as many 0 respondents, score 0 respondents

4. CLOSING

Conclusion

Based on the results of research from interviews and questionnaires obtained

1. 24% of respondents said that online learning using zoom media was less encouraging for children.
2. 76% of respondents stated that learning delivered by teachers using online activities is fun for children and makes children still able to concentrate during online learning in historical aspects

Suggestion

Based on the conclusions of this study, the researcher conveys the following suggestions:

- 1) Learning history in the pandemic period in Early Childhood can continue to be done by continuing to use the zoom media (online).
- (2) To optimize online learning, teachers are required to provide interesting online activities to students. (3) Internet network (signal) has an important role in the success of Online Learning during the Panemic Covid period.

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TEACHING HISTORY TO PRIMARY STUDENTS

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Abstract: Teaching history to primary students was a challenging experience for the teachers. It can be a boring session or meaningful learning session which is fully based on the teacher who designed the lesson. Based on the class observation in one of primary school in Bekasi, it was found that the lecturing method session makes the students get bored and they were forced to memorize some of the keywords / sentences of the history lesson in order to be succeeded in the final examination. This research is shared to help the teacher in Indonesia to shift their mind paradigm in order to make a meaningful learning session. It starts from the teacher as the first key and pioneer of the education transformation breakthrough. During the covid 19, teacher was challenged to create a space for students as well to become 21st century learner with high intensity to become good communicator, collaborator, critical thinker, and problem solver. The research design used is qualitative research with the relevant literature analysis. The result of the study is the student enjoys their involvement in the learning processes with the problem based learning method which led by the teacher in order to find out the essential question answer together.

Keywords: history, memorize, collaboration

1. INTRODUCTION

History subjects holds significant roles in the educational context starts from the primary school level until the higher education. There are some benefits studying history such as it enhances us to have better understanding to the past experience, it relates with how we can understand to see the present day. It allows us to see the root of the question why and how the world face today by looking the history for the answers. Hoodless recommended that the study of history in school is important for the development of children's conceptual understanding. They can start to dig out the concept of time and the sense of their own identity and place within the eras of the social change (Hoodles, 2008).

To deliver the history content is merely depending fully to the teacher (National Research Council, 2000). Mostly, the students in the classroom are challenged to remember the history facts or chronological events. It kills the creativity of the students to get the spoon feeding experience from the teacher. A fundamental question that can raise seems to be which source used is valid and not? Why the past event could be

happened? What is the relevance of the past experience with today's event? What lesson could we learn from the mistake made at the past?

Furthermore, Hoodles exclaimed that the history helps to develop primary student's skill in seeing from other points of view, thinking critically, laterally, and comprehensively (Hoodles, 2008). Human with the intellectual capacity develops gradually the thinking process and understanding. In fact, from the writer past experience and the interview result from the primary students in grade 4 and 5, they were facing the experience of history exposure study by reading the fact, memorizing it, and pour it out during the formative or summative assessment. The question such as when the particular war begin? Or mention the oath from some particular event. Looking at this fact, the primary students were experienced in the C1 level which is remembering. In the other hand, the 21st century skills needed is how the students can think critically towards some of the discipline study learned.

At the third fourth of 2019/2020 academic year journey, the primary schools around the world were challenged to shift the learning approach method from face to face basis into the fully virtual mode. This experience made all the school ecosystem needs to adapt and modify with the new system of learning. It relates with the lesson design delivery, formative and summative assessment, and students learning report. These variables became the factor that we had not experienced before, yet the educator needs to adapt and modify with the new learning experience.

To deliver the history course for the primary students with fully engagement would be a new challenge. Haydn in the book entitled *Using New Technologies to Enhance Teaching And Learning in History* recommended that the teachers can activate the open forum discussion which the students enable to share their perspective (Haydn, 2013). This experience of virtual learning can become one alternative towards learning in the virtual classroom. The writer found that mostly the history lesson in the classroom was delivered purely with the lecturing method where the teacher becomes one speaker as the centre of learning.

The classroom seating arrangement design was becoming another determinant factor in which the teacher should be aware of (Ming-Tak and Li Wai-Shing, 2008). The fixed one chair in a row inside the classroom creates the teachers centred atmosphere in the learning process. One-way approach with one communication could mute the student's understanding progress. They will be the active listeners but do not engage fully during the lesson. The former teachers expected the students to memorize the lesson taught and entrust them to be succeeded during the summative assessment. Of course, the summative assessment's design will be paper and pencil method with multiple choice or essay form. The students need to rewrite the material from the history class in each particular questions.

The research objective is to find out another strategy in presenting history lesson which is included in the social studies class especially for the primary students. The teacher is expected to have a paradigm shift from the lecturing method face to face into the critical thinking method that fully engaged the students in the classroom. There are some possible ways in designing some learning activities to study History as well. The students who have been learned to think critically will be more equipped as 21st century learner as they are gaining the expected skills needed. The classroom seating arrangement design also would be the concern as well for the future learning classroom. The educator is eager to make a productive classroom engagement by having some open forums, so then the students will overcome with collaboration and communication skills.

We can sum up that the primary school teachers who have experienced in the traditional learning method during their studies should be ready to have a shifting point to the fully interactive with student's engagement with the opportunity to articulate student's critical thinking process.

1.1. METHODS

The research is occurred in one private primary school in Bekasi. The students in the primary level in grade 4 was selected as the research target. The research design implemented in this writing is qualitative research which used the most updated and applicable literature which support the discussion context above. The scope of the discussion is about the significance of delivering history lessons to the students which hold the 'glass ball' understanding as the relevant and significant enduring understanding. The researcher was conducted non participatory observation of the research subjects, namely social studies teacher, and the students who experienced the learning process in the classroom (physical and virtual setting).

The most popular survey research design is the cross-sectional survey design, that is the researcher collects data at one point in time and this design has advantage of measuring current practices or attitudes (Cresswell, 2008). The result of non participatory observation followed by the relevant literature analysis and educational expertise recommendation, so that the solution will be beneficial for the future social studies teacher. The period of research from February 2020 until April 2020. this section explains how the research was carried out.

1.2. RESULTS AND DISCUSSION

Based on the result of the formative and summative assessment according to social studies lesson, the teacher received that there were 17 students out of 25 students were passing the social studies assessment which is enclosed with the passing grade. They

were being challenged to memorize some words and history details in order to succeed the given quiz. When the researcher asked to the students again about the material tested in the quiz, mostly they forget. This situation could describe that the material learned was not entered as the enduring understanding of the lesson learned.

Besides that, the students shared that the social studies lesson was a little bit boring lesson. They need to listen the teacher's explanation from the beginning of the class till the class end. Sometimes, they just saw from the word social studies explanation shared in power point slides. The lecturing format used in delivery the lessons challenged the student's attention and connection of the lesson. It seemed that the students did not really engage.

The classroom observation notes is shown in tables below

Table 1

Classroom Notes Observation

Teaching Method: Lecturing
Student Engagement: Low
Stressed: Remembering Skill (C1)
Classroom Seating arrangement: 1 table in a row (separation)

Then, the researcher started to give an advice to the social studies teacher to have the teaching improvement towards the lesson delivery. Around the mid of March 2020, when the schools were commanded to present the virtual learning activity, the teachers tried to implement some of the teaching breakthrough.

The treatment advise that has determined the change in the history lessons such as

1. Find out the enduring understanding statement which becomes the glass ball of history learning material. The statement is made by the teacher who knows the whole content of the history particular topics. For example: The history of Indonesia is made by the patriotic hero in particular place in order to promote the unity and diversity.
2. Create the essential question that challenge the students to think out of the box. They can collaborate in the group or ask to the expert (such as grandparents) in terms of finding out the information needed. The example of essential question: Why the hero of Indonesia sacrifice themselves to keep their homeland?
3. Sing national song together as they begin the lesson together with high salutation attitude in raising the nationalism spirit

4. Change the question in C1 level (remembering) into the C2 level (understanding)/ C3 level (Application). The students will not rewrite what they read or what the teacher says in the assessment paper, but their deep analysis or reflection towards some challenging issue that has happened in the past. It will build the critical thinking and inquiry element inside them.

When the history teacher tries his best to present the lesson by putting the focus above, there were some improvement notification notes as describe in the table below.

Table 2

Virtual Classroom Notes Observation

Teaching Method: Problem based learning
Student Engagement: High
Stressed: Understanding Skill (C2) and Applying Skill (C3)
Classroom design: Mini group room (3-4 students in one group)

The upper level primary students shared that the history lesson that they were experiencing was so exciting and make every moment of engagement were count. Their thinking process was challenged to think and visualize during what was happened at the past times. The teacher asked the students as well to do virtual field trip to Nasional Museum in order to dig out more in some particular topics. This experience enrich their understanding level and could grasp the enduring understanding set for the lesson.

When the teacher did the formative and summative assessment in check for the student's understanding, mostly the students can articulate their understanding in the assessment task given. The students may feel that the classroom activity light up their enthusiasm and insight. They were engaged each other to find out more the answer in order to be able answering the essential question shared. They could know some chronological event details, but it won't be in their particular test anymore. It became just a knowledge for them to connect with the enduring understanding constructed.

Through this teaching observation and implementation, the researcher suggested that the way of learning at past should be dropped and change into the new way approach by how the teacher should make the students be productive in their own thinking and collaboration. This experienced of learning involved them in each process of learning and make it as their own.

4. CLOSING

Regarding to the discussion above, it can be concluded that the teaching history to the primary students is strongly needing to get full transformation of learning processes by fully involved and engaged them into the process of learning process. The teacher

should drop the way of traditional method of learning which put the teacher as the source of knowledge in the centre of teaching and learning. The teacher is highly recommended to engage the students in the full discussion by designing the meaningful learning with the enduring understanding statement and essential question which point to core of the topic shared.

During the virtual learning mode nowadays, the teacher should be more creative in giving the space of students' communication, collaboration, and creativity to find and sort the information. They can invite the grandparents to know more the situation or history from the past and make a journal report. It can be one optional activity that the teacher can conduct.

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UTILIZATION OF DIGITAL LITERACY IN AL AMIN ISLAMIC BORDING SCHOOL SUMBER PUCUNG MALANG

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Abstrak: Literacy refers to the concept of the ability to read and write texts and the ability to interpret, however the concept of literacy continues to develop and is divided into several forms of literacy, one of which is digital literacy. The presence of digital literacy at these Islamic boarding schools has significantly changed the learning culture of students at boarding schools. Learning in traditional / salafi pesantren usually depends on the source of learning, namely the Kiai and the Yellow Book. The presence of digital literacy shows that students can learn from a variety of sources. Santri not only learns with the cleric, but also learns through various learning resources on the internet, through radio broadcasts, and even optimizes senior students and the local community to become learning resources. Similarly, learning content becomes diverse, not only based on text, but can be in the form of audio, images / photos, videos, animations, and even simulations. This study aims to determine how the use of Digital Literacy in the Islamic boarding school Al-Amin Malang East Java. The study uses a qualitative approach with descriptive methods. Collecting data in this study in the form of observations and in-depth interviews or with the kiyai, students, and teachers / clerics. Data analysis uses descriptive analysis.

Keywords: Digital Literacy, Pesantren Rakyat, Islamic Boarding Schools.

1. INTRODUCTION

In the era of the industrial revolution 4.0, known as the digital revolution, all information can be obtained in real-time and quickly anywhere and anytime. The existence of a search engine will help someone find the reference material they want quickly with low financing. This is because teaching materials and interaction activities have been digitized by technological advancements. Based on Friedman's argument illustrates this change as "the world is flat" which refers to a situation where the world is not limited to national boundaries and time zones due to technological development (Afandi et al., 2016). The development of information technology has created a "new space" that is artificial and virtual, called cyberspace (Piliang, 2012).

Literacy is a topic that is widely discussed today. Along with the development of increasingly rapid technology, will encourage changes in the concept of literacy itself.

Initially literacy only refers to the ability to read and write texts and the ability to interpret (UNESCO, 2005: 148). But now the concept of literacy continues to develop and is divided into several types of literacy, one of which is digital literacy. The history of the concept of digital literacy began to emerge since 1990. One well-known figure is Gilster who defines digital literacy as an ability to understand and use information from various digital sources (Gilster, 1997: 1-2). So, not only includes the ability to read, but also requires a critical thinking process to evaluate the information found through digital media.

Along with the demands and development of the community, the development and utilization of Digital Literacy for education is not only done in formal education, but also carried out in non-formal educational institutions, both organized by the government and developed at the initiative of the community. Utilization of Digital Literacy in non-formal education is interesting to be studied / studied and developed, because it has tremendous potential to cultivate Literacy in the community. On the other hand, the realm of non-formal education has the opportunity to have a variety of models that are very diverse in accordance with the conditions, culture, and abilities of the surrounding community.

Islamic standard non-formal educational institutions that have taken root in the community include the Islamic Boarding School. Islamic boarding schools are the basis of Islamic education and heirs to the oldest Islamic traditions in Indonesia. Of course pesantren has an objective as an alternative educational institution that is known to be open, but not all people can access pesantren due to cultural and psychological barriers for groups of people with special needs, while community enthusiasm for pesantren is increasingly high (Mufida, 2012).

In the era of digital literacy, many Islamic boarding schools have relatively used the internet for education and learning both in the form of the web, online boarding schools, da'wah through sms, and social media, and making digital a source of learning in pesantren style. Pesantren also has two differences, namely in modern pesantren and also in traditional pesantren (salafiah). One of the traditional Islamic boarding schools that has utilized digital literacy for its student learning is "Islamic Boarding School Al-Amin" Sumber, Pucung Malang Regency, East Java.

Al-Amin Islamic Boarding School Sumber Pucung has unique and phenomenal characteristics including other pesantren. The pesantren profile website explains that this pesantren was established in Sumber Pucung village with the mission of "servicing the people, using people's curriculum, assessing people's needs, people's economy, meeting or discussion based on democracy, populist-based education, populist-based management, community-based clothing. the people, the social interaction of the people and in various aspects of life the concept is always based on the people. The pesantren guidelines are based on Islamic values that are in accordance with the teachings of Allah

SWT and the Prophet Muhammad SAW and previous scholars, both at the level of shari'ah, tharekat, nature or ma'rifat. using various methods, culture, local wisdom, community empowerment (Pesantren Rakyat, 2013).

The results of this study are expected to be particularly useful in enriching the use of digital literacy models in educational institutions especially pesantren. The results of this study are also expected to be able to contribute and inspire especially the leaders of educational institutions in utilizing digital literacy for education in general or pesantren and learning standards that are appropriate to the culture and local wisdom of students and the community.

Digital Literacy in Learning

Digital literacy is closely related to how to obtain information and explore it to evaluate it. Another definition, digital literacy is a set of skills in solving and finding solutions to problems starting from identifying, finding, evaluating, compiling, creating, using and communicating them is the definition of communication literacy (Hildawati, 2010). The same thing also said information literacy is the ability to use information tools to obtain information (Nurfadhilah, 2012). All three opinions indicate that to solve a problem requires the ability of information literacy by utilizing communication tools today especially the internet and social media.

Internalization of information literacy capabilities in utilizing information technology has been provided, but librarians are still unable to assist students in finding appropriate and fast information (Septiana & Marlina, 2012). The role of librarians in carrying out information literacy is that there are eight models, but only librarians can be applied in two modes namely identification and application (Widyastuti et al., 2016). Factors that greatly affect the information literacy of Indonesian Librarians in the form of the availability of computers and internet networks (Wicaksono, 2016).

On the other hand, the tendency of information literacy ability still needs to be improved especially in terms of the ability to evaluate information (Rufaidah, 2013). So librarians must develop techniques that are appropriate in searching to find information (Doherty et al., 1999). The ability of information literacy must be possessed by librarians as a provision in choosing information to be deposited in the library (Ganngi, 2017). Social media is one of the media that is widely used by students in seeking information (Rahman, 2015). The library as a place to get information is rarely used.

Stages of Digital Literacy Utilization

Utilization of digital literacy in educational institutions such as schools and pesantren needs to be done in stages and in a sustainable manner. This is based on the readiness of infrastructure, human resources, and other components in each of these institutions. So this UNESCO classifies four stages of Digital-based learning (UNESCO, 2009). The first stage, is the beginner / initial stage or called the emerging

stage, where teachers and new students try to recognize the learning function using various tools and applications and the use of Digital Literacy devices. The learning system is still conventional, but there is already an awareness of the potential for literacy in education. This stage emphasizes literacy (ICT literacy) and basic skills. The second step is applying. This stage is characterized by the educational institution having an understanding and effort to apply digital literacy in learning with students. Educational institutions have also utilized digital software in management aspects.

The third stage is infusing. At this stage educational institutions have begun to integrate digital literacy into a curriculum. The curriculum begins to combine learning material with the real world. Similarly, educational institutions have implemented computer-based technology in laboratories, classrooms, and administration. The fourth stage is transforming. This stage the educational institution has integrated all learning activities and daily administrative activities. Learning is centered on learners (learner-centered) and integrates subjects with the real world. This digital stage has become a natural part of the lives of educational institutions. In other words, the use of digital literacy has become a learning culture with optimal results, so even the administration activities at these educational institutions have optimized the literacy potential.

Learning System in Islamic Boarding Schools

This pesantren was founded on a community-based basis, meaning that the pesantren is owned by the people, the curriculum is folk style, the learning activities and culture are also folk style. Pesantren without walls, without special buildings typically boarding schools have students of various ages, from toddlers, teenage children, youth, adults and adults. Young and middle classes dominate the number of students. The learning system is very flexible and in accordance with the times, the material is prepared to adjust to the needs of students, the learning methods are diverse but more dominant by lean tut and handayani and participative leaning, commonly called multi-level strategic.

In terms of quantity, Islamic boarding school students up to this research have reached more or less 500 people seen from the collaboration of core and primary students divided into two types following learning material, namely: core students: are santri based on marginalized santri, who want to study religion with salaf style pesantren learning models, so that the learning material is adapted from the literature normally taught at the salaf pesantren. A number of salaf pesantren alumni actively teach the book at the people's pesantren with a folk-style learning approach such as examples of cases that have been adapted to what is really happening in their lives.

Santri Prima is santri based on abangan who live normally or who have problems with social portraits, such as togel port, pickpocket coordinator, security section of prostitution localization, drunkards and drug users, ex-prostitutes, street children, broken home children, teenagers with problems and so. The learning system

does not follow core santri as santri are based on santri. The curriculum presented emphasizes more on the formation of character through friendship, habituation, familiarity, and empowerment.

2. METHODS

This research uses a qualitative approach. Data collection was carried out directly at the pesantren location, namely Al-Amin People's Islamic Boarding School, Sumber Pucung Village, Malang Regency, East Java. Data collection methods in this research were carried out through in-depth interviews, documentation studies, and direct observations in the field both during the learning process and the activities of students, as well as observations of the activities of the Islamic boarding school and the life of the community around the boarding school.

In obtaining accurate data, triangulation of data is carried out on various data sources in the field. The data sources are the leaders of Islamic boarding schools, students, parents of students, local governments, and local community leaders. This data collection was carried out in July 2020. To complete the data, documentation studies were also carried out through data on the website, public pesantren publications and the results of studies conducted by academics. Data analysis begins by analyzing all available data from various sources, then reducing the data, arranging it in units according to the purpose of the study, and interpreting the data described in the form of a description of the results and research discussion.

3. RESULTS AND DISCUSSION

General Description of Pesantren Rakyat

Al Amin Islamic Boarding School is located in Sumberpucung Village, Kec. Sumberpucung Kab. Malang, precisely in the Southwest of Malang City Center or in the western part of Malang Regency City. This pesantren was established on Wednesday, June 25, 2008 by a young activist of community empowerment named Abdullah Sam, S.Psi, a graduate of UIN Maulana Malik Ibrahim Malang, Faculty of Psychology born in 1982. Raised from representatives of marginalized santri families, living far from luxury, in Sumberpucung Village, where he tried to pioneer a popular eccentric pesantren.

This pesantren is called "People's Pesantren", through a devotional and small discussion of Abdullah Sam with his wife named Triwiyanti, S.PdI who is also a graduate of UIN Maulana Malik Ibrahim Malang or UIN Malang, Tarbiyah Faculty. This pesantren was founded on the creative ideas of Cak Dul, the popular nickname of Ustadz Abdullah, who wanted to change the socio-religious conditions of his environment through a cultural, natural and emancipatory approach. He was restless and then sought a practical method of developing Islamic da'wah for the 'black' abangan,

which was very difficult to be approached through conventional propaganda which had so far been carried out by most preachers and Kyai.

His deep concern began when Cak Dul saw a fact of life that many children dropped out of school or could not continue their education to a higher level because their parents could no longer afford to pay for their children's education. This is caused by the community because they do not have enough knowledge and skills that can change their conditions from poverty. While formal education and Islamic boarding schools, especially those who have khalaf (modern) style, do not necessarily be able to accommodate them for free in getting an education bench.

According to him, in the neighborhood around Sumberpucung Village there are a number of children who have the potential to be educated and empowered so that one day they can provide a new color and fresh air in their environment known as the 'black' community. The hope of a Cak Dul, a child of the people, is manifested in the form of da'wah and struggle in Islam, the development of education, the empowerment of the people and building a populist tradition a la Ahlussunnah Wal Jama'ah. The target object of preaching starts from the environment of relatives, relatives, friends in the same boat, neighbors, and then develops more and more broadly outreach. After going through the process of trail and error, Cak Dul formulated his thoughts into the Vision of the People's Islamic Boarding School, all of which were people-style activities, which were then packed with Indonesian, Islamic and humanitarian values.

Optimization of Digital Literacy in Islamic Boarding Schools

Like the activities in the salafi pesantren, the santri activities in the pesantren of the people every afternoon are learning to read the Koran. Practicing reading the Koran is also often aided by audio and video content obtained from the internet. The students are mostly school-age children (PAUD, elementary, middle, and high school) who come from around the pesantren. In an effort to facilitate the learning process and form responsibilities among students, each student has a tutor in his hierarchy and care. The function of this tutor is to guide his care. If students are faced with learning difficulties / problems, they can ask the tutor directly. If the tutor is unable to solve the problem then he must ask the higher / senior santri, until finally the leader of the pesantren is Ustadz Abdullah. This system, was built to train and accustom responsibilities and instill leadership. In addition, each student who is more senior is required to have mastery of learning materials and other aspects of his care, so as to stimulate motivation to continue learning continuously.

Digital literacy content for learning used at this pesantren is obtained from the internet, especially open content. The Digital Literacy content is related to learning in Islamic boarding schools. The content is obtained through searching in various search engines, including: google, yahoo, youtube, websites of several pesantren, and other sources. Types of digital content used include content based on text, images / photos,

audio, video, animation, and simulation. To facilitate the utilization of content, a "Content Search Team" was formed. The team consists of three senior students, Br. Candra, Gafur, and Ustadz H Abdullah. Content needed and related to pesantren includes procedures for learning to read the Qur'an, Arabic, English, language and behavior, PAUD children's games, information related to the progress of pesantren, as well as other science and technology.

The presence of digital literacy at these Islamic boarding schools has significantly changed the learning culture of students at boarding schools. Learning in traditional / salafi pesantren usually depends on the source of learning, the Kiai and the Yellow Book. The presence of digital literacy shows that students can learn from a variety of sources. The students not only study with the cleric, but also learn through various learning resources on the internet, through radio broadcasts, and even optimize senior students and the local community to become learning resources. Similarly, learning content becomes diverse, not only based on text or letters, but can be in the form of audio, images / photos, videos, animations, even simulations.

The time and place of learning also becomes more flexible. For students who do not stay overnight (*santri kalong*) if they are unable to come to the pesantren, they can continue to study at home through radio broadcasts and through the internet (online). *Santri* can learn flexibly, anytime there is an opportunity. The leadership commitment in using digital literacy is very important. Religious learning becomes dynamic and attractive, especially for young people. This is related to the use of gadgets that are in accordance with the demands of the present generation (*digital native*). Infrastructure limitations are not an obstacle in the use of digital literacy. Infrastructure limitations can be overcome by optimizing the infrastructure of the students and the local community. The students are actively involved in the use of digital literacy, starting from searching for content, accustomed to creating content, starting from relatively simple content (text-based), and sharing content of students' works through the internet. This condition is a leap in the progress of learning in accordance with the demands of the times in a traditional pesantren environment.

4. CLOSING

Conclusion

The leaders of the "Pesantren Rakyat" have strong policies and commitments in utilizing Digital Literacy at the Al-Amin Islamic Boarding School in Malang, East Java. The leadership of the pesantren believes that although the pesantren is located in the countryside, the students and the surrounding community need to have insight and think globally through the use of digital in learning. The pesantren, which was founded seven years ago independently, shows that the availability of infrastructure and digital applications is still relatively limited and simple. Digital infrastructure relies on internet subscriptions that are distributed via wifi for free for students and the surrounding

community. The use of wifi in addition to helping infrastructure limitations in boarding schools can also increase the participation of students and the community to utilize digital literacy for learning and empowerment of communities around the pesantren.

Digital literacy content relies on content from the internet. To get the content that is needed by the pesantren, a santri team is formed to look for content. The students and the surrounding community take advantage of digital literacy through their own laptops, cellphones or smartphones. Through the use of digital literacy, religious learning has become dynamic and interesting, especially for young students today who are already familiar with various gadget products. Likewise the media and content of religious learning become diverse, not only based on text or letters, but can be in the form of audio, images, videos, animations and even simulations. The time and place of learning also becomes more flexible. The students are also accustomed to creating digital content, through assignments.

Suggestion

As an initial stage, Islamic boarding school is quite good at utilizing digital to support learning in pesantren. Positive things that need to be maintained at the same time improved include leadership commitment to utilize digital literacy in learning in pesantren, familiarize students with digital content and disseminate it through the internet, optimization of personal gadgets of students and the public to support the use of digital literacy in learning, use of wifi free even without a password making it easier for students and the community, community involvement around the pesantren through local culture and wisdom, as well as other aspects.

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THE SOCIAL HARMONY IN CONDOLENCE UTTERANCES: PRAGMATICS STUDY

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Abstract: This study aimed to explain pragmatic expressions in condolence utterances with almost the same utterance content, which contains expressions of grief and prayers for goodness. This is qualitative research with 753 people in several whatsapp groups' members. The data of this study were collected using documentation techniques in early 2020 with the researcher as the key instrument and were analyzed using the explanative comparison technique with the flow analysis technique of Miles and Huberman (1984). The results showed that there are several condolence utterances which contains expressions of grief and prayers for goodness. Some of them emphasized in condolences which is not only as a content, but also social aspects, especially those related to the desire to maintain social harmony. In brief, pragmatic expression is both an encouragement and a form of reduction of the feeling gap as an effort to create social disharmony in society.

Keywords: social harmony, condolence utterance, pragmatics

1. INTRODUCTION

This study aimed to examine the social harmony in condolences from a pragmatic perspective. Those utterance is interesting to study because of its high frequency of use with almost the same utterance content, which contains expressions of grief and prayers for goodness. The similarity of content suggests that what is emphasized in condolences is not content, but social aspects, especially those related to the desire to maintain social harmony. The facts show that with condolences comes a sense of "the same fate": grief is shared. In certain individuals, the disharmony that previously existed is reduced by expressions of condolences. For other individuals who were previously able to create social harmony, social harmony became stronger with condolences "fertilizer". This suggests that social aspects of condolences are more important than information content.

In line with this, the formulation of the problem in this study is a pragmatic expression of what is a marker of politeness and at the same time represents social harmony in condolences. The research problem was solved by explaining the pragmatic expressions used. Thus, the aim of this study is to explain pragmatic expressions in condolence utterances.

This aim is achieved using the politeness theory proposed by Geoffrey Leech. As a pragmatic part, the discussion of Leech's politeness theory should be linked to the pragmatic capacity in speech studies. In this case, it is important to say that in order to see the capacity of pragmatics, experts distinguish pragmatics from semantics and syntax. As stated by Leech (1983), semantics focuses on the question "*what does X mean*", while pragmatics is related to the question "*what do you mean by X*". For example, when the blackboard in the classroom is full of writings a teacher says "Who does the day this?" to students, semantics is used to recite its literal meaning, that is, the teacher wants to know the name of the student who is on duty that day. In contrast to semantics, pragmatics is used to assess the teacher's intention that with the support of context he intends to convey orders indirectly, so that students who pick up the picket clean the blackboard. The order was conveyed indirectly, so that there were options for students to do or not to do what the teacher wanted. Utterance that provides choices, according to Leech (1983), is polite and important for maintaining social harmony.

Same as semantics, syntax is also not related to social harmony. In this example, in line with the syntactic concept that the study focuses on the relationship between language forms and the arrangement of language forms in a sequence (Yule, 1996; Ariel, 2008), what is studied in syntax is a series of words "who" has a position as a predicate, the phrase "the picket" as the subject, and the phrase "today" as an adverb in a sentence. This study, in line with Cruse's (2000) statement, focuses on isolated words so that, as noted by Glanberg (2005), they cannot be used to reveal *extra information* in context.

The advantages of pragmatics in utterance studies are also evident in Leech's politeness theory. In the view of Leech (1983), politeness is related to the relationship between two participants which he calls *self* and *other*. "Self" is identified as speaker, while "other" is identified as speaker or anyone who can be marked by pronoun III either singular or inclusive plural.

Whether or not politeness is shown to others is influenced by several factors. The key factor is the presence or absence of the other person. Another factor is that the other person is under the influence of the speaker or hearer. In this connection, the degree of politeness is positively correlated with the degree of discontinuity and also the hearer's degree of freedom. This means that the more polite the speaker's utterance, the less direct the delivery of the meaning and the more free the hearer (Suhartono, 2020).

Regarding the condolences utterance which in Leech's theory of politeness are governed by the maxims of sympathy, the two things are presented in this section. First, the maxim of sympathy is especially important in certain situations, such as situations of grief or adversity. Second, this maxim can be used to explain, for example, why condolence utterances are seen as polite and respectful speech even though it expresses

the speaker's belief which for the hearer is a negative belief. Examples (1) and (2) below have the potential to be used as a complement to the explanation.

- (1) Our family is very sad to hear the news that Pak Redin has finally died in this condition.
- (2) Our family is also sad to hear that the news this morning.

In general, utterance (2) is preferred and commonly used than utterance (1) because it emphasizes sympathy maxims. Without further information, it can be interpreted that (2) is a condolence utterance (an utterance that expresses sympathy for an adversity). Utterance (2) is considered more polite, even though it does not use pragmatic expressions of greetings, prayers, thanks, and so on, because it does not mention the "identity" of the deceased and "what happened". In other words, the use of "Pak Redin" and "died" causes the utterance to be less polite.

2. METHODS

This qualitative research data is condolence utterances from members of several WhatsApp groups, both family-scale groups, study programs, universities, and national level professional associations. The total members of the group are 753 people; be at least 18 years old; a student, teacher, lecturer, and entrepreneur background with education ranging from high school to doctorate.

The data collected using documentation techniques in early 2020 with the researcher as the key instrument which were analyzed using the explanative comparison technique with the flow analysis flow technique of Miles and Huberman, namely data reduction, data presentation, and conclusion / verification by Miles and Huberman (1984). At the data reduction stage, the data organized according to the research problem and coded until the presentation is orderly. Furthermore, for the sake of presentation, the data were selected from a similitive-distinctive perspective, then presented according to the needs of *explanative adequacy*. The series of explanations are then concluded and verified.

3. RESULTS AND DISCUSSION

In Earley's view (1997), society is an organization with a distinctive structure in which each individual member of the community becomes an actor with their respective roles. They are social actors whose self-image (*faces*) need to be respected and considered. When this works collectively, social harmony will grow which contributes to society as an organization.

To realize those things, two things are needed. First, in line with Landis (2018) thinking, every individual needs to give something in the form of gifts, trust, or encouragement to others. The thing that is given does not have to be a tangible object, but can also be in the form of a pragmatic expression or a speech that is encouraging or

encouraging. Second, according to Buck's (2018) opinion, each individual needs to take important steps as a bridge to reduce *gaps* between individuals. In that perspective, giving condolences, as seen in data (1), is important to do as a form of encouragement to the bereaved and on the other hand as an effort to reduce the gap between feelings of joy and the like.

(1) Inna lillahi wa inna ilaihi roji'un. Hopefully the late Husnul Khotimah. Amen.

(Verily we belong to Allah and to Him we return)

These condolence utterances are a pragmatic expression given to the bereaved family, in order to not to be sad because the person who died is not in principle ours, but belongs to Him. The condolence utterances are at the same time a gift in the form of knowledge that the notion of our family members belong to us is wrong. The truth is that whoever, no matter he or she is a parent, child, sibling, or anyone else is not ours, but belongs to God.

The second knowledge in these condolence utterances is that we also will eventually return. It is only a matter of time. In the end, all of them, including those who are currently in a state of grief or who are committing takziah, will return to Him so that grieving excessively is useless.

The take and give situation in terms of knowledge and awareness will create social harmony. All parties are harmonious. There is no worldly based conflict because all are aware that in the end they will return to the real owner, namely Allah.

There are times when the knowledge and awareness contained in condolence utterances are added with prayers to the deceased. The prayer, for example, "may Husnul khatimah" (his life end well), as shown in data (2). There are times, as shown in data (3), polite diction is added as a substitute for "died", which is, "passed away".

(2) Inna lillahi wa inna ilaihi raji'un. May husnul khatimah.

(3) Hopefully he will rest in peace in a state husnul khatimah. Amen.

It is not uncommon to pray in condolence utterances in the form of complete prayers, as shown in data (4) if a woman dies and (5) if a man dies.

(4) Inna lillahi wa inna ilaihi raji'un. Allahummaghfirlaha Warhamha wa 'afihi wa'fu 'anha. Hopefully Ma'am ... husnul khatimah. (May Allah forgive her, love her, and forgive her)

(5) Inna lillahi wa inna ilaihi raji'un. Allahummaghfirlahu warhamhu wa 'afihi wa'fu 'anha. Hopefully Sir ... husnul khatimah

There are times when sympathy for the bereaved family is shown in the form of involvement as a party who is also grieving, as seen in data (6) and (7).

(6) Sorry to hear that Mother.... Hopefully Husnul Khatimah, all her mistakes and mistakes will be forgiven, and her good deeds will be accepted. Amen.

(7) So sorry to hear that Mom.... May Allah call her in a husnul khatimah state, accept his deeds, and forgive her sins.

Some people are accustomed to completing their prayers with prayers to the deceased and their families left behind, as shown in data (8) and (9).

(8) Grieve over the death of Ma'am ... I hope the deceased will have the best place beside Him, the family left behind will be given patience and sincerity, Amen.

(9) We as a family share in the deep sorrow of saying "inna lillahi wa inna ilaihi roji'un" for the death of Ma'am ... I hope the deceased will pass away in a husnul khatimah state and for the family left behind will be given courage and sincerity. Amen.

Prayers that are given are sometimes complemented by testimony that the person who died was a good person, as shown in the data (10).

(10) Ya Allah, inna lilahi wa inna ilaihi rajii'un. May the deceased Husnul Khatimah be accepted by her acts of worship, given the best place by His side, and the family left behind will be given courage and sincerity. Amen. She is a very good person.

4. CLOSING

a. Conclusion

Pragmatic expressions that are a sign of politeness and at the same time represent social harmony in condolence utterances in the form of prayers for the deceased, prayers for the bereaved family, involvement as a bereaved family, and good testimony. This pragmatic expression is both an encouragement and a form of reduction of the feeling gap as an effort to create social disharmony in society.

b. Sugestion

Researchers who are interested in pragmatics can use the results of this study as a comparison and reference in research with the object of social harmony or condolence utterances to explore things that have not yet been studied, such as the response and impact of condolence utterances.

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THE ROLE OF INFLUENCERS IN DIGITAL PLATFORM AS AN EXISTENT OF SOCIAL SOCIAL EDUCATION TO RAISE PEOPLE AWARENESS FACING COVID-19

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Abstract: The new virus severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) which causes acute respiratory system symptoms leading to death. According to the 176th situation report as of July 14, 2020 from WHO, 12,964,809 cases were recorded globally with deaths reaching 570,288 (WHO, 2020). July 24, 2020 data shows 76,981 cases with a total death toll of 3,656 in Indonesia. The impact caused by covid-19 is not only in the number of cases of death but has an impact on the economy and social of a country. In preventing the transmission of covid-19, various affected countries have implemented mitigation in each country. Indonesia implements community mitigation. The main key to mitigation in overcoming Covid-19 is public awareness. In this digital era, social media plays an important role in changing the mindset of its users, which has an impact on individual awareness in suppressing the spread of Covid-19. One of them is the role of influencers in social media networks. Regarding education, the education process is not only limited to school buildings, social networking cannot be separated from changing individual views on something, one of which is public awareness in suppressing the spread of Covid-19 as an effort to mitigate non-natural disasters. The ability and role of influencers in changing the people's mindset, one of which is about awareness against the spread of Covid-19 as "*the real social education*".

Keywords: Covid-19, mitigation, influencers

1. INTRODUCTION

Coronavirus Disease 2019 (Covid-19) has become a global topic since its appearance last December 31, 2019. The World Health Organization (WHO) reports, This case began with a pneumonia case of unknown cause in Wuhan City, Hubei Province, China (WHO, 2020). Since the first case was reported on December 31, 2019 to January 3, 2020, a total of 44 cases had pneumonia. Precisely on January 7, 2020, it was only known that the cause of pneumonia that was being suffered by Wuhan residents was due to a new virus, namely *severe acute respiratory syndrome coronavirus 2* (SARS-CoV-2) or it was easier to call it the corona virus.

Corona virus causes acute respiratory system symptoms leading to death. According to Xu H, et al, the organs most affected are the lungs because this virus causes respiratory failure which allows death. According to the 176th situation report as

of July 14, 2020 from WHO, 12,964,809 cases were recorded globally with deaths reaching 570,288 (WHO, 2020). WHO on March 11, 2020, officially released the Covid-19 outbreak as a pandemic on the grounds that this virus has an increasingly widespread spread throughout the world (Pamungkas, 2020).

The spread of the pandemic that is increasingly widespread throughout the world has also made Indonesia an affected area. The development of the Covid-19 case in Indonesia itself began when the first case was announced on March 2, 2020 by President Joko Widodo. Until the time this article was written (24 July 2020) there were 76,981 cases with a total of 3,656 deaths in Indonesia.

The Covid-19 pandemic has not only resulted in death, but also affects various sectors. One of the sectors that has become the center of attention is the economic sector which has a very significant impact on every country. According to an article written by Burhanuddin and Abdi, he explained the threat of the global economic crisis from the impact of COVID-29 (Chastrol Iksan Burhanudin, 2020) The economic sector that has a global influence, namely the capital market sector which has volatility or changes in money prices, shows that market fluctuations in this period are very high. This condition makes investors mentally panic and puts global stock markets under intense pressure. Gold trading also had price increases that soared and set a record high in the last seven years.

The impact of Covid-19 on the global economy made Indonesia carry out various policies in order to counteract this condition. Exchange rate movements and oil prices continued to contract. Data from the Central Statistics Agency shows that oil and gas and non-oil and gas exports have decreased because China is the largest importer of crude oil and in China has experienced a decline in production even though China is the center of goods production for Indonesia (BPS, 2020). Data from BPS also shows that the tourism sector also has an impact on the downturn in the Indonesian economy. In 2019, Chinese tourists reached 2.07 million people or accounted for 12.8% of the total tourists. The decline in foreign tourists also decreased due to the policy of implementing the Covid-19 disaster management carried out by the Indonesian government.

Besides having an impact on the economic sector, Covid-19 also has an impact on the social sector. The social impact has continuity with the impact that is generated in the economic sector, for example the loss of the inability of the community to work due to the scale limitation policy which narrows the community space, the inability of the community to find work, increasing poverty and depletion of staples, not fully fulfilling the right to learn in formal schools, and the number of unemployment rates.

Every country affected has policies to mitigate Covid-19. For example in China, the area that was the initial place for the spread of Covid-19 by *tracing* to find out positive cases, closing markets and other crowded places by treating *lockdowns* for the community (Wuhan Municipal Health Wuhan Municipal Health Commission's, 2020)

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Indonesia uses community mitigation or mitigation in society which aims to slow the transmission of the disease. contained in the guidelines for preparedness to face coronavirus disease (Covid-19) The mitigation approach is used to minimize morbidity and mortality as well as the social and economic impacts caused by Covid-19. The steps implemented by the government with the existence of Large-Scale Social Restrictions (PSBB) were carried out in several cities / regencies in Indonesia, appeals to maintain a distance (at least 1 meter) from other people, keep your hands clean, wash your hands or use a *hand sanitizer*, wear a mask when outside, avoid touching the eyes, nose and mouth.

Corrona virus (Covid-19) is a disease that has transformed from human to human, meaning that there is a greater risk of transmission in the crowd. The main key to mitigation in overcoming Covid-19 is public awareness. In this digital era, social media plays an important role in changing the mindset of its users, which has an impact on individual awareness in suppressing the spread of Covid-19. One of them is the role of *influencers* in social media networks.

Making a character or commonly called an *influencer* is very appropriate to lead public opinion through digital platforms (Gemmerli, 2015). The role of *influencers* is to engage the younger generation by building narratives and perceptions to provide a deep understanding of a social action. Based on the study of social media and human social motives, it is able to provide social influence in a community, meaning that individual or group actions can encourage change in others (Noshir S. Contractora, 2016).

influencers in social media studies are considered *prestige centrality*. Where individuals who have high prestige and have the highest influence in the network. The reason is not because of connecting with many other people, but by connecting with those who are influential so that they can change the opinions and perceptions of others (Noshir S. Contractor, 2016). Meanwhile, when referring to the definition, education is all efforts to "change" and enable the community to develop individual potential (Sujana, 2019). So that in education, *influencers* act as learners who change individuals with social networking media.

In this new era, there have been many appearances of those who have suddenly become famous or are commonly known as *influencers* social media. According to Turner, fame and financial boom can be achieved by ordinary people thanks to social media (Ruiz-Gomez, 2019). *Influencers* are basically first developed in the world of business marketing proposed by Brown and Hayes identified as utilization of certain individuals who have influence potential buyers of a brand or product to help brand marketing efforts (April Kemp, 2018). *influencers* in digital platforms are those who have a large following in certain digital segments who can encourage thinking from other individuals (Ranga, 2014). According to Fredberg, *Influencers* on social media platforms are the ones who can shape the attitude of the audience through blogs, tweets, and the use of other social media channels (Glucksman, 2017).

According to Kietzmann, Hermkens, McCarthy, & Silvestre in the context of social media, *influencers* use online personalities and beliefs to bring out the potential and ability to influence others (April Kemp, 2018). An *influencer* has the power to influence other people's decisions because of their authority, knowledge, position or their relationship with their audience. The most important thing is that these *influencers* do not only act as a simple marketing tool, but are more of a social relationship asset in the digital world (Zdenka Kadekova, 2018). In line with this, Ledbetter argues, When a party tries to influence others to take specific actions, a dynamic occurs that can change the direction and content of their relationship (Glucksman, 2017).

Content Agency divides *influencers* into four types, as follows::

- a. Bloggers: blog owners (websites) who aim to share their thoughts. A blogger creates authentic and unique content such as photos, text, and comments and displays them in chronological or alphabetical order by posting on the blog and often shared via social media.
- b. YouTubers (vloggers): Interact with viewers through their videos on Youtube, express their own feelings and experiences and deal with the most diverse topics.
- c. Celebrity: is an actor, singer, presenter, athlete or someone who has been widely known thanks to the media. On Facebook, Instagram or Youtube, these celebrities

have a number of followers to share their daily activities ranging from public to private ones.

- d. Instagrammer: someone who, thanks to high-quality photo content, has been able to attract the interest of Instagram users and in the end get a large number of followers who are not ordinary celebrities (Zdenka Kadekova, 2018).

2. METHODS

This study used a literature approach, while data collection techniques were carried out by collecting data with online-based literature studies. Various information related to covid-19 data and the role of influencers in educating the public about the spread of covid-19 through supporting data sourced from research journals, documents, articles and social media accessed online. Literature studies generally have the aim of informing readers of the results of other studies that are closely related to the current research, linking the research with existing literature and filling gaps in previous research (Creswell, 2010). Literature studies contain reviews, summaries, and writers' thoughts on several sources of literature. In particular, the literature study in this study aims to determine the influence and role of influencers in increasing public awareness in dealing with Covid-19 by using their social media.

3. RESULTS AND DISCUSSION

Social media is currently an attractive medium for the community. Social media can be used as a means of self-actualization, including influencers who use social media to develop skills that can increase their population and reputation. *Influencers* can raise awareness among their followers, and encourage some type of action, the platform to achieve these goals is often Instagram (April Kemp, 2018). Several *influencers* who are viral in cyberspace are related to Covid-19 and have played a big role in society, some of which are dr. Tirta, Didi Kempot, Rachel Vennya and the ones whose names have recently sprung up are Mbah Minto.

dr. Tirta has an extraordinary role in *influencing*, especially among millennials who are hungry for information. With its straightforward and straightforward concept, as well as everyday language that is easily accepted by ordinary people, dr. Tirta managed to attract the sympathy of the younger generation regarding insights and knowledge about Covid-19 and how to handle it in hospitals.

Campursari singer Didi Kempot gave a different impression, by holding a charity concert from home which was broadcast live on KompasTV which was held on April 11, 2020, getting a donation of Rp. 7.6 Billion (CNN Indonesia, 2020). The results of the donation were donated to 33,850 households (KK) in the Jakarta area. In addition, in the event which lasted for 3 hours, Didi Kempot urged all his fans to fight Covid-19 by not returning home or going home for Eid, even the deceased specifically created a song

entitled "Ojo Mudik" which contained an appeal to the public to refrain from returning home.

Fundraising was also carried out by *influencers* known as Rachel Venny's celebrities through Kitabisa.com from March 16, 2020 to June 4, 2020, and managed to raise Rp. 9,200,930,110 of the funds collected were channeled to hospitals that were referred to Covid-19 by donating personal protective equipment (PPE) (Kita Bisa, 2020). Through this fundraising, Rachel Venny also made a donation of Rp. 2 billion to the Indonesian Red Cross (PMI). From Rachel Venny and Alm. Didi is also known that with his charisma, he is able to provide motivation to jointly help each other and fight the spread of Covid-19.

Last but not least is Mbah Minto, who recently attracted public sympathy with videos on YouTube with the account "Ucup Klaten" as content creator. With the headline "failing homecoming" which was viral in cyberspace, Mbah Minto tried to provide insight to the public not to go home first. The language is simple but touches the innocence of being old but "slang" provides entertainment as well as an appeal to the public.

The relationship between influencers and education, that it is clear in Social Studies Education according to NCSS is a school subject whose main task is to educate students to become good citizens in their environment (Bell, 2019). The most important social studies laboratory is in the community environment, not except in the virtual environment such as social media. Regarding education, the education process is not only limited to school buildings, social networking cannot be separated from changing individual views on something, one of which is public awareness in suppressing the spread of Covid-19 as an effort to mitigate non-natural disasters.

4. CONCLUSION

a. Conclusion

Based on the results and discussion that has been done, it can be concluded that the ability and role of influencers in changing people's mindsets is one of the awareness against the spread of Covid-19 as "*the real social education*".

b. Suggestions

Should be more influencers who have a positive impact on society who can be used as role models and examples by the community and be able to position themselves with the existing situation and culture.

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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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REVITALIZATION OF OLIGARCHIC POLITIC: POWER OF ISLAMIC BOARDING SCHOOL IN LOCAL REGION

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Abstract; Existence of Islamic Boarding School elite in direct regional head elections in the context of local political dynamics have triggered oligarchic power and dynasty politic. Participation of Islamic boarding school elite in local politics is considered block the democracy process, spreading of corruption cases, collusion and nepotism and obstructing the development of human resource who modern rational. Actor in dynasty politic utilizes the reputable name in Islamic boarding school as political tool to reach the power. The relation of family power and patron relationship – Islamic boarding school client gives big advantages because it has very high probability to win the contestation of regional head election and legislative election. This article aims to analyze the oligarchic power and Islamic boarding school dynasty politic in the context of local political dynamic in Indonesia. The result of research reveals dynasty politic ruin the pillars of Indonesia democracy. As for factor causes the oligarchy power of Islamic boarding school is Populism, Power, and Tribalism. It cannot be separated from patronage influence, local elite power and the movement of social elite construct dynasty politic in democracy era. This article suggests the religious elite in political dynasty to prove the result of professional work not merely utilizing reputable name in Islamic boarding school. It is better to show the result of hard work to become contestant in local politics, not merely use the name of parents and other family members.

Keyword: oligarchic, Islamic boarding school, power, local politic

1. INTRODUCTION

Power oligarchic and dynasty politic are phenomena in direct regional head election after reform. Becoming strategy to perpetuates power, ruin democracy process in Indonesia. Democratization delivers elite becoming local ruler. Religious elite from Islamic boarding school becomes the part of political dynasty in Indonesia (Djati, 2015). Kinship politic of Islamic boarding school confirms the power, domination of *Kiai* in local political region. Family relations from descendant, relatives and Islamic boarding school fanatical sympathizers (Zabyelina, 2013). In East Java, the domination of *Kiai* is clearly visible influencing client patron. Strong and weak influence of *Kiai* power

relation and local elite is related to transformation of social roles and local elite becoming kinglet in Java local politics (Pribadi, 2011).

So far, that has been talking about power oligarchic and dynasty politic in Islamic boarding school. Pribadi also do research about *Kiai* power relation, he found cleric is more powerful than *umara'*. This factor happens caused there is relationship linkage of client patron between both of them (Pribadi, 2011). Meanwhile, according to Asep Muslim, there are two factors influencing the roles of political elite; first, central government political policy, second, social-cultural aspect in society. The existence of dynasty politic in Pandeglang, Banten, caused bad effect to democracy such as corruption cases, bad public service, very high economic inequality and marginalized groups. (Muslim, Kolopaking, Dharmawan, & Soetarto, 2015). Similarly, the research of familism politic by Azahra explained dynasty politic is influenced by family basis. Familism relation has been phenomena in Indonesia. *Kiai* is able to influence his children and family political career. (Azahra & Alfirdaus, 2019).

The objective of this research is to complete the lack of existence study and ignoring the affirmation of oligarchic power of dynasty politic in Islamic boarding school in Indonesia. In many cases happened in Indonesia, it is clear that the Islamic boarding school family dominate power strategic position as the result of democracy system such as in succession of regional head election and the legislative members' election. Related to it, there are 3 question which can be formulated: (a) how power oligarchic happen in Java; (b) what are factors caused the happening of power oligarchic and political dynasty in Islamic boarding school at Java in context of local political dynamic; (c) how power oligarchic and family politic are able to influence the social movement and democratization in local region. These three problems formulation is important to propose, seeing the existing phenomena and the spreading of Islamic boarding school dynasty politic which utilizing the influence of religious elite in Indonesia election. At the same time, it needs deeply discuss about implication of Islamic boarding school power oligarchic toward the development of democracy in Indonesia.

This article is based on the argument that Power Elite Theory is the relationship among there group; politic, military, and economy, which are determinant for important policies. Power elite theory is finding of Mills research (Grusky & Mills, 2018). Religious elite socio-political movement; power relation cannot be separated from the roles of most powerful actor such as the domination of religious elite or *Kiai*. Patron-client: in the theory of patron-client, Scott explained attachment relationship and client helplessness about patronage power as result the relationship becoming long last because client inability to escape from existence condition (Scott, 1972)

2. METHODS

The problems of power oligarchic and Islamic boarding school dynasty politic are chosen as the object of research because the implementation of Islamic boarding school elite becoming ruler at local level is increasingly widespread since the implementation of direct regional head election and concurrent legislative elections. Like what has been explained by expert dynasty, political powers weaken Indonesia democracy process, rampant corruption cases, collusion and nepotism at family circle. The worrying thing happened because the center of oligarchic power has influenced religious elite in Islamic boarding school, so that it is difficult to distinguish between cleric and *umara* with conflict of interest.

This article is qualitative research by using phenomenology perspective. Techniques of data gathering were in-depth interview, observation, and documentation. Observation is done when elite becoming campaigner to win his children when involving in regional head election or becoming legislative member. The object of direct interview is religious elite figure as Islamic boarding school educator and the political actor at local region; they are representation of dynasty political community in the context of local political dynamic. Interview was done in some places in East Java and Central Java, both direct and interview through telephone. Analysis was carried out toward the result of data collections descriptively and interpretation both for interview data and for data of interview result. .

Then, data were analyzed using techniques of Hubberman and Miles data analysis by identifying and gathering data, explaining, reducing and last verifying. Data derived from the result of interview is collaborated with the data of observation result. Then, data were explained and reduced by discarding data, which unsupported research interest. the last step is doing data verification (Herdiansyah, 2010; Nazir, 2004; Oliver, 2013; Rahmat, 2009)

3. RESULTS AND DISCUSSION

3.1 Oligarchic Phenomena of Islamic Boarding School Elite Power

Heretofore, Islamic boarding schools have already survived and follow the times, adaptive, always dynamic with modern world. As result, there are many Islamic boarding school that still exist and able to compete with contemporary life. One of the existences of Islamic boarding school elite in the context of local political dynamic becoming region head as result power oligarchic and political dynasty phenomena emerge in some Islamic boarding school in East Java and Central Java, as in table below;

Table.1.1 Oligarchic Power and Dynasty Politic in Some Islamic Boarding School in Java:

No	Name of Elite	Position	Location	Power	Family Relationship	The Name of Islamic Boarding

						School
01.	KH. Fuad Amin Imron	Former Regent of Bangkalan Madura	Bangkalan – East Java Province	1. Makmun Ibnu Fuad (Bangkalan Regent period 2013-2018) 2. Abdul Latif Amin (Bangkalan Regent period 2018-2023)	Biological Children Younger Siblings	Syaikhona Mohammad Kholil Islamic Boarding School Bangkalan
02.	Nyai Hj. Munjidah Wahab	Jombang Regent	Jombang East Java	1. Ahmad Silahuddin (Regional People's Representative of Central Java) 2. Emma Umiyatul Chusna (House of Representative of Republic Indonesia) 3. Mujtahidur Ridho (Regional People's Representative of Jombang)	Biological Children Biological Children Son – in – law	Bahrul Ulum Islamic Boarding School Jombang
03.	KH. Salwa Arifin	Bondowoso Regent	Bondowoso East Java	Masyarafatul Manna (Member of Bondowoso Regional Peoples' Representative Council 2029-2024)	Biological Children	Mambaul Ulum Islamic Boarding School Bondowoso
04.	KH.	The	Sarang –	1. Taj Yasin :	Biological	Al Sarang

	Maimoen Zubair	Chairman of Party Consideration Assembly PPP	Central Java	<p>The Vice of Central Java Governor 2018-2023</p> <p>2. Majid Kamil: The chairman of Rembang Regional People's Representative Central Java 2019-2024</p> <p>3. Rajih Ubab Maimoen: House of Representative of Republic Indonesia 2019-2024</p>	<p>Children</p> <p>Biological Children</p> <p>Biological Children</p>	Islamic Boarding School – Rembang Central Java
05.	KH. Thoyfoer	PPP Party Consideration Board and Republic of Indonesia Legislative period 2004-2009	Lasem Rembang – Central Java	<p>1. Arwani Thomafi (House of Representative of Republic Indonesia period 2019-2024)</p> <p>2. Abdul Aziz (Regional People's Representative of Central Java period 2019-2024)</p>	<p>Children</p> <p>Son – in - law</p>	Al Hamidiyah Lasem Islamic Boarding School Rembang Central Java

Source: data processed by researcher 2020

Based on the table above, it can be explained that the power in Bangkalan Madura East Java is categorized into unique. He is RKH. Fuad Amin Imron and he is the grandson of Syaichonah Kholil Bangkalan Charismatic *Kiai* who is role model for NU society in Indonesia. He is success to form small kings. Fuad Amin political dynasty becomes very important example after get the position as the head of Regional

People's Representative Assembly then becoming Bangkalan Regent during two periods. Then, he popularized his biological children Makmun Ibnu Fuad becoming Regent during one period 2013-2018 and nowadays Regent position is continue by his younger siblings named Abdul Latif Imron. Then, RKH. Fuad Amin was arrested by Corruption Eradication Commission because he is involved corruption and money laundering. On August 16th 2019, Fuad Amin was passed away when he served his sentence(Rachman, 2014).

Dynasty politic is also seen in Jombang regency, mother's power into her children. Mrs. Munjidah Wahab , Jombang Regent, is the biological children of Charismatic Kiai who found NU and national hero KH. Wahab Hasbullah. Nyai Hj. Munjidah Wahab reputable name becomes one of evidences that she has strong influence to the chosen of her children and her son in law becoming the member of Regional People's Representative of Jombang, Regional People's Representative of East Java until the member of House of Representative of Republic Indonesia. The winning of Munjidah Wahab as Regent gives wide influences for her family.

The influences of Munjidah leadership as the branch head of Muslimat NU. Big organization, *Nahdatul Ulama* (NU), *Muslimat NU*, *Fatayat NU*, IPPNU, IPNU, Banser Jombang is able to give vote contribution in legislative election so that her children and her son in law success get position in House of Representative of Republic Indonesia, Regional People's Representative of East Java, Regional People's Representative level 2 Jombang Regency. The NU branch of *Fatayat* Community Organization. The influences of cultural and the big name of KH. Wahab Hasbullah becomes supported factor in getting the elector vote of *Nahdhiyin* Community in Jombang area and Mojokerto regency/city. Patronage among Kiai, Mrs. Nyai, Islamic boarding school alumni and Islamic boarding school sympathizers determine the success and victory. Like what has been said by Emma Putri, Jombang Regent.

....”” To keep the vote of voters, alumni, and Islamic boarding school sympathizers becoming more solid and grow bigger, we appoint the head of success team who come from Bahrul Ulum Jombang Islamic boarding school families. As result, it makes coordination easy among Islamic boarding school families because all of big Islamic boarding schools in Jombang have fellowship with us. It becomes one of factor mother, brother and sister and my son in law win legislative election, please pray that this position brings blessing (Interview with Ning Emma on Wednesday, December 4th 2019 in WPP PPP office in Kendang Sari Surabaya)

Based on the result of interview, it remarks the reputable name of Islamic boarding school family has very strong influence and becoming determinant for regional head election victory as well as legislative election.

Family political power is also constructed in Bondowoso regency, KH. Salwa Arifin is regent for period 2019-2024 as well as the head of nahdlatul ulama (NU) branch, and the educator of Mambaul Ulum Bondowoso Islamic boarding school. As result, it is easy to her to direct the society to obey and choosing him at regional head election. At legislative elections, KH. Salwa is able to deliver his first daughter, Masyarafatul Manna, becoming the member of Regional People's Representative of Bondowoso period 2029-2024. The effort to build family political power is also happened in Lasem Rembang in Central Java. From both of big *Kiai*, KH. Maimun Zubair and KH. Ahmad Thoyfoer. The big family of Islamic boarding school is able to give influence to the choosing of his children in politic field in legislative level and as regional head. Unity relation is often happened in political party structure and becoming phenomena in Indonesia.

3.2 Power Oligarchic and Family Politic in Democratization

Participation of Islamic boarding school family in local political dynamic during direct regional head election, as effort to construct power and political dynasty to perpetuate the power. Like what has been explained by Ruud and Nielsen that family politic as the part of bigger power, and power is able to unite the previous power so that it become new power mechanism and maintain the power (Ruud & Islam, 2016; Ruud & Nielsen, 2018)

The increasing of patron-client relation and the existence of Islamic boarding school elite construct oligarchic power in political dynasty, effort to utilize the capital cultural to reach victory. By using the reputable name of Islamic boarding school family such as: KH. Maimun Zubair in Rembang, KH. Wahab Hasbullah in Jombang, KH. Syaichona Kholil in Bangkalan, KH. Salwa Arifin in Bondowoso.

Implication of political dynasty is spreading of corruption cases, collusion, and nepotism. Like what has happened in Jombang regency, Mrs. Munjidah is also suspect doing the same things; abuse power and her authority, utilizing government facilities to her children campaign interest. It is like what has been stated by Fatimah Zahra, the member of Regional People's Representative of Jombang period 2019-2024;

“.....Mrs. Regent calls all of official head in Jombang government circles, she ask them to responsible to gather vote for her children who will be candidate for Central legislative member, province and regional. Moreover, there is the official head who said he has spent tens of millions divided into community in form of rice, sugar, cooking oil.“ (interview result with Fatimatus Zahra, Jombang, Juni 21st 2020).

Based on the result of interview, it remarks elite power in context of local power dynamic to construct family political power to perpetuate victory and individual commercial economic political interest.

3.3 Elite Power Theory and Patronage in Power

Elite power is relationship among three groups: politic, military and economy which determinant for important policies. Elite power theory is the finding of Mills research (Grusky & Mills, 2018). Patron- client: in the theory of patron-client Scott explains attachment relation and client helplessness toward the power of patronage so that that relationship is long last because client inability to escape from the existence condition.(Scott, 1972). In relation to regional head election, there are political transaction by religious elite, which said as the common, and neutral thing even Kiai use religious values to do massive hegemony society.

Actually, a thing that has been done by Islamic boarding school elite is based on materialistic principles in power relation. Society habitus tradition in religious area, pursuance and respect Kiai and his descendant becomes necessity especially for Islamic boarding school students, there is main point that religion become society unity factor in Madura and other region where there are many big Islamic boarding school such as Rembang Central Java KH Maimun Zubair, KH. Toyfur Lasem Rembang, in East Java such as Jombang, Madura, Bondowoso and *Tapal Kuda* region. (Faizin, 2017; Sila, 2019)

3.4 Religious Elite Socio - Political Movement; Construct Dynasty Politic

Power relation cannot separate from the roles of most dominant actor such as religious elite domination or Kiai. It also happens in some places in Java Island where the domination of Kiai is very strong to construct oligarchic power of dynasty politic. Like showed in table 1.1 which power of Islamic boarding school elite is extend since the occur of direct regional head election.(Amenta, Caren, Chiarello, & Su, 2010; Bayat, 2005; Diani, 1992; Escobar, 1998; Gamson & Tarrow, 1999; Tartakowsky & Tarrow, 1997). Islamic boarding school elite is able to influence and mobilize masses movement, very high charisma owned so that he becoming the place to consult, make important decisions, able to solve social- community problems. Like what happen in Bondowoso regency, besides Regent KH.Salwa Arifin is also the head of Nahdatul Ulama Branch, and the educator in Mambaul Ulum Islamic boarding school Bondowoso. So that it is easy to direct the society to obey and choose him when regional head election and legislative election, KH. Salwa is able to bring his first daughter Masyarafatul Manna become the member of Regional Peoples' Representative Bondowoso period 2029-2024.(Herdiansah, 2016)

4. CLOSING

This article reveals there are some important finding related to oligarchic power and Islamic boarding school power in local political dynasty first, one of effort to perpetuate the victory oriented materialistic ignore the spiritual values. It is proof with there are many corruption cases, money laundering and utilized the fund to campaign

interest done by Islamic boarding school elite such as KH. Fuad Amin Bangkalan Regent Former East Java, he is not only arrested by Corruption Eradication Commission but also more tragically he is passed away when he served his sentence.

Second, utilizing patron – client relation and cultural capital to reach the victory in Region head election and legislative election. The patron of Islamic boarding school elite is able to mobilize the movement of mass as result it is easy to direct them to get vote when regional head election and legislative election. Dynasty political practice become hegemony and patron-client become tools to reach the victory. Using religious value to get political power, which use materialistic economy perspective lately. It also occurs in Jombang, Bangkalan, Bondowoso, and Rembang.

This article explained about power oligarchic and Islamic boarding school dynasty politic in local political region. Therefore, researcher suggests religious elite in political dynasty politic to proof the result of professional work not merely utilizing the reputable name of Islamic boarding school. It is better to show the result of ourselves work hard to become contestant in local politics, not merely use parents and other family member.

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THE CHRISTIAN PERSPECTIVE OF RENAISSANCE (EUROPE-EUROPE CENTURY 14-17) AS AN ERA OF CENTRAL TRANSITION TO A MODERN AGE

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Abstract : The Renaissance era has become a very influential era in various fields of life. This era is known to be the gateway to modern times. However, many negative influences such as human-centered thinking and philosophy. Christianity perspectives that the true renaissance era became the age that truth was revealed through the reformation of the Protestant Church. Therefore, it can be seen that there is a sovereignty of God that plays a role and accompanies in every history of human life on earth.

Keywords: Renaissance, Christianity, Reformation

1. INTRODUCTION

The Renaissance occurred after the Middle Ages. In medieval era, the thought patterns always prioritize about religion that made so many wars with all the excuses about defending their own religion. European society lives in a culture where religion becomes one of the most important things and makes history about how the humans obtain the salvation that God is fighting for from the Satan (Mulya, 2012). The war that happens with all the excuses about defending religion always occurred in all corners of the world, because the people at that time focused on spreading each of their religion. Many people feel depressed and afraid from threats that comes from the other nations. After the scholastic period that collapsed due to due crisis and problems in the society that occurs then modern age were born.

Modern Age experiencing a crisis of a culture in all aspects that happens because of a desire to find reference point to form the culture until this era. This Upheaval caused by people who feel bound by theocentric understanding while all what they want is freedom. That thing drives the community to make a movement to oppose the shackles of the authorities and theocentric understanding. Various kinds of upheaval have resulted in important reforms from the results of the thinking of some people that

focused on their own thoughts. That gave birth to the renaissance which focused on the anthropocentrism thinking (Watloly, 2001).

The word Renaissance means the rebirth and is a movement where people feel they have been reborn in the civilization (Ibda, 2018). The Renaissance Age has various mentions, ranging from 'Enlightenment', 'New Age', 'Rebirth Period'. These various names signify that the Renaissance was a time of large-scale that changes both in the mindset, lifestyle, and values and norms that were seen from the application of law that followed the classical culture of ancient Rome and Greece. The Renaissance period is the starting point of the emergence of modern times, because people can freely think and express their opinions even create things based on what they believe without feeling pressured and bound to an understanding. As it was said that the Middle Ages was a time where theocentric understanding that binds people on what they are doing, while according to Burckhardt in Huijbers (1995) that the Renaissance was a time believed to be a rediscovery of the world and humans.

Renaissance was born in Italy around the 14th century until the 17th century and gave birth to a number of famous figures such as Leonardo da Vinci and Michael Angelo with the beauty of the art they created and continued throughout Europe. Suhelmi (2007) said that the renaissance period released the pressures and shackles that were given by the scholastic system that made people unable to develop their intellectual creativity at that time. Another thing is, the renaissance period made the community view matters related to intellectual activities as a new experience and not as an activity to maintain or defend each other's beliefs. With the free thinking of these thinkers cause a decline in the prevailing moral values. The rules set are not well implemented and are not valued and reflect that their behavior is more self-centered than the common interest. Communities become increasingly arbitrary about what they do and do not pay attention to the limits they should apply. Even so, during the Renaissance period there were a number of discoveries that helped people to do their work and develop their abilities but still needed some improvements that would have a positive impact on the whole community.

2. METHODS

This paper uses the method of writing literature studies using literature material that is relevant to the topic.

3. RESULTS AND DISCUSSION

3.1 Impact of Renaissance

The Renaissance gave a lot of contributions or positive aspects of human life. One of the positive thoughts given during the Renaissance was a change in the fields of

religion and knowledge. Humans have achieved brilliant achievements in various fields of art, philosophy, literature, science, politics, education, religion, trade, and others (Ash'ari, 2018). During the Renaissance man got aware of two things, namely the awareness of the world and himself. Self-recognition means being aware of personal values and individual strengths (Saifullah, 2014). Humans know themselves again, discover the world, and study empirical research more actively. The development of science during the Renaissance brought taxonomy, economics, calculus, statistics, pharmacology, geophysics, geomorphology, paleontology, archeology, and sociology (Putranta, 2017).

The development of science is very rapid in a sizeable change in the life of the order that eventually was able to leave the dark ages. At a time when the curriculum developed in science is centered on scientific research. The learning process that is applied is inductive (research) which demands scientific truth that is excluded from subjective results. In this case, there are many new scientific discoveries that ultimately make everyone realize that they will solve the creation of the universe. Until now, we can also see how the future of the Renaissance in the 2013 curriculum emphasizes scientific knowledge with principles that support, ask questions, gather information, process information, and communicate it. In addition, discoveries and inquiry are also used in every learning process in the classroom (Putranta, 2017)

The Renaissance period gave birth to figures of change in Europe. Among other well-known figures of change is William Harvey who has contributed to the study of blood circulation. Renaissance has given birth to a more progressive society and the form of inquiry that provides an independent spirit that leads to exploration and progress activities. In addition, there are also thinkers such as Leonardo Da Vinci who is famous as a painter, musician, philosopher and jurist, and Michelangelo who is known as an art figure, architect, jurist, poet, and anatomist. The Renaissance also brought a revival of deep interest in the rich heritage of Ancient Greece and Rome. This era also gave birth to famous scientists such as Copernicus, Magellan, Kepler, and Galileo, mathematicians such as Tartaglia as the first to use mathematical concepts in the army to measure cannon fire, as well as Cardan who produced algebra (Taufan & Asfar, 2019).

In the age of enlightenment or the Renaissance era can not be separated also from the church Reformation. Reforms occur as improvements or restoration of heresy in the Catholic church. At that time Roman Catholics were selling letters of remission of sins and finally proved that this was a mistake made by what was done by the Catholic church. The remission of sins is a doctrine given by the Roman Catholic church that deviates from the teachings of Jesus written in the book. So since then, it has been proven that there are errors that occur in church doctrine so that at that time Christianity was considered bad teaching (Aritonang, 2004).

The Renaissance has shaped a powerful and developed trade society. This situation has weakened the position and power of the church group that always tried to block the development of science and society in Europe. The development of freedom, independence, and independence of individuals in the Renaissance era thanks to the revival of European civilization. Encouraging the search for new areas so that the era of ocean exploration flared up. The Renaissance has also encouraged the search for new regions so that the era of ocean exploration began, the result being that Columbus discovered the American continent (Taufan & Asfar, 2019).

During the Renaissance not only had a positive impact on the history of world civilization but it also had a negative impact. Free re-thinking about art, science and literature on a large scale to bring people to forget the rules that have been established as a moral order. The Renaissance period was a time when the philosophical understanding of humanism developed that upheld freedom from humans. Human freedom of thought is not limited so that it can cause differences and divisions of thought.

At this time, what really stands out is that the views of God and science cannot be combined. In other words, there is a separation between knowledge and God who created. In this period of thought emerged about human thought is no longer an incarnation of God's reason (Santoso, 2014). This thinking is one of the negative impacts caused during the Renaissance. This of course contradicts the fact that humans are the image and likeness of God who inherits the nature of God.

This period also gave rise to the thought that reason from the divine was not part of humans because humans created the law and humans were the only source of law, no other person could do that. This kind of thinking is also based on rationalist thinking which demands that humans do not mix religious thought with applicable science or law. The result is that in political power, there are no more religious figures who can limit their interests in the political field because both of them operate individually.

At the time of this Renaissance also believes that human experience, experimentation and rationality are the basis of life in the world (Bertens, 2011). With the emergence of this belief, humans have come to think that the universe is not under God's authority but is dependent on humans. Whatever is done by humans will have an impact on their lives and there is no interference of God in it. This period was also the beginning of the emergence of secularism in the world and distinguished religious affairs that were very real.

There is a moral decline which is very visible in religious circles. Many pastors who have not lived their holy life and many of them committed crimes against morality. Humans no longer have a clear grip, instead they live in freedom and go wild (Huijbers, 2011). Moral depravity is getting worse even there are no clear moral boundaries as a fixed rule.

The freedom that was raised during the Renaissance also spreads in terms of clothes and socializing. In this period various kinds of clothing models have begun to be free and association is no longer limited. This is due to the many thoughts that individual rights no longer need to be regulated and vague moral boundaries. The rise of free association and the way of dress that is free is also the impact of the emergence of this renaissance period. The development of the Renaissance period has a very real impact so that many produce thoughts that are very contrary to the Gospel as the handle of life.

The negative impact of the Renaissance period greatly influenced life at that time and even today. Thinkers in the Renaissance era greatly influenced human thought today and secularism is growing rapidly. The limits are fading and cannot be controlled. It is necessary for humans to have a firm grip and correct thoughts based on the Bible. Nothing can be the basis of human thought other than the Word of God that God has given to humans as a firm foundation.

3.2 Christianity During Renaissance

As we know, the Renaissance took place around the 14-17th century, when there were major events in world Christianity. The event was the Reformation of the Protestant Church. The changing times from the Dark Ages to the Enlightenment opened thinkers at that time, including theologians. The events of the reformation had a profound impact on the historical development of world Christianity.

Martin Luther as a pioneer of church reformation at that time, became famous for his actions in protesting / criticizing the church through 95 propositions at the door of the church in Wittenberg, a small town that has now entered German territory on 31 October 1517. The good intentions aimed at Martin Luther were wanting to renew religious life according to the Spirit of Christ and the Bible. This renewal includes the doctrine and structure of the church (Kristiyanto, 2004). Martin Luther protested against the practice of Indulgence which originally appeared during the Crusades as the elimination of temporal tortures before God so that sins were forgiven, this was stated in the Catechism of the Catholic Church 1471. But the practice of Indulgences developed which finally allowed for people who did not engage in War Cross. The large profits due to this practice were used for the construction of St. Peter's Basilica in Rome under the leadership of Pope Leo X and this was considered to be corrupt behavior by Martin Luther (Firman, 2017). Luther also believes that the church actually has political power as practiced by the Catholic Church at that time (Huijbers, 2011).

The Luther Reform Movement demanded to translate the Bible from Latin into German. So, people no longer need to rely on a priest to read and interpret the Bible. As a result of the actions committed by Luther, there was intense debate between the Roman Catholic camp and the Protestant Reformers. However, the impact of reforms by Luther at that time was very broad. The peak of this conflict was the bloody event of the

Thirty Years War in Germany (1618-1648) which killed around 7.5 million people. But finally this conflict ended peacefully with the Westfalen agreement, and presented three major currents in Christianity that were recognized as Roman Catholic namely Roman Catholic, Lutheran and Calvinist. Throughout the church reformation events other pioneering reformers also appeared besides Martin Luther such as John Calvin, Zwingli, Knox, and Cranmer (Firman, 2017).

From major events during the Renaissance Age it can be seen that God also worked through historical figures, especially in church reform. The Renaissance Age was God's plan to show and restore the teachings of truth. The events of this reform became the focus in this age of enlightenment that true teaching was centered on the Bible. God's providence is truly evident even though various conflicts have arisen as a result of church reform, but the return of Christianity on the right path shows God's omnipotence as the controlling holder of the history of life in the world.

There are many who argue that what Martin Luther and his colleagues did was philosophical ideas of humanism and freedom that gave rise to Protestant Christianity (Huijbers, 2011). However, if understood again this is not the result of human work and mere human ideas. These are all in the sovereignty of God which gave rise to church reform to reiterate and remind believers of Bible truth as His Word. Even though this Renaissance era gave rise to world-centered human philosophies because the starting point was in human thought (the opposite of the dark ages where religion dominates) (Huijbers, 2011), God is a faithful God and accompanying His people is evidenced by the development of Christianity after the reformation. Every event that might lead to conflict and loss of life, all this can not be separated from the sovereignty of God.

4. CLOSING

a. Conclusion

Finally, it came to the conclusion that the age of enlightenment known as the Renaissance Age was a time that could not be forgotten in human civilization. The Renaissance Age not only enlightened the development of thought and science but also the development of Christianity. Although, many events that cause conflict, but all this remains in the sovereignty of God as a support of human life. This is as said by Green (2003) that, the work of God called "God with us" becomes unique and distinctive because God intervened in the history of human existence, then there are still general gifts including God creating, maintaining and ruling in every time of human life. With the existence of the Renaissance became a bridge to the new modern world of human civilization.

b. Suggestion

May the events of the Renaissance Age be a reflection for all of us, that this era is not only an enlightenment for the development of thought and science but also the development of Christianity which has an impact to date both in church life and in the development of Science. Although at that time many events that caused conflict, but all this remains in the sovereignty of God as a support of human life.

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THE IMPLEMENTATION OF TRANSFORMATIVE LEARNING FOR SOCIAL STUDIES IN HIGHER EDUCATION DURING PANDEMIC COVID-19

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Abstract : Pandemic Covid-19 in Indonesia caused learning patterns in higher education about online learning using digital learning technology tools. However, no matter as sophisticated digital learning technology devices are used if not accompanied by appropriate learning methods application, then the learning process should provide space for students to explore facts or problems that occur around them so that they practice problem-solving skills and hone critical skills and reflective will never be realized even cause setbacks in thinking and creativity. The writing purpose of this article discusses more deeply the implementation of transformative learning for social studies in higher education during the pandemic Covid-19 with online learning aim that is currently taking place can be more fun, meaningful, reflective, and contextual for students according to the scientific field learned. The research design is qualitative using literature studies that are relevant to transformative learning through project-based learning with a small group work approach. The study result showing that transformative learning is an effective solution to provide space for students to explore facts or problems that occur around them to open opportunities to practice problem solving skills and hone skills that are critical and reflective.

1. INTRODUCTION

Looking at the Covid-19 transmission rate in Indonesia until July 2020, where there is still no sign of a decline, it has significantly increased the number of patients infected. This increase can be seen in the Ministry of Health website data as of July 22, 2020, which states that there have been 91,751 positive cases of Covid-19 in Indonesia since it was first announced at the beginning of March 2020 (Devina & Nugraheny, 2020). This pandemic event certainly has a significant impact on various sectors of life as a nation and state, one of which is the education sector, especially at universities. Based on research conducted by the McKinsey Global Institute, the pandemic Covid-19 has an impact on several things, ranging from the teaching and learning process, lecturers, to the financial condition of higher education (Putra, 2020). In connection with the impact of pandemic Covid-19 on the education sector, there was a change in learning pattern in Indonesian tertiary institutions, as stated in a circular of the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education

Number 1/2020 concerning the prevention of Corona Virus Disease (Covid-19) spread in tertiary institutions, where the Ministry of Education and Culture provides instructions for tertiary institutions to conduct distance learning and advise students to learn from their own homes. The circular as a follow-up from circular letter Number 36962 / MPK.A / HK / 2020 dated March 17, 2020, by the Minister of Education and Culture on learning online and working from home to prevent the Covid-19 spread (Dikti, 2020).

Starting from the reality described above, online learning with technological support is an alternative for tertiary institutions so that lectures can remain well organized. Examples of online lecture media that can be easily accessed by lecturers and students, such as the Ruangguru platform, zenius.net, google classroom, link service, MS office 365, moodle, blackboard course sites, Schoology, latitude learning, Edmodo, quipper, and other similar platforms (Sevima, 2020). Whereas offline lecturing media can be accessed via television, radio, e-books, self-directed worksheets, print media, as well as teaching aids and learning media that are available in the neighborhoods where students live. However, no matter how sophisticated the learning technology tools are used if not accompanied by the application of appropriate learning methods, it has the potential to cause burnout because students only listen to lectures from lecturers or do monotonous assignments, such as working on exercises, answered, then collected or just making summaries the task of reading literature that has been determined by the lecturer. If this happens, then the learning process that should provide space for students to explore facts or problems that occur around them to open opportunities to practice problem solving skills and hone skills that are critical and reflective are only the learning outcomes of graduates who have never realized even led to setbacks in thinking and creativity. The above statement is supported by the results of a survey conducted by UMS students which states that online lectures become online assignments because of the many assignments given by lecturers to students and there is no interactive communication between students and lecturers in the online learning process because lecturers tend to use the lecture or presentation method (Priyono & Aisah, 2020).

Responding to the problems above, the idea of transformative learning becomes a solution that can be implemented by universities during the Pandemic Covid-19, especially in social studies covering history, economics, sociology, and civic education. Why is that? Because learning social studies clusters in higher education should provide space for students to discuss and find applicative solutions related to solving problems from a variety of current issues through literature review and field experience so that through learning can prepare students as agents of change that make a real contribution for the communities where they live even to the extent of society globally. As we know that this initial idea about transformative learning was developed by Jack Mezirow who departed from the idea of constructivism in which students should be trained to interpret their experiences based on observations of learning objects that they find in their daily

lives that allow a dilemma to occur in what is possible believed during this time and reconsider what must be done so that learning becomes more fun, meaningful, reflective, and contextual according to the field of science they are learning (Mezirow, 2000). This means that through transformative learning, Mezirow tries to ensure that the confusing dilemma is a manifestation of experiences that are not in following one's beliefs about what they have learned before and encouraged someone to find new experiences through a critical reflection in the context of dialogue with others. However, we need to clarify that new experiences in this context should refer to the work of the creation of the universe by the Triune God, wherefrom the very beginning everything was made so very well, so that if there is a discovery claimed to be something or new experience about whatever it is in the present, maybe just because of the ignorance of humans in the past or not yet recorded in history. Why is that? Because humans have never created anything that has never existed before in this universe but only had the opportunity to discover everything that the Triune God had created for survival on earth in response to the cultural mandate.

Implementation of transformative learning in higher education should accommodate the three main aspects of learning, namely providing space for students to think critically, provide opportunities for students to relate to others through the same transformative learning process, and encourage students to act with their paradigms to solve the problems they found (Christie, Carey, Robertson, & Grainger, 2015). Referring to the quote above, in the framework of higher education, lecturers should provide critical thinking space for students through the accessibility of content that challenges them to discuss with other students through various contextual and reflective questions following the scientific field being studied. Furthermore, opportunities for students to relate with peers can sharpen ideas so they can inspire each other to encourage them to act based on new perspectives solving problems found around them. Based on the background outlined above, this article will discuss in more depth the implementation of transformative learning for social studies groups in tertiary institutions during the pandemic Covid-19 with the aim that online learning currently underway can be more enjoyable, meaningful, reflective, and contextual for students according to the scientific field being studied.

2. METHODS

The research design used in writing this scientific article is qualitative by using relevant and updated literature studies with the context of the problem to be discussed. The scope of discussion is study about the implementation of transformative learning for social studies based on the results of non-participatory observation of research subjects, namely lecturers and students who interact in online learning during the pandemic Covid-19. The results of non-participatory observation will be analyzed

referring to the literature review by focusing on transformative learning through project-based learning with the small group work approach as a medium for critical reflection and training in the ability to rationally argue so that it can be made a recommendation for lecturers to be implemented in online learning or face to face in their respective colleges.

3. RESULTS AND DISCUSSION

The implementation of transformative learning in higher education is essentially inseparable from the five basic stages that depart from Mezirow's thought as the initial initiator of transformative learning theory, which is a series of events that brings a learner to realize the limitations of his knowledge and a narrow understanding of the facts or objects learned, openness space or opportunity to identify and articulate a variety of assumptions that underlie the initial knowledge possessed by someone, the urge to do critical reflection with limited understanding of the object being studied, the existence of critical discourse that builds patterns of interaction in the form of dialogue or discussion, as well as opportunities for someone to apply and test new findings or perspectives (McGonigal, 2005). This can be done by lecturers by identifying the cognitive background and presupposition of students in the field of science to be studied so that it can provide an initial picture of determining strategies and learning methods that are contextual in the learning process. After that, lecturers can condition students to provide critical responses on various issues or current issues that are relevant to the scientific fields they are studying, then challenge them to submit problem-solving strategies based on literature studies and encourage them to do critical reflection by discussing and forming study groups together to realize project-based learning as one of the learning methods that adopts transformative learning theory (Schmitt, Yogan, & Johnson, 2018).

Project-based learning opens space for students to actively participate in finding solutions to any problems that are the result of thinking construction where the activity can be carried out independently or in groups, so that they are expected to be able to produce innovations or output the results of thinking in the form of final assignments, research reports, learning models, learning applications, and so on (Helle, Tynjala, & Elkinuora, 2006). To initiate project-based learning, students need to be conditioned into small group work for critical reflection and rational discourse through Mezirow's processes of recognition, exploration, and planning (Armbrecht, 2020) which is implemented in the context of learning social studies in higher education. The first step, the lecturer can instruct students to make a list of questions or discussion topics based on the task of reading social studies literature or observing social phenomena that occur around their residence, in the hope that they will be able to provide a contextual analytical response to the object being observed. In the second step, the lecturer can divide the students into small groups to share their ideas, take time to discuss with colleagues, and find the main points that can later be implemented

in the project to be worked on. The third step, identifying the main points as a result of the discussion from each small group then the best ideas is chosen as the initial step following the project design which will later be shared with the whole group in one lecture class. The fourth step, the lecturer gives allows each small group to present their work by writing their ideas on the board or through a presentation slide or it can be conveyed orally so that all the small groups in the class can identify the similarities between them and prioritize one the topic chosen to be discussed again in large groups until the lecture class is completed and agree on what projects will be done together in one class lecture.

Starting from the small group approach above to facilitate students' critical reflection and rational discourse before implementing transformative learning in the form of the project, students need to understand the types of projects that can be developed in learning social studies families, both conducted in groups between students and collaboration between students and lecturers where lecturers can synergize the tri dharma of higher education in the field of research or carry out community service, for example through real work lecture projects in the form of government policy socialization, public education about health protocols amid during in the pandemic Covid-19, training the community for entrepreneurship, or designing products that are beneficial to the survival and welfare of the community. The steps in project-based learning that can be implemented as an adaptation of transformative learning, namely opening space for students to ask essential questions relating to the observations of the object being studied, planning project designs by collaborating between students or with lecturers, arranging schedules project work, monitor and supervise project work done by students, assess the results of project work, and write reflections related to the process of work, completion, to project reporting. Thus, the implementation of transformative learning for social studies in tertiary institutions during the pandemic Covid-19 can be well accommodated.

4. CLOSING

Based on the discussion above, it can be concluded that transformative learning is an effective solution to provide space for students to explore facts or problems that occur around them to open opportunities to practice problem-solving skills and hone skills that are critical and reflective through project-based learning with an approach small group work as a medium to reflect critically and train the ability to rationally argue so that it can be made a recommendation for lecturers to be implemented in online and face-to-face learning in their respective colleges. course, the implementation of transformative learning in the pandemic Covid-19 needs to be developed and adapted to the context of higher education through continued research so that it opens opportunities to train students in problem-solving skills and hone skills that are critical and reflective with the aim that online learning is ongoing nowadays it can be more fun, meaningful, reflective, and contextual for students according to the scientific field being studied.

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URBAN SPACE IDENTITY CONSTRUCTION (CASE STUDY OF THE NAMING "GANG SETAN" IN JOHAR BARU)

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Abstract : This study aims to analyze the process of forming a symbolic identity towards a spatial space, namely the formation of the naming "Gang Setan" (Devil Alley) in Johar Baru. The naming of "Gang Setan" is a symbolic identity that is formed from the characteristics of its citizens who live in the area. The social problems that exist in the area, such as crime and poverty, encourage construction or definition by outsiders to form a labeling which also affects the attitudes and behavior of the occupants, both collectively and individually. The issue of "Gang Setan" is not only related to urban space issues, but also to issues of social development that can improve the quality of social life for its people. This research is based on the existence of a social construction in the "Gang Setan" as a spatial identity as well as the collective identity of its citizens. This study uses a qualitative approach with data collection techniques through observation and in-depth interviews. The unit of analysis in this study is the residents of the "Gang Setan" and the residents around the "Gang Setan".

Keywords: Social Construction, Symbolic Identity, Labeling, Urban Space.

1. INTRODUCTIONS

City space becomes a transit point for various industrial and trade activities that can attract everyone. Paul B. Horton and Chester L. Hunt explained that cities which are transit places for various community activities from various regions tend to experience development due to industrial and trade developments that create urban attractiveness (Saebani, 2017: 1). DKI Jakarta Province is the main destination for migrants from other provinces in Indonesia (Romdiati & Noveria, 2006: 13). Based on a study conducted by Romdiati and Noveria (2006), it is found that the availability of wide job opportunities and various socio-economic facilities appears to be a pull factor for the arrival of migrants to DKI Jakarta. The status of Jakarta as the capital city has attracted many people to come and work in this city.

The current urban development has raised its own problems, such as meeting housing needs, fulfilling job opportunities, and the need for other public spaces. Jakarta's status as the center of government and economic growth not only provides

benefits but also raises various social problems such as social inequality, poverty, unemployment and crime. The status of Jakarta as the capital city will be disrupted by these social problems. This will happen if government policies are unable to meet the demands of increasingly complex urban needs.

Social problems such as poverty and also crime in an area can result in a nickname given to that area by other people. Through this kind of relationship, an environment gets its symbolic value significantly in relation to one's social, emotional and actions (Ernawati, 2011: 1). The main pattern of symbolic meaning for a space also depends on the context or circumstances (Harisah, et al: 2006: 36). The identity of a space can be formed due to the characteristic features that become a habit in that space. In other words, all the problems in that space can form an identity. Not infrequently this identity is also given by other parties which can form a stigma or stereotype. The naming or social recognition of the people in an area cannot be separated from the characteristics of the residents who live in that area. Urban space with the characteristics possessed by the people in it and with all the existing problems will become the hallmark of that space. However, on the other hand, the naming is also possible as a form of definition for the outside community which has an impact on the collective identity of the people living in that area.

As a community association in a certain place, they must have a sense of attachment to a certain place. If someone has these feelings in dealing with a place, it will increase the sense of pride and happiness in the environment in which they live (Ernawati, 2014: 22). A person is bound to a place through a process that reflects their behavior. The identity of a place does not only unite people through an emotional bond, so they build a sense of belonging (Febriyani & Aliya, 2020: 14). Between the identity of a group and the identity of a room where the group lives are two things that cannot be separated. In other words, the community and their respective places of residence have their identity. The identity of a person or community group towards a place becomes vulnerable to any changes that occur around them (Faridatin, 2016: 1). Place identity is also seen as a set of association networks in the public mind based on visual, verbal and behavioral expressions towards a place, which is manifested through the goals, communication, values, behavior and general culture of the stakeholders (Febriyani & Aliya, 2020: 14).

Between the identity of a group and the identity of a space where the group lives are two things that cannot be separated. In other words, the community and the place where they live each have their identity. The identity of a person or community group towards a place becomes vulnerable to any changes that occur around them (Faridatin, 2016: 1). Place identity is also seen as a set of association networks in the public mind based on visual, verbal and behavioral expressions.

2. METHODS

The type of research conducted in this study is a type of case study research. Case studies are the right choice to study the construction of The "Gang Setan" identity in Johar Baru because this type of case study research is research that specifically aims to explain and understand the object it is researching specifically as a case. The unit of analysis contained in this study is a group, namely residents who live in the devil's alley and residents who live around the "Gang Setan". The type of interview conducted is an unstructured interview. The purpose of using unstructured interviews is that researchers can get as much data as possible without being limited by interview questions that have been compiled in relation to individual experiences related to the author's research topic. In addition, the interviews conducted were in-depth interviews so that researchers could get as much information as possible.

Observations are made by observing the social life of the residents of the "Gang Setan". The type of observation used is participant observation. In this observation, the researchers played a direct role by joining the daily activities of the residents of the "Gang Setan" so that the data obtained would be more complete and sharp. After collecting data through interviews and observations, the authors conducted the data analysis stage using concepts and studies that were relevant to the research topic. The location of the research was carried out in the RT 07 RW 01 Johar Baru Village. This study lasted approximately 6 months.

3. RESULTS AND DISCUSSION

3.1. The Construction Process of "Gang Setan" Identity

The formation of the naming "Gang Setan" is a social construction carried out by the community. Social construction is a theory coined by Peter L. Berger and Thomas Luckmann. This theory emphasizes human actions as creative actors of their social reality. Social reality is a social construction created by individuals. Social construction is defined as a process formed through actions and interactions in which reality is continuously created by individuals. Reality is the result of a creative individual creation through a social construction process in their social world. Individuals are human beings who are free to interact with one another. Gambling carried out by some residents who live in a vicious alley makes the surrounding community make a definition that leads to stigmatizing the residents there. They made this nickname the "Gang Setan" aimed at residents living in RT 07. This nickname has been around for a long time, although no informant knows exactly when this nickname came into existence. The naming of "Gang Setan" can be defined as a social process that is constantly being shaped by the mind and self. The formation of the mind and self is carried out by the surrounding community by providing the identity of a "Gang Setan" for the area. The ability to think is shaped by social interactions. The "Gang Setan" describes a set of responses taken over by individuals outside of it.

The existence of a "Gang Setan" can provide an understanding that people's life is continuously constructed. Therefore, Berger believes that society is never a final product but as a process that is being formed. The interaction process will occur continuously because individuals continually reassess interpretations of the social environment in constructing various actions that occur reciprocally. This is the essence of social life where humans need to interact with other humans in order to fulfill their daily needs. Society is dynamic, therefore the social process will continue. Society is a complex collection of individuals in which there are large and patterned relationships (Sulaiman, 2016: 21). The "Gang Setan" is a definition created by other people through interactions regarding who that person is. There are patterns of reciprocal interactions that are interconnected and influence each other. Interaction is a process when thinking skills are developed and expressed (Ritzer, 2012: 628). Through interaction people can convey and receive the contents of the message conveyed or given. The naming of the "Gang Setan" has been around for a long time, although no one knows for sure when the term began to appear. This naming was passed down from one generation to the next so that until now the nickname still exists. This knowledge is obtained by people from the socialization process of other people in the surrounding area or previous people.

The phenomenon of the emergence of a devil alley is an example of social reality. This is because individuals can easily construct the social world around them to form a social construction, namely the naming of the "Gang Setan". The individual becomes the determinant in the social world which is constructed based on his will. Social reality exists because of an intersubjective experience that can make society form continuously. Social reality is formed because there are interactions that occur between communities. Reality is something that exists, can be seen, and there are several individuals in it. Regardless of whether society likes it or not, reality will remain. "Gang Setan" is a form of social reality that is formed from a process of interaction with the surrounding community. As stated by Peter Dahlgren, social reality according to the constructivist view is human production, the result of cultural processes, including language and meaning is the result of construction (Ahmadi & Nur Aini, 2005: 303).

Social construction begins with social interaction that begins with a given stimulus and reaction. There are two conditions for social interaction, namely social contact and communication. The occurrence of a social contact does not only depend on the action, but also depends on the response to the action. Meanwhile, the most important aspect of communication is when someone gives an interpretation of something or another person's behavior. The behavior of the residents of RT 07, some of whom like to play gambling and drink alcohol, was interpreted by the people around the area by naming the area as "Gang Setan". In the course of his life, humans always have a process, which is called the process of "self indication" (Sudjarwo, 2015: 34). The point is that in the communication process the individual knows something and then evaluates it and gives it meaning and then acts on it. Residents around the devil's

alley know about the conditions in the area, then he interpret it until finally they give a label and then stay away from residents who live in that area. For Heidegger, communication is a process that allows people to share or encourage their feelings / understanding to be meaningful (Sobur, 2014: 278). Without communication people lose faith in their experience of the world. Sociologically, social interaction is a very important concept, because it is through this mechanism that humans communicate with each other, exchange meanings, interpret meanings, create meanings, interpret meanings to create meaning agreements (Wirutomo, 2012)

Symbolic interactions include the interpretation of actions. Meaning is a form of symbolic interaction. Individuals provide meaning, judge suitability for actions, and make decisions based on these assessments. This is what is meant by interpretation or acting on symbols. Even for things that we have never seen their physical form, when there is agreement on the meaning of the word spoken, communication will continue. When the residents around mention "Gang Setan", of course the public will be able to imagine what is meant by this title even though not all people around the Satanic Alley know how the real situation is in the area. In a process of this interaction, the actors of the interaction are involved in this process of mutual influence. Residents around the devil's alley who saw the situation in the area immediately responded by giving a nickname like that addressed to its citizens.

3.2.The "Gang Setan" and Social Issues

Social problems are problems that are interrelated between one symptom and another. Poverty is synonymous with ignorance, crime, slums, crime and others. The phenomenon of the "Gang Setan" is a form of social problem that does not only have one problem in the form of crime but also poverty and slums. Apart from being seen as destroying the beauty of the city, slum settlements are also the center of social problems, such as poverty and crime. People who live in poverty feel that they are trapped in prosperity so that they often end up taking actions that violate values and norms. From this inadequacy, it is not uncommon for people living in slum areas to seek pleasure because they are already bored with their economic pressures. In the context of the devil's alley, some residents seek pleasure by playing gambling and drinking liquor. Slum village culture can actually be changed to be more positive by making corrections to structural development in slum areas which in the past did not really reach the poor (Darmajanti dkk, 2017: 130).

Slum is a general impression or description of the attitudes and behavior and income of the lower classes. The slum condition can reflect the economic and social conditions of the residents of the settlement. Dense behavior can be seen in urban villages, with a comparison of the need for minimal open spaces, the degree of closed space and the closeness between buildings (Nugroho, 2009: 210). Therefore, the impression of slum is not only identical with poverty but also with the behavior of the

people. According to Thomas, individual behavior is gradually shaped by the socio-cultural environment (Sudjarwo, 2015: 58). Some of the behavior of the residents living in this alley has a tough character which can be seen in part from their everyday language and when parents scold their children.

According to Robert Merton, the attitude and behavior of city residents is basically determined by two factors, the first is adherence to the city's "cultural goals", namely "to be rich, earn as much money as possible", the second is adherence to "legalized means of achieving that cultural goal" (Wirutomo, 2012). For the urban poor, people who fall into this category are people who are not yet socially and economically established. The ways of life of this group are considered to disturb the order and beauty of the city. It is not uncommon for people who are already bored with their economic situation finally commit illegal acts such as stealing. However, this is a consequence of groups who are marginalized from all kinds of urban development policies. They almost escaped the attention of the city government. Therefore, the "Gang Setan" phenomenon is one form of the "labeling effect" of all existing problems. The issue of the devil alley is not only related to urban space issues but also to urban spatial planning that can humanize its people so as to create inclusive social development. The very limited physical structure of space and a fairly dense population without the availability of adequate public facilities are the result of development policies that cannot meet their needs for adequate living space and also their economic needs.

In addition, the low level of education of the residents of the "Gang Setan" causes them to commit criminal acts and as a result they do not have routine activities so it is difficult to enter the world of work because they have a low level of education. This low education forms a strong character, such as shouting and even speaking harsh words when parents scold their children. The level of education of parents, some of whom only graduated from SD (Elementary School) or SMP (Junior High School), some only work odd jobs and in the informal sector parents cannot play a maximum role in supervising their children. This is due to weak social control so that the situation becomes problematic. Order is the primary requirement of social life. Gambling and alcoholic drinks often occur among the community members of the "Gang Setan" so that they can affect their citizens and are considered to be violating social order by the surrounding community. This is because the residents of the "Gang Setan" are dominated by poverty and they seem helpless because of economic pressure so that they crave for pleasure. The culture of gambling and drunkenness is very prevalent in this area because they want to escape from adversity until they finally seek pleasure in this way. They realize that this situation can be viewed badly by the surrounding community.

Poverty in urban communities leads more to an individualistic mentality, unsupervised competition, which tends to add to the gap between the rich and the poor (Jamaluddin, 2015: 220). Sumodiningrat (1999) states that the problem of poverty is

basically not only dealing with economic problems, but also dealing with non-economic problems (social, cultural, and political). Due to its multidimensional nature, poverty is not only related to material welfare, but also to social welfare. The emergence of the "Gang Setan" space identity is a reaction from local residents who feel uneasy with the social conditions of the residents who live in that area. Whereas for the residents of the "Gang Setan", gambling is a form of reaction to their poverty condition. Difficulty over their low education, unemployment, and limited physical space. This social process or dynamic continues as a form of reaction to existing social conditions.

The problem of poverty is synonymous with the emergence of crime. Crime or criminal acts are behavior that violates laws and norms in society. Sociological crimes related to the problem of population, unemployment, and poverty in society. The culture of unemployment in the demon alley area makes them have no activities so they often gather to play gambling together. This gambling activity is considered to disturb local residents who want to do activities because those who play gambling often play in the middle of the access road. High crime rates in urban communities are generally in poor areas, with sub-standard housing conditions, overcrowding, low health status and unstable conditions and composition of the population (Soetomo, 2008: 79).

Poverty generates complaints on the living conditions of the community. The complaint manifests itself in the form of conflict, both vertical and horizontal conflicts. This conflict will also occur continuously if the root of the problem is not resolved properly. As a result, income inequality motivates poor people to get involved in crime, riots, and activities that can cause social instability (Sastra, 2017: 16). Social conflict will disrupt the achievement of social welfare. The phenomenon of the emergence of the naming of the "Gang Setan" is not only related to the issue of urban space, but also to the issue of urban planning that can humanize humans and inclusive development. Therefore, social problems are complex. A social problem is a condition that is declared incompatible with the values held by some citizens, who agree that a joint activity is needed to change this condition (Tangdilintin, et al, 2007: 19).). The social problems that exist in the area, one of which is crime in the form of gambling, makes the community uneasy and ultimately forms an understanding or social recognition.

3.3. "Gang Setan" As a Form of Label

Labeling is the process of labeling a person. Someone gives a nickname or stamp to another person as a result of the behavior of that person. By giving a label to someone, we tend to see him with the whole personality and not by seeing his personality one by one. Label according to A Handbook for The Study of Mental Health, is a definition when the label is given to another person and will become an identity for him, and describes what kind of person he is. In connection with the phenomenon of the "Gang Setan", for its citizens who have never played gambling or drinking alcohol, they also receive the impact of the labeling, namely being shunned by

the surrounding community because they are part of the label of the "Gang Setan". The nickname theory in general only states two things, namely people behave normally or abnormally, deviate or not. The assessment is determined by the categorization made by others. Second, that judgment can one day change, so that people who are said to be evil today can be said to be good tomorrow, and vice versa. "Gang Setan" is the result of categorization given by the surrounding community. Humans have a natural tendency to classify the social world into categories (Ritzer, 2013: 201).

Calhoun also stated that the nickname theory is also able to explain in the long term the effect of nicknames as a deviation on one's social identity (Ahmadi & Nur Aini, 2005: 299). As a result of the existence of the nickname the "Gang Setan", the residents who live there are underestimated by local residents. The naming is an interesting form of dynamic social process because the name "Gang Setan" shows the identity of its citizens who always play gambling in their daily lives. This is the result of labeling by the local community. This happens when the raw material is the perception of the surrounding community in responding to an event. Perception is basically a term that includes all human relationships with the world, especially at the sensory level (Sobur, 2014: 363). Perception will never end because the relationship between humans and the world is marked by changing perspectives. Perception can be understood as a person's way of seeing or interpreting something. In other words, perception is a process of meaning as a result of interpretation or interpretation of objects. It can be said that each person has a different meaning from one another. The labeling perspective is rooted in the interactionist approach and the main study of this perspective is the social process around deviance. The labeling perspective includes an important aspect in the form of who formulates the problem, then what conditions are called the problem and the consequences of the labeling.

According to this theory, the effect of labeling is so tremendous especially for people who are in a weak position that even the victim cannot withstand or avoid its influence. Because nicknames given by other people are contrary to their original image, their self-image will be replaced with self-images given by others even though this is very against their will. In other words, this theory states that self-identity and behavior are shaped by social systems. In sociology, this theory emphasizes the linguistic tendency as a negative label rather than the actual situation related to self-concept and stereotypes. A stereotype is an unbalanced assessment given by a group of people (Murdianto, 2018: 139). This unbalanced assessment occurs because of the tendency to generalize without differentiating. The majority group tends to give stereotypes to minority groups. A stereotype may be entirely correct or possibly completely wrong.

The way a person perceives an individual plays a very important role in forming stereotypes in a group. In reality, this stereotype can actually internalize shared values and also form a common identity. Most of these labels and stigma have negative values.

The nickname theory sees that sometimes humans are powerless over the nicknames given to them so that social identity can be forced on them even though they basically don't want it. The local community often cornered them and labeled them as naughty and referred to as "demons". The naming of the "Gang Setan" occurs with the constituent elements of perception which then exist in memory as a meaning which is then believed by individuals as belief.

The labeling perspective describes how someone is called or labeled as mentally ill, or how a teenager is said to be delinquent and so on (Soetomo, 2008: 128). The actor commits an action or deviation and then society gives meaning. Judging from individual behavior, social problems can occur if there are differences in meaning between actors who commit deviant actions and the community who provides an assessment. The actor considers that the action taken is something normal, while society gives the meaning that it is a deviation. The labeling perspective pays attention to the person who gives the stamp and the consequences of giving the stamp.

Local residents give the nickname "Gang Setan" because they see the condition of the residents there who play gambling, although not all residents of the "Gang Setan" do their gambling actions that are affected by this negative stigma so that they are shunned by local residents. Whenever there are holiday activities held by local residents, they are often ignored and local residents do not want to join them. Those with the label of deviant may no longer be treated as people worthy of respect and rejection by their peers. When discussing those with disabilities, both physical and non-physical (stigma), according to Goffman, they will clearly experience difficulties in interacting, unless they are able to prove their strengths (Sudjarwo, 2015: 34). The response given by someone will reflect their attitudes which are formed in the interaction process. RT 07 is labeled as "Gang Setan" so the behavior of its citizens will reflect the area. The name implies the formulation of self-identity by the surrounding community which reflects the negative stigmatization that develops in society. The inherent negative label has an important role in shaping group identity.

The label given by society to a person's actions can also be reinterpreted by that person. Efforts to solve social problems based on a labeling perspective are redefinition or reconstruction of actions and situations that are considered to be social problems. Changes in the definition by the actor for certain social actions will affect his interpretation and can further affect how he gives meaning to his actions (Soetomo, 2008: 132). The interpretation and meaning given to the label can change the actor's interpretation of his original actions. Thus, the actor has the same interpretation as the community so that the action that was initially carried out by the actor is a deviant act, then afterwards it is reinterpreted by the actor as a deviant action until finally the action is not carried out again. In other words, the way to overcome it is by no longer giving negative labels. Many of the residents living in the RT 07 area regretted the negative stigma given by the outside community to their area as "Gang Setan" even though this

spatial identity would affect their social identity. In reality, this stereotype can actually internalize shared values and also form a common identity. Most of the residents who live in the area think that this negative stamp must be lost and this requires commitment from the residents to be able to restore the reputation of their area.

The essence of a labeling perspective is the idea that social problems and deviations arise in the mind of the person concerned (Tangdilintin, 2007: 24). This perspective examines the process and response to a social problem. Someone is labeled or labeled as a problem. This stamp or labeling is a form of reaction from society given to individuals or groups deemed to have violated the rules. The labeler must have a negative stamp to use. There are 3 important elements in the process of giving a stamp or label, namely making a stamp, giving a stamp, and the reaction of the person who is being labeled (Tangdilintin, 2007: 26). In the context of the "Gang Setan", although many of its residents no longer play gambling, this nickname is still quite well known in the surrounding community. These perceptions can shape the understanding made by society or social recognition. The social recognition referred to is in the form of labeling or nicknames the "Gang Setan" which in turn produces a stereotype. Stereotype is a labeling of certain parties which always results in detrimental to other parties and creates injustice (Narwoko & Suyanto, 2011: 342).

3.4. Identity of "Gang Setan" and the Impact on Collective Identity of Its Citizens

The identity of the urban space is created through the interaction process of the people in it. Social interaction will give meaning to how a space is conceptualized by those in that space. Urban space refers to a space in which there are social relationships among its inhabitants with various forms of images and symbols associated with it. Levebfre argues that space is not something neutral and passive (Urry, 2017: 28). Space is produced and reproduced and then shows a struggle. The conception of space arises based on the real experience experienced by everyone who is in it. Space becomes something that can be perceived by individuals, groups, or a society. In other words, all the problems in that space can form an identity. Not infrequently this identity is also given by other parties which can form a stigma or stereotype.

The formation of the "Gang Setan" space identity is a gift from local residents for the social problems that occur in the area. The name is always mentioned and functions as a group identity that has the power to unite it. Simmel argues that the earliest and most primitive basis for the formation of groups other than family is geographical proximity (Sudjarwo, 2015: 48). The bond that makes a human unity into a society is a distinctive pattern of behavior regarding all factors of life within the boundaries of that unity (Koentjaraningrat, 2009: 117). People who are in the same area can develop their social solidarity on the basis of the same residence. In the concept of a space, there are spaces of representation or collective experience about that space and

then will form collective resistances. Space is a space for relationships that exist between individuals (Prasetyo, 2013: 65).

There are different definitions between city identity and urban identity. City identity emphasizes more on the visual aspects of the physical in a city, while urban identity tends to emphasize more on how humans interpret a place (Permana et al, 2013: 29). The phenomenon of "Gang Setan" is more accurately described as an urban identity because the term comes from the meaning of a place carried out by the surrounding community. The meaning of a space comes from a special activity or a special culture so that it becomes the identity of the area. Identity is what is in the area. Kevin Lynch, in his book entitled *The Image of The City*, argues that the image / view of a city is the result of public opinion that accumulates from many individual images / views (public image). The image / view of the "Gang Setan" is the result of the view of the surrounding community towards what is in the alley.

The "Gang Setan" basically has a solid bond because they are one unit who live in the same place. They often interact, share fortunes, share stories and often get drunk and gamble together. This group alliance is identified by local residents or residents who live outside the "Gang Setan". This group is very important from the social relations of the residents who live in the devil's alley and those who live outside the "Gang Setan". The habit of playing gambling and drinking liquor creates an identity that can strengthen his social ties. They still uphold the values of solidarity and mutual cooperation. Outsiders view this region as a bleak territory but they see it as a place to unite solidarity. At the RT (neighborhood association) level they feel a social solidarity between them. Research states that humans have the potential to display behaviors that support the identities they hold firmly (Ritzer, 2013: 213).

The Alley is the most powerful source of solidarity. Belief in something encourages its citizens to build rules to maintain this belief as individual norms, so that their behavior is manifested as a value system that differentiates one group from another. Each individual has different meanings, beliefs, norms and values from one another. This difference is motivated by differences in the meaning of a situation. The local community calls the "Gang Setan", while the residents who live in the alley don't want their area to be called a "Gang Setan". It can be said that there is a difference in the meaning of a situation or it can be concluded as a contestation of the meaning of spatial space. Everyone has a different perspective in viewing the social world. Perspectives are not only different from one another, but can also be contradictory.

The naming or social recognition of the people in an area cannot be separated from the characteristics of the residents who live in that area. Urban space with the characteristics possessed by the people in it and with all the existing problems will become the hallmark of that space. Urban expert critic Paul Goldberger (2002) says that the decline in quality in the middle of the city results in a decline in public spaces so

that the term "bulevardier" or "street person" has a negative connotation. This is usually caused by discourse that explicitly forms a conflict between us and them, resulting in negative labeling and stereotypes (Tahara, 2013: 50). For residents who live in the "Gang Setan" there is an assumption that people outside their group are outer, while people in their group are positioned as inner. Even though group beliefs, group norms and group values exist, their existence is the result of the synergy of the individual plurality of group members.

Even though the residents of "Gang Setan" come from different backgrounds, they build synergy from the results of compromises made by each individual in it. These group units have a solid bond because they are "clique" or "peer group" units. The social solidarity of the residents of the "Gang Setan" is united through attachment to the same place of residence. The concept of Place Identity refers to the relationship between place and identity which emphasizes the meaning for the occupants. Someone is tied to a place through a process that reflects their behavior (Ernawati, 2011: 3). Social spaces in slum neighborhoods can be used as places to relax, joke, and commit illegal acts such as gambling and drinking alcohol. Urban space is a place for interaction to take place, depending on how the space is used for positive activities.

The nickname "Gang Setan" contains 2 meanings, namely as a spatial identity as well as a social identity for its citizens. The identity of the "Gang Setan" space has an impact on the attitudes and behavior of its citizens. With the existence of the identity of the "Gang Setan" space as well as the collective identity of its citizens, the residents who live there have strong family ties because they have the same identity. They unite to restore the reputation of their territory by prohibiting all criminal acts, one of which is gambling. Domicile area is also an important factor in identity markers (Christian, 2017: 15). Ferdinand Tonnies introduced the concept of *Gemeinschaft*, which is a form of shared life, in which members have a pure inner relationship that is natural and eternal (Narwoko & Suyanto, 2011: 33). The concept of *Gemeinschaft* which is right with the existence of a "Gang Setan", namely *Gemeinschaft by Place*, is a relationship based on the same residence.

In connection with this study, our concept and their as identity are related to the ties to the neighborhood. Identity is characterized as something that is different from others in the form of symbolic and social representations. The naming of the "Gang Setan" is a symbolic representation of what is in the area. Identity is not an inherent essence, so it can be formed, constructed, and then fought over, or even contested (Syuhudi, 2016: 58). The "Gang Setan" can be formed by the surrounding community and can also be opposed by the residents who fill the space. Efforts to maintain a place identity are closely related to the active involvement of the community or community which shows respect for local culture and its environment (Febriyani & Aliya, 2020: 14). The identity of a place not only unites people through an emotional bond, so that they build a sense of belonging (sense of belonging) to an area. Identity is formed by

social processes. Identity is a phenomenon that arises from the dialectic between individuals and society (Berger & Luckmann, 2013: 237). Identity can be interpreted as a meaning that is pinned to someone, both by oneself and by others. Although conceptually the spatial identity and collective identity have differences, they are bound between the two. The identity of the "Gang Setan" space will form an identity or collective among its citizens who live in the area.

4. CONCLUSION

The identity of a space can be formed due to the characteristic features that become a habit in that space. In other words, all the problems in that space can form an identity. Not infrequently this identity is also given by other parties which can form a stigma or stereotype. Social problems such as poverty and also crime in an area can result in a nickname given to that area by other people. The formation of the naming "Gang Setan" is a social construction carried out by the community. Gambling carried out by some residents who live in a "Gang Setan" makes the surrounding community make a definition that leads to stigmatizing the residents there. They made this nickname the "Gang Setan" aimed at residents living in RT 07. This nickname has been around for a long time, although no one knows exactly when this nickname came into existence. The nickname of "Gang Setan" contains 2 meanings, namely as a spatial identity as well as a social identity for its citizens. The identity of the "Gang Setan" space has an impact on the attitudes and behavior of its citizens. With the existence of the identity of the "Gang Setan" space as well as the collective identity of its citizens, the residents who live there have strong family ties because they have the same identity. They unite to restore the reputation of their territory by prohibiting all criminal acts, one of which is gambling. Based on the results of this study, it can be concluded that spatial identity and collective identity have an attachment, although conceptually it is different between the two.

Suggestion

Based on the results of the study on the formation of the naming of the "Gang Setan" in Johar Baru, the author suggests all residents living around the area not to give a negative stigma or label to residents living in the RT 07 RW 01 area. This nickname has a negative impact such as disruption of interaction occurred between residents living in the RT 07 area and residents living around RT 07 because residents living around RT 07 tended to close off from interacting with residents living in the area. In addition, not all residents who live in the RT 07 area have ever played gambling, used drugs, or drank alcohol. Those who have never also felt the effects of the negative label given to their place of residence. For residents of RT 07 who have children, they should provide more supervision to their children so they don't fall into negative associations. The phenomenon of the emergence of the naming "Gang Setan" is also caused by the complex social problems that occur in the region, such as poverty and unemployment.

Therefore, the related parties, especially the government, should pay more attention to the welfare of their people in order to create inclusive social development.

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**BUILDING STRONG AND RESPONSIBLE CITIZENS
THROUGH CIVICS AND PANCASILA EDUCATION****Kristina Untari Setiawan**

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Abstract : There are many advantages from Civics and Pancasila Education for the Z Generation especially in Indonesia. When cultivated deeply among the first-year-university students, the topics can be used to refresh young people's minds to understand Indonesia's history, to become more critical in applying the theories and values in this difficult situation where there are many efforts of disintegration and disunity in Indonesia.

Keywords: compulsory subject, strong, responsible, first year students

1. INTRODUCTION

Based on the President decree no. 54, 2017, renewed by the decree no. 7, 2018, President Joko Widodo established Badan Pembinaan Ideologi Pancasila (BPIP). BPIP is an institution that is directly under the supervision of the President. The main objective is to strengthen and make Pancasila as Indonesian ideology solid. (Pusdatin, 2020) Consequently, the President Decree requires all universities, including UPH, to make Civics and Pancasila Education compulsory.

Delivering two subjects that have been given to students since elementary school, Civics and Pancasila Education in the higher education should be cultivated deeper in order to motivate university students to really apply the values and knowledge in a day-to-day basis. The writer would like to address the following concerns:

1. The importance of Civic and Pancasila Education to be given to university students.
2. The best time for university students to take these subjects.
3. How these two subjects will be beneficial for the Z generation in their preparation to be leaders in the next decades.

This paper is presented as a reminder especially for younger citizens of a big nation, who are also considered as the Z Generation, that Civics and Pancasila education must be rooted in their hearts and minds. This is very important to be implemented, because these people will lead Indonesia in the next 25 years, when Indonesia will have been independent for 100 years. The topics in Civics are so important to be understood and the values of Pancasila have the power to make a big transformation. Below are the major topics of Civics in Pelita Harapan University: (UPH, 2020)

1. State and country: to explain the relationship of a country, citizen, and power.
2. citizens and national identity: to explain the rights and responsibilities of citizens and to strengthen our national identity that is based on 4 national pillars.
3. Constitution and Rule of Law: to explain the concept of "A country based on Law", i.e. *rechtsstaat* dan *rule of law*.
4. State Defence: to explain the function and role of citizens in defending the state.
5. Corruption: to understand that corruption is an extraordinary crime and people must avoid any kinds of corruptions.
6. Geopolitics, Geostrategy and POLSTRANAS: To explain the concept of geopolitics and geostrategy of Indonesia.
7. Service Learning: serving various communities according to the topics given.

Going through the materials that are available for these topics is actually all citizens' responsibilities. It does not matter what education and occupation background someone has, he or she needs to have some knowledge on the concept of state and country, the 1945 constitution with its Preamble that should not be amended for whatever reasons. Furthermore, all Indonesians are called to participate in defending the state according to their passion and calling. The topic of State Defense would be very interesting when people have the ability to connect it with the topics of Corruption, Geopolitics, Geostrategy, and Indonesia's strategy called ASTAGATRA.

2. METHODS

The method used in doing the research consists of a literature survey, classroom observations in 12 civic and Pancasila Education classes in the 2019/2020 academic year, with a total of 400 students, and the result of students' surveys in Civics Education classes. The surveys were conducted among various group of people, mostly junior high and high schoolers, to find out their perception regarding unity in diversity, state defense, and corruption.

3. RESULTS AND DISCUSSION

According to the course outline of Civics and Pancasila, students from all majors are built to be a strong generation that understand the concept of state, country, and national identity. The objectives are to understand various theories about how states and countries around the world have been formed. When it comes to the history of Indonesia, students are driven to realize that the independence of Indonesia **was not given by Japan**. Indonesia got its independence through the efforts and sacrifice of all soldiers and grass root people who fought against the Japanese troop. All people at that time was united to abolish colonialism in Indonesia. Furthermore, *Menuju Gerbang Kemerdekaan*, a serie of 3 books written by Mohammad Hatta records the details of

what happened in August 1945, with the highlight of Indonesia's independence proclaimed by Soekarno and Hatta on August 17, 1945, followed by the establishment of the 1945 constitution the next day. People of all generations should not forget the blood that was shed by the heroes in order to become an independent country. After the announcement of the independence, Indonesia received recognitions from other countries, among others: Egypt, Syria, Yemen and several Middle East Countries, and Vatican. (Hatta, 2011). When discussing this topic, the writer tried to encourage all students to be proud of becoming Indonesians. From the spiritual perspective, students are called to give thanks to God for blessing Indonesia with natural resources, many kinds of animals and plants – many of those are found only in Indonesia, the rich diversity of tribes, local languages, and cultures, yet with the ability to unite. Relating to the fact that there have been many efforts nowadays that want to separate and disunite people of different backgrounds and races, students have come to the understanding that they should remain one and see that diversities are actually our strength and riches. The rights and responsibilities are to be carried out wholeheartedly as for the Lord and not only to please men. All citizens are also called to honor and obey the government, because all governments are founded by God.

The next topic in the course outline is to understand the concept of Rule of Law and the Constitution applied in Indonesia. This topic reminds students that Indonesia is a country based on law. All policies should be based on the 1945 Constitution. Laws are made in order to minimize absolute power, as stated by Lord Acton who said: "Power corrupts. Absolute power corrupts absolutely." (<https://www.dictionary.com/>, n.d.) In the classroom, the writer would ask students why the preamble of the 1945 constitution should not be amended. The right answer to that question is due to the fact that the preamble of the 1945 Constitution serves as the solid foundation of Indonesia. In the last paragraph of the preamble, there is the text of PANCASILA whose form has been accepted by the founding fathers. (<https://www.ilo.org>, n.d.). When discussing this topic, the lecturer gave a task of finding 3 rights and 3 responsibilities of a citizen to take part in building the welfare of all the Indonesian people who live in the country as well as abroad. Students mentioned several articles from the 1945 Constitution such as: the freedom to express one's opinion, the freedom to embrace a religion freely, the right to get a decent job and education, the right to defend the state, the responsibility to pay taxes, the responsibility to vote for the parliament members, governors, and president.

The course outline continues with the most interesting topic in Civics, that is state defense. The mindset that is built in the topic of State Defense, as stated in the website of WANTANNAS, is that state defense is a concept that is based on certain laws created by the leaders of a country regarding the patriotism of a group of people to uphold the existence of the country. Furthermore, it is mentioned that state defense is the right as well as the responsibility of all citizens from various backgrounds. (wantannas, 2018). This topic is very well liked because students can elaborate many kinds of activities to

perform state defense. The best part is the understanding that through all kinds of professions, Indonesian citizens are able to participate in state defense. Studying well in campus is also a form of building a strong nation because it can be understood as a way of preparing oneself to become a scholar who will be beneficial in the growth of the country. Another unique aspect from state defense is the fact that diversity should not be a problem. It is more important to think of Indonesia as a country and nation, rather than Indonesia that is diverse in many aspects. A good example to be chosen is the athletes who have given their best effort to win medals for the glory of Indonesia. When Indonesian athletes get medals, it is not important what race or religion they have. What the athletes have done is for the sake of Indonesia as a country. Because of their achievements, Indonesia is appreciated among other countries. (Widodo, 2011)

Another highlight in the course outline is building a strong generation that is able to avoid any kinds of corruption. State defense could also be connected to the topic of corruption. The PPT starts with a statement that **corruption is an extraordinary crime**. Students then follow this statement with other remarks such as Indonesia's high rank according to the global corruption index - 85 out of 180 countries. (Transparansi International Indonesia, n.d.) Furthermore, as the biggest archipelago, Indonesia becomes fragile or rather weak in combatting corruption acts, due to its wide area, the lack of education in the eastern islands, and rich natural resources that can easily be used to enrich a certain group of people. The reason why corruption is high in Indonesia is due to the fact that it is already rooted among all levels of the society and the system of law is crooked. Students are able to give day-to-day examples related to corruption: using the bus lane and the roadside, bribing the police officer, bribing officials when processing the ID Card, Driving License, Birth Certificate, etc. To have a mentality of anti-corruption is very hard and challenging because even government agencies that serve the community are involved in this conduct. It starts from the highest officers and slowly goes down to the lower officials.

The discussion covered the scope of using one's power to eradicate corruption from the smallest area that students could handle, for instance: within one's family and neighborhood. As students graduate and become members of a bigger society, they can continue their efforts to abolish corruption in a larger scope. The writer found it encouraging that students in the writer's classes were determined to become noble citizens by fighting against corruption in the coming years. Combined with Pancasila education, students appreciate the values of Pancasila by believing and fearing God Almighty, seeing and treating other people as human beings with dignity, pursuing the unity of Indonesia, applying the aspects of democracy that make people willing to accept one another, and giving the best effort to lift up social justice for all the people of Indonesia. Corruption can be abolished by building the spirit of hard work, generosity, and compassion. These values are applicable in all areas of human life, including the people of Indonesia, who are taught since childhood to work hard to make life easy.

Generosity and compassion are also strengthened in religious and social community. When proposing the foundation of Indonesia on June 1st, 1945, Mr. Soekarno said that if five silas of Pancasila were too many, he would propose three silas. And if three silas were still too many, they could be made into 1 sila, which is Gotong Royong or Mutual Cooperation. (<https://kepuustakaan-presiden.perpusnas.go.id>, n.d.) According to a survey on the most charitable countries in the world done by The Charities Aid Foundation, Indonesia belongs to the big ten countries in which 55% of its citizens have been involved in giving donations and helping strangers, despite the fact that Indonesia is considered as a low income country, together with Myanmar and Sri Lanka. (index, 2020) To close this section, the first sila, belief in the One and Only God, should be able to remind the people to always live a life that is pleasing to Him.

The final topic in Civics course outline is understanding the concept of ASTAGRATA. The session on geopolitics and geostrategy is used as an important reminder for students that every country in the world has its own geostrategy because of a different geographic position. Quoted from Wikipedia, geographically, Indonesia is an archipelagic country located in Southeast Asia, extending about 5,200 km from east to west and 1,094 km from north to south, with 17,500 big and small islands. (<https://en.wikipedia.org>, n.d.). Being the biggest archipelago in the world, there must be a specific strategy to be applied all around Indonesia, which is well known by the term WAWASAN NUSANTARA. This concept must be understood and implemented well in order to have a wider perspective on how students grasp the opportunities to cultivate the natural resources of many other islands in Indonesia. One assignment given was for each student to connect his or her major with ASTAGRATA and explain what a certain major can be used to build the welfare of a certain province in Indonesia and to transform the quality of the people in a certain area. Students' responses are very creative and encouraging. There are answers which come from food technology students that they plan to create food whose ingredients are taken from local plants around Indonesia. Hospitality students said that they have to be more creative in improving hotel services even during this COVID 19 pandemic. All in all, students understand the importance of not giving up but finding new ideas to fulfill people's needs instead.

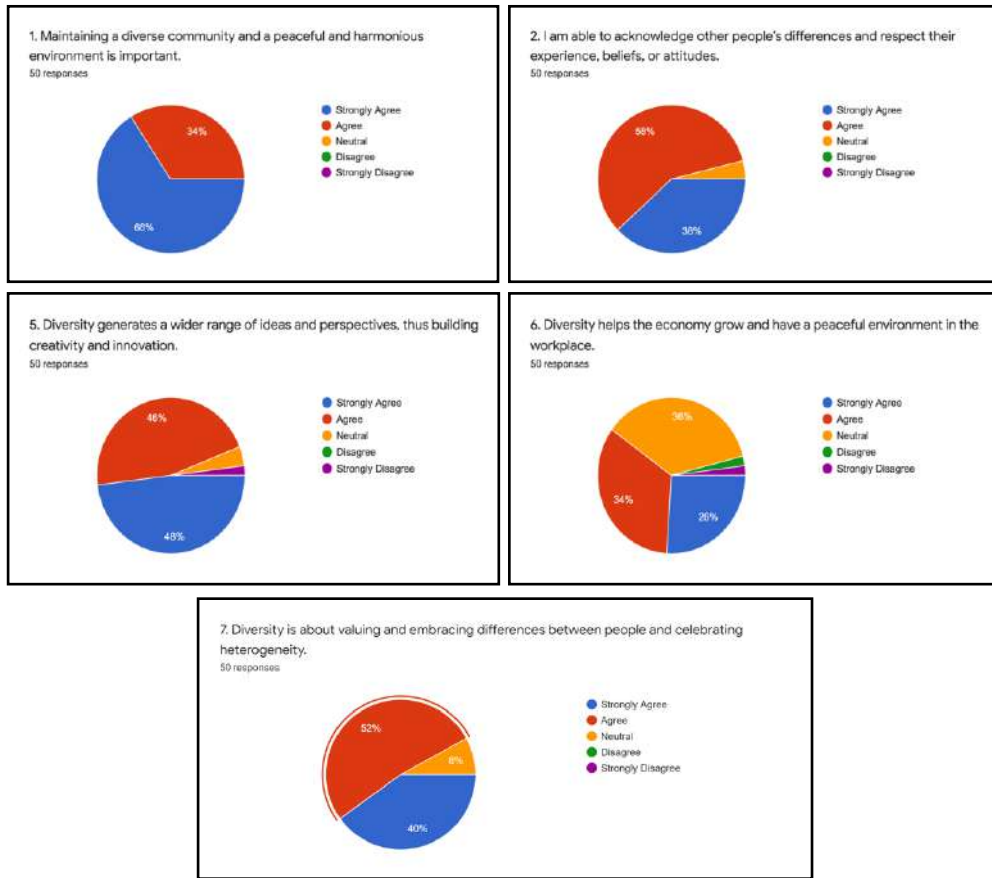
The pinnacle of Civic Education in UPH is the service learning programs. This program is expected to encourage students to be willing to serve the communities by sharing the topics to the grass root. Students make groups of 5 people or more and choose a community where they will come minimum twice and serve the people in that community. UPH even has a division called Student Life that assists students in the service learning process. This program is believed to make a difference between the Civic Education in UPH and in other universities. The activities conducted in a certain community are based on the topics in Civics. Each group has to make a proposal of the program. In the proposal which has to be approved by the lecturer, they make a budget to carry out the program and how they raise fund to fulfill the need. During the Covid

19 Pandemic, it is interesting to know that some groups donated some money via online transfer and conducted the sharing using online media such as ZOOM. Doing a service learning project is hoped to increase students' awareness and care for many other communities who struggle more especially during this pandemic. By giving donations, they learn to understand that it is better to give than to receive. When practiced continuously, this principle may gradually reduce the danger of corruption. Based on the result of the survey conducted respectively by the community served and student life department, both the community and the students feel satisfied with what they have done. Moreover, students find this program useful to increase their leadership skill, confidence, generosity, and creativity.

4. CLOSING

Indonesia has been an independent country for 75 years. Being the biggest archipelago in the world requires a government to rule appropriately and carefully in order to take a giant step to be a developed country in 25 years. Besides the laws and regulations, there is also a need of implementing the moral and religious values in the hearts of the people. From the Christian perspective, teaching the values must be done repeatedly, and this task is given primarily to parents towards their children. Deuteronomy 6:6-7 states: "And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. (Indonesia, 2006) For this reason, the policy of making Civic and Pancasila Education compulsory for university students ought to be supported. Giving these subjects in the first year of college will change the students' perspective on how to have a wider point of view on seeing things and to act appropriately in various situations - whether good or bad, since the modules are designed not only to understand and memorize the theories and values, but also to put them into practice in their daily lives. They will also have several years of campus life which hopefully will give them enough experiences to live in diversity, to be with people from many tribes in Indonesia and students from other countries as well. Lecturers are expected to work hand in hand with the students and other related NGOs in implementing the subjects of Civic and Pancasila in the society. Further recommendation for the university is to provide more opportunities in which students can do more services instead of focusing on themselves to make more money. By doing so, students are hoped to be future agents of transformation that will lead the country to be Golden Indonesia by the year 2045.

Sample of students' surveys:
Respecting Diversity

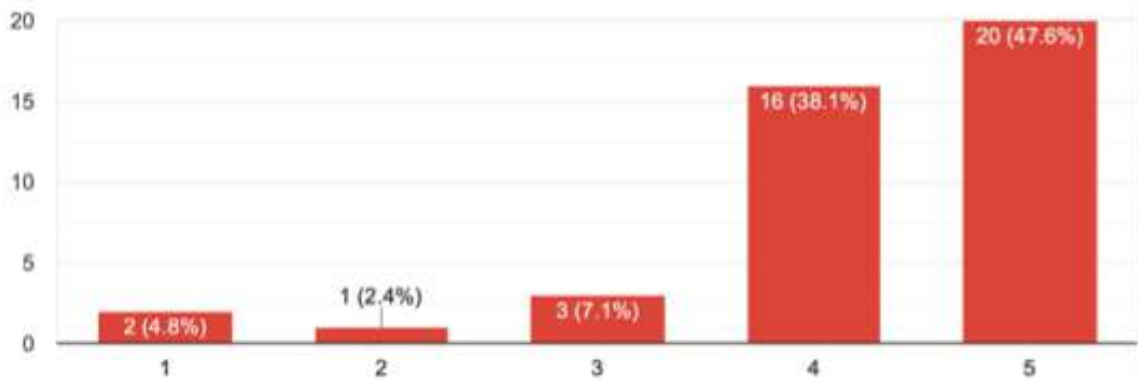


Corruption



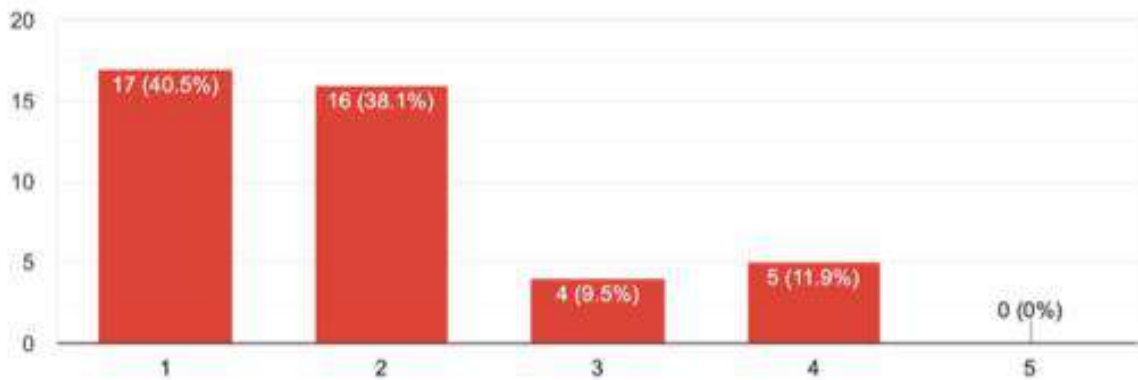
Korupsi disebabkan karena lemahnya sistem pengendalian instansi pemerintah

42 responses



Korupsi oleh pegawai biasa masih bisa ditoleransi karena gaji mereka kecil dan korupsi yang dilakukan juga kecil

42 responses



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UPH Civics Course Outline, 2019/2020 academic year

COVID 19 AND CIVICS ONLINE EDUCATION DURING EARLY OUTBREAK IN INDONESIA: VIEW OF MEDICAL SCHOOL STUDENTS AT XYZ UNIVERSITY

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Abstract : We cannot dispute that the emergence of Covid 19 caused a transformation in all phases of human beings on the globe. Including carrying a significant impact in the world of education. Education is now undergoing a process that impossible before, but now, unprecedented massive "migration" from traditional in-class face-to-face education to online education. Civics, which we could have explained face-to-face, utilizing community service directly and collectively, must now implement a new intention, particularly online. Educators cannot be isolated from the process of thinking of the best way so that the composition of functions in the community is not misplaced, even though lectures have been doing online. Better understanding of student's perspective leads to the possibility of more effective relationships in institutions. I observed that Technology is not the cause of failure, understanding the user's need is. In online education, users are the most critical segment first to be recognized and examined to promote online learning designs that confirm and prioritize quality. The purpose of writing this paper is to see the views of students when the initial pandemic occurred in Indonesia and at the beginning of online education applied. The period when all educational institutions could be said to be "not ready" to carry out this massive migration of learning, but in the end continued to struggle for our students.

1. INTRODUCTION

We cannot dispute that the emergence of Covid 19 caused a transformation in all phases of human beings on the globe. Including carrying a significant impact in the world of education. Education is now undergoing a process that impossible before, but now, unprecedented massive "migration" from traditional in-class face-to-face education to online education. Hundreds of faculty members started to teach in front of a computer screen, and their students have to stay at home and take the courses through the internet. One thing that has never been imagined will happen massively. The application of the educational process, which was only an option, now displays a necessity; we call it online education

All subjects in college practice identical matter. Including Civics. In civics learning, we admit that this course is not just a course that converges on theory but

further emphasizes the practical features. I believe we all agree that civics is not just a theoretical subject, but a subject that is democratic and promotes the active cooperation of the budding formation of apprentices as a component of the role of civilians.

Civics, which we could have explained face-to-face, utilizing community service directly and collectively, must now implement a new intention, particularly online. Educators cannot be isolated from the process of thinking of the best way so that the composition of functions in the community is not misplaced, even though lectures have been doing online.

I assume we all agree that in guaranteeing quality control of learning, students view the features that require consideration. Why is that? The student is one of the stakeholders in the learning process itself (Cabi, Kalelioglu, 2019, p.165) they impersonate an active role in learning completion, and they are the ones who encounter the learning experience. Taking into account their viewpoints can lead us to a more comprehensive view of quality online education. Because students are the users of the system.

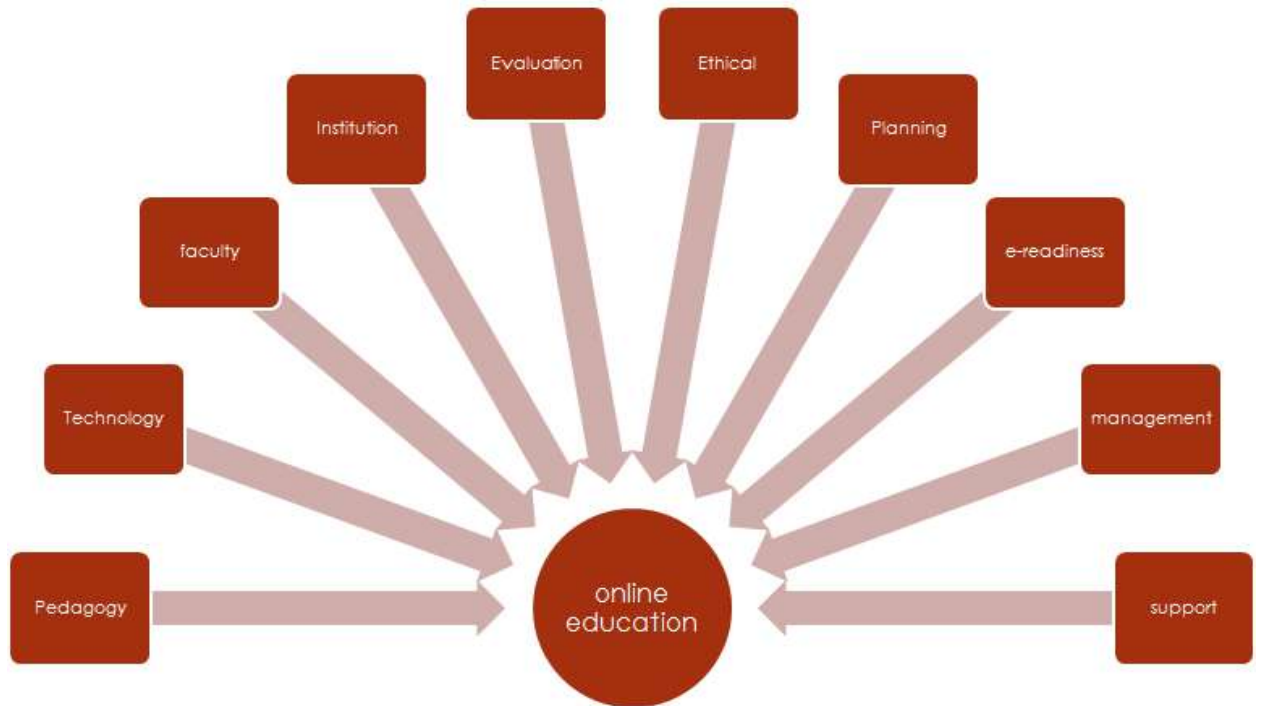
Civics is a practical subject for students. It is a force of this course but is a challenge today. How this course can nevertheless produce its practical elements into an online education concept. We require a student perspective because it can support us to see simple methods that have a significant impact on civilization. Understanding student's views assist us in developing the appropriate policies. No one can dispute that the rules and procedures in face-to-face or online classes are essential. Nevertheless, how to make democratic rules and procedures, if we do not comprehend the views of students who are directly undergoing online education. Better understanding of student's perspective leads to the possibility of more effective relationships in institutions. We can understand what determinants that students perceive as influential to their academic performance. It is essential to understand. Some experts indicate a decrease in academic performance since the implementation of online education. Of course, we do not crave this to occur in our classes, especially in our civics class.

I observed that Technology is not the cause of failure, understanding the user's need is. In online education, users are the most critical segment first to be recognized and examined to promote online learning designs that confirm and prioritize quality. Therefore, this paper would like to study medical students' views of online education for civics study at the beginning of the covid19 -outbreak. The purpose of writing this paper is to see the views of students when the initial pandemic occurred in Indonesia and at the beginning of online education applied. The period when all educational institutions could be said to be "not ready" to carry out this massive migration of learning, but in the end continued to struggle for our students. During this period there were certainly many views related to online learning, especially in civics.

Civic education at University should contain precise core materials so the students can transfer learning, transfer of values, and transfer principles in higher education (Sirajuddin, 2012:149) Civic Education in a democracy is an education in self-government. Democratic self-government means that citizens are actively involved in their governance (*Stimmann Branson, Associate Director Center for Civic Education*) Students' online civic engagement and media literacy affected by teachers' classroom practices (Fonseca and Potter, 2016). 91percent of the 70,000 students surveyed wanted their academic coursework to be more relevant to contemporary life and current social problems (Pisarik, Whelchel, 2018). Civics is not a matter of theory and textbook.

If we want to explore what is online education, it would be interesting to see the history behind it. Distance education first occurred in the 1800s when several educators and students at the University of Chicago, who lived in different regions, tried to connect through the correspondent program (Mclsaac and Gunawardena, 1996). In the end, time passed. In 2008 there was a sizable economic crisis. The cost of allocation for education in the USA decreased significantly, finally showing the number of colleges and universities in the USA began to switch to online learning, which was considered more efficient. The expansion of online courses and enrolment in elementary, high school and higher education continues to expand with no signs of slowing.

One thing that people in education wants to explore about the effectiveness of online education. An article from Fraihat in 2017 about the factors that determine the success of online education, 3e,SIPPFM



These components ensure the presence of quality online education. This also needs to be evaluated at the beginning of our online education. Have these factors been present in civics learning in the past 3 or 4 months period.

2. METHODS

To concede this research, I need to explain the case context of this study. So this study took 112 research subjects from XYZ University's school of medical students. It was not accidentally those who were chosen, but certainly, the researchers aspired to examine the views of health students towards online learning at the same time what they were studying at this period was closely associated to the situation of the world that was hooked by covid19. They convert the front defender. How do they discern civics learning online? Data is taken by distributing 4 questions, particularly, in your opinion, what is online education? How did you encounter learning civics online? How would you tell others about civics learning online and do you prefer direct learning or online?

The data is then analysed by thematic analysis, transcribing the results of interviews and trying to categorize their answers into certain themes. Data then presented with descriptive analysis. From the students' answers via the forum found several themes of "Online education in XYZ University at the beginning of home-based learning using several supporting applications, namely Moodle as LMS, Whatsapp as communication media and Zoom for synchronous lectures.

3. RESULTS AND DISCUSSION

From the thematic analysis conducted, it was found that students had a similar definition of online education. Students know that online education is education using internet media and without the need for direct physical interaction. Students mention several applications that support them in lectures and suggest that online education does not require physical interaction. Students tend to experience online education as education including media intervention that is stiff enough and not bound by space because it can be implemented anywhere. They perceive this flexibility as a positive and pleasant point for them. Online education carried out through learning management systems can obtain them to understand the material because it can be played back if students do not concede it.

Regarding the experience they felt, different opinions emerged. Some students find it challenging to understand the material if it is presented online. They feel positive online education because it increases their activity to learn and find out information supporting learning. Video material from the lecturer supports them in learning. They make it easier to understand the subject matter and know-how to complete the assignments given to them. Some felt that the essence of the citizenship course was to encourage participation in the community, still able to run even with online learning, because the assignments online were indeed relevant.

Students feel like learning citizenship education online, because it is flexible. Some did not like it, because there was no direct feedback from lecturers on presentations made by students. We can see that students in those days need feedback from lecturers and expect their work to get a direct response from the lecturers. Not all lecturers can do it, especially since there are many students in one class.

Students still prefer face to face learning. In the early days of a pandemic in Indonesia, students had not yet formed enough awareness that online education was a perfect way and the right choice for continued learning. The role of the citizenship lecturer is always to remind students that this method takes to minimize the spread of the virus and this is one of the students' participation to improve this condition.

This is interesting to discuss, because in the early period of the spread of this virus, students have not shown awareness that social distancing is important, and learning from home is a solution. Like there is a rejection of the fact that there are things "unusual" they must live at this time. Education must change its paradigm, from educators to transfer knowledge, to become deeper and significant explorations that must be done by students themselves. Students are encouraged to be more active in exploring knowledge and lecturers only as directors and monitors from behind in their learning process. Online education opens up more insights that independent learning can occur and carry out. Online education can build a spirit of knowledge exploration from students as long as they pay attention to the element of intrinsic motivation in

themselves to gain knowledge. Campus is not the only place where students learn to have an impact on society, but they can do it even from home.

4. CLOSING

At the beginning of the spread of the covid 19 viruses, not all students realized that learning from home was their participation as citizens to suppress the spread of this virus. They also need time to adjust and open understanding, accepting that this is the condition we need to face. Student participation is very important and distance learning is one example. Assumes that the current generation of around 18 years is already familiar with technology, not yet fully applicable. It is like a paradox, but this is what happens, there are still many students who return to their respective regions have difficulty accessing the internet, and lack of understanding using learning support applications. In the condition of learning at home does not mean that the essence of the citizenship course is lost, because the learning design of the lecturer is key. Students need feedback from the results of their efforts.

For future researchers, try comparing the understanding of students in the four months pandemics taking place regarding online education, especially in citizenship courses, as part of the young generation's role against the spread of covid19.

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CITIZENSHIP VERSUS SOCIAL MOVEMENT; LITERATURE STUDY ON GRASSROOTS COMMUNITY RESISTANCE TO PSBB POLICY

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Abstract : The COVID-19 pandemic is recorded as an extraordinary event in almost all parts of the world and a threat to health globally. Related to the various efforts made by the government to tackle this pandemic, basic data and information are needed to determine policies. The author wants to see how the social studies regarding the impact of the COVID-19 pandemic from the Large-Scale Social Restrictions (PSBB) to the new normal period (new normal)

At the beginning of 2020, human beings around the world were shaken by the Corona Virus (Covid-19) pandemic which caused panic everywhere. Hundreds of thousands of people were infected and thousands more died. For Indonesia itself, the government has given it appeals to the community in overcoming this epidemic so that it runs effectively and efficient. But in reality there are still many Indonesians who do not heed this appeal. Therefore, this study aims to analyze why some people bring up these behaviors, and how to overcome them. With the research title "citizenship versus social movement; literature review on grassroots community resistance to PSBB policy ". In addition to analyzing the behavior of Indonesian society and how to handle it, this study also presents a literature review of some literature relevant to this research in dialectics. The research method used by this research is literature study with a descriptive analysis approach.

Keywords: Citizenship, Social Movement, Literature Study, PSBB

1. INTRODUCTION

At the beginning of 2020, the world was shocked by the outbreak of the corona virus (Covid-19) which has infected almost all countries in the world. WHO Since January 2020 has declared the world into a global emergency related to this virus (Sebayang, 2020). This is an extraordinary phenomenon that occurs on earth in the 21st century, whose scale may be comparable to that of World War II, because large-scale events (international sports competitions for example) are almost entirely postponed or even canceled. This condition has occurred only during the world war, there has never been any other situation that can cancel these events. As of March 19, 2020, 214,894

people were infected with the corona virus, 8,732 people died and 83,313 patients had recovered (Aida, 2020).

Especially in Indonesia itself, the Government has issued a disaster emergency status calculated from 29 February 2020 to 29 May 2020 related to this virus pandemic with a total time of 91 days (Koesoemawardhani, 2020). Steps have been taken by the government to solve this extraordinary case, one of which is by socializing the Social Distancing movement (CNN Indonesia, 2020).

This concept explains that in order to reduce or even break the chain of Covid-19 infection, one must maintain a safe distance from other humans of at least 2 meters, and not make direct contact with other people, avoiding mass gatherings. But many people do not respond to this well, for example, the government has dismissed students and students from studying or attending school or enforces working at home, but this condition is even used by many people for vacation (Malik, 2020). In addition, even though Indonesia is already in a state of emergency there will still be a *tabligh akbar*, where thousands of people will gather in one place, which clearly can be the best mediator for the spread of the corona virus on a much larger scale (Hariyadi, 2020). In addition, there are still many Indonesians who take this virus lightly, by ignoring the government's appeals.

Such improper behavior shown by the above phenomenon is interesting for researchers to study further sociologically why this can occur when the state is in a "disaster state" and how to respond to this phenomenon. With this background and problems, the writer intends to examine this phenomenon in this study with the title "citizenship versus social movement; literature review on grassroots community resistance to PSBB policies.

The purpose of this study is to provide enrichment of thoughts from several literatures about current phenomena that are happening in society in socio-cultural construction. This research is urgent considering the development of society until now it has become a "society that is ignorant" of government appeals and policies regardless of broader interests and for many people.

2. METHODS

The method used in this research is literature study, which is a study in which the object of research is in the form of literature works in the form of scientific journals, books, articles in mass media, and statistical data. This literature will be used to answer the research problems proposed by the author, in this case, why the Indonesian people show certain behaviors in dealing with the Covid-19 virus pandemic and how to deal with it, and also answer. The nature of the study carried out is descriptive analysis, which is to provide education and understanding to readers, and the type of data used in

this study is secondary data. Analysis is a series of simple attempts on how research data is in turn developed and processed into a simple framework (Zed, 2004: 70). The data that has been collected are then analyzed to obtain information, but first the data is selected on the basis of its reliability (Mantra, 2008: 123). In this study the researcher positioned him as a participant observer (not a full participant). Researchers enter into phenomena by making observations. This observation uses 3 (three) senses, namely: (1) sense of hearing, (2) sense of sight, and (3) sense of smell.

3.RESULT AND DISCUSSION

3.1.Development of COVID-19 Cases in Indonesia

The development of positive cases of COVID-19 in Indonesia has increased significantly every day. At the national level, data obtained from the official website of the development of the COVID-19 virus belonging to the central government stated that as of May 14, 2020, the accumulated number of confirmed cases of the COVID-19 virus in Indonesia had reached 16,006 cases. In line with the increasing number of accumulated positive cases, positive confirmed cases also continued to increase per day. Data shows that on May 12 in Indonesia there were 484 cases and on May 13 it increased significantly to 689 cases (Task Force for the Acceleration of Handling COVID-19, accessed on 15 May 2020). Meanwhile, if viewed at the regional level, the most positive confirmation cases occurred in Java. This can be seen from the distribution map

COVID-19 in Provinces located on the island of Java is one of the 10 provinces with the highest number of positive cases of COVID-19 in Indonesia. As of May 14, based on the number of positive confirmed cases, DKI Jakarta Province was in the first order of 5,688 cases, followed by East Java Province 1,863 cases, then West Java Province 1,565 cases, then Central Java 1,066 cases and Banten 593 cases (Corps of the Task for the Acceleration of Handling COVID-19, accessed on 15 May 2020).



(The number of accumulated cases as of May 15 was processed from data from the Task Force for the Acceleration of Handling COVID-19)

This condition cannot be separated from the demographic characteristics of Indonesia where the population distribution is still concentrated on the island of Java. According to Indonesia's population projection for 2015-2045 based on the results of the Inter-Census Population Survey (SUPAS) 2015, the total population in Indonesia in 2019 was 266.91 million. Meanwhile, more than half of the population or around 150 million people, which is about 56% of the total population, is concentrated in Java Island (BPS, 2015). On the other hand, population density is closely related to population mobility which is one of the factors why the virus can spread faster. According to research from the Katadata Insight Center (KDC), there are several factors that make areas vulnerable to transmission of the COVID-19 virus. The first is related to regional characteristics, namely population density, air quality, and access to adequate housing. Second, related to public health conditions, namely the number of smokers, the number of elderly people, and the number of health insurance ownership. Third, related to the risk of population mobility. The research results show that DKI Jakarta, Banten and West Java received the highest vulnerability index scores because they are located in the Greater Jakarta area which accommodates more than 10% of Indonesia's population (Katadata.id, 2020).

In addition, Sakernas data for 2018 shows that the highest percentage of commuter and circular workers in Indonesia occurs in Java, namely 76.5% and 71.6% (BPS, 2018). This affects the percentage of positive cases of COVID-19 which is dominated by individuals from the 18-59 age group or from the productive age group.

The high mobility carried out by these individuals makes them vulnerable to have a high risk of being exposed to the virus with symptoms or asymptomatic (Kompas, 2020).

Furthermore, the increase in the number did not only occur in positive confirmed cases of COVID-19 but also in the number of recovered patients and the number of deaths. At the national level, the accumulated number of cured patients reached 3518 patients as of 14 May. Meanwhile, although the number of recovered patients has increased, the number of accumulated deaths has not decreased or has continued to increase. On May 13, there were 1,028 people and on May 14 the number had increased to 1,043 people. Of the number of deaths, the percentage of deaths due to the COVID-19 virus was mostly in individuals from the age group over 60 years, namely 44.72%, followed by individuals in the 46-59 age group at 39.6% (Task Force for the Acceleration of Handling COVID-19 -19, accessed on 15 May 2020). This condition shows that the elderly and pre-elderly age groups are most vulnerable to death due to the COVID-19 virus.

However, when viewed from the gender composition, positive cases of COVID-19 in Indonesia are dominated by male patients compared to female patients. In positive cases of Covid-19, the percentage of men reached 56.8% while women were only 43.2%. Not only that, male patients tend to be more susceptible to death due to COVID-19 than women where the percentage shows for men 64.2% while women 35.8% (Task Force for the Acceleration of Handling COVID-19, accessed on 16 May 2020). This is due to other than genetic factors and congenital diseases, smoking habits also make a person susceptible to exposure to the COVID-19 virus (Kompas, 2020). According to published data from the Ministry of Health, in 2016, the percentage of cigarette consumption is more in the adult male group, reaching 68.1%, while in adult women it is 2.5% (Ministry of Health, 2016).

Apart from smoking habits, the mobility pattern of the population also affects the spread of the COVID-19 virus (Kompas, 2020). Population mobility is higher for male groups due to traditional views on gender roles. The man is the head of the family who must meet all the financial needs of the family. On the other hand, women are responsible for taking care of the family so that women tend to be trapped in a certain geographic scope (spatial entrapment) (Warsida et al, 2013). In the context of the spread of the COVID-19 virus, this ultimately makes men have a higher risk of being exposed to the COVID-19 virus and experiencing death than women.

3.2.Socio-Economic Impacts of the COVID-19 Outbreak in Indonesia

Not only in terms of health, the COVID-19 outbreak also has an impact on other sectors, namely social and economic. Like the statement presented in one of the videos uploaded on the Youtube channel by Nas Das Official, entitled Be Careful of The Next 2 Years, which is a statement that reveals that COVID-19 has not disappeared on earth for at least 2 years which has an impact on social conditions, namely poverty and job

loss, so both of these things could have happened in Indonesia based on the presentation of the following study. According to a study conducted by Suryahadi et.al (2020), which predicts Indonesia's average poverty rate will increase at the end of 2020 so that this increase will cause around 8 million people to experience new poverty due to this outbreak. This estimation data was obtained based on Susenas data for March and September 2019.

In addition, there is data on poverty levels for the year 2006 and 2007 to see the existing pattern, because in that year there was an increase in poverty due to the increase in world oil prices. So that it is predicted that by the end of the year, Indonesia's average poverty rate will reach 9.7%, which previously in September 2019 reached 9.22%. The prediction of an increase in the percentage of poverty is also based on economic growth. if economic growth decreases by 1% then at least will add about 1.4% percentage of poverty. Not only based on estimated data, the situation in the field is also described as such. Some 2.8 million people have lost their jobs, and projections suggest at least another 5.2 million will lose their jobs as the pandemic spreads. Therefore, the KSPI (Confederation of Indonesian Workers Unions) asked the government to take firm steps on this matter.

At least the government has planned to disburse funds of 405 trillion rupiah for cash assistance. food, health, social and business development assistance. Seeing this crisis, Australia sees the need to provide assistance to Indonesia, at least providing interest-free loans because even though Indonesia has survived the crisis in previous years, it seems that the situation this time is quite serious (Emma and Natalia, 2020).

One example of a case from affected professions is motorcycle taxi and public transportation drivers with a 44% decrease in income. Therefore, the government prepares social assistance to affected residents. On the other hand, the closure of shops and offices certainly has an impact on those who sell goods and food. There has been a decrease in purchases as people prefer to shop online. Therefore, it could be them, the party with minimal income to leave Jakarta, but they are at risk of spreading the virus throughout Indonesia. (Asia News Monitor, 2020).

The government finally made a Pre-Employment Card policy to provide free training by prioritizing 3.7 young unemployed aged 18-24 years. So this job training is digital based by collaborating with digital unicorn startup companies in Indonesia such as Bukalapak, MaubelaJarapa, Pintaria, Ruangguru, Sekolahmu, Tokopedia, Pijar Mahir, and Sisnaker. This is done because 90% of the total young job seekers have never attended certification training with most of the high school graduates. The distribution of pre-employment cards is expected to increase their competence, competitiveness and productivity amid the COVID-19 outbreak. So it is hoped that this will be one of the solutions to the large number of unemployed as a result of the impact of this pandemic (Asia News Monitor, 2020).

Furthermore, the social impact that is felt is difficulty in accessing health facilities. This was experienced by a resident in West Java whose husband was affected namely in layoffs. Not only her husband, the West Java Manpower and Transmigration Office recorded that 5047 workers were dismissed or laid off. In addition, as many as 34,365 workers in West Java were closed and 14,053 people were sent home. The data was recorded until April 5, 2020. The difficulty in accessing health that she felt when she wanted to check for pregnancy at the Puskesmas. Pregnant women are not allowed to go to Puskesmas because they are prone to spreading the virus that causes COVID-19. On the other hand, he does not have more money to check the contents to a midwife or gynecologist. Her husband also had difficulty getting a job after he was fired. Until finally he hoped to get food assistance from the government, but unfortunately the assistance was only given 10 households per RT and his family was not included. Now he and his family are forced to borrow money from relatives for daily meals. So the layoffs that were experienced also had an impact on the difficulty of access to health because of the economic difficulties experienced.

Not only that, women experience a dual role, while working in the women's home as well as taking care of their children. As experienced by one teacher in Cianjur, West Java. He must be good at sharing time between babysitting and teaching at home. In a pandemic like this there is also gender imbalance that is getting more unequal. According to Komnas Perempuan, the burden experienced by women is doubled for women who have families and work. So the problem of domestic work is borne by women at the same time when women work at home which is a lot of complaints today. So, it is necessary to have cultural recommendations, namely how a family can divide tasks and work together to manage the life that must be at home (bbc.com, 2020). So it can be concluded that the socio-economic impact is not only around increasing poverty due to the loss of jobs, difficulties in access to health, but also in the cultural realm where there is increasingly unequal gender inequality which many women complain about. On the other hand, the statement in the video regarding the impact if COVID-19 persists for 2 years there is the possibility that Indonesia will also experience the impact of poverty and the loss of several types of work because the current situation also reflects this.

3.3. The Challenge of Breaking the Chain of COVID-19

If you look at it from a social demographic point of view, the biggest challenge in breaking the chain of the spread of the COVID-19 virus is to look through the phenomenon of population mobility. As we all know, there are still many people who often do activities outside the home without any urgent interests. Meanwhile, on the other hand, it is felt that the Government is still not firm in manifesting this both in terms of inconsistency in regulations and implementation in the field. The policy taken by the government recently was to reopen access to local mobility through new regulations allowing individuals aged 45 and under to work. Of course, it can be seen

that the government seems to have reversed the logic of handling COVID-19, which should limit the mobility of the population and crowds, instead providing a "platform" for individuals to stay together somewhere. In fact, countries that have succeeded in reducing the number of COVID-19 cases such as Vietnam, China and South Korea limit the movement of their citizens from local, long-distance and international spheres.

The author acknowledges that there are still many residents who have activities outside the home because they have to work to financially support their families in the midst of this COVID-19 pandemic, as told by a builder named Mujiaman to ANTARA. He said that initially he had followed the government's recommendation not to leave the house but inevitably had to leave the house to work to meet family needs because of the "all-out" conditions (Pranyoto & Santoso, 2020). Actually, the plan to release residents aged 45 years and under to be free from activities is intended to stimulate the economy and minimize layoffs. This policy is based on data obtained by the Task Force which shows positive numbers of COVID-19 in the age group 45 years and under reach 47.8% but the mortality rate is lower than the age group 45 years and over, which is around 15%, in contrast to the higher age groups such as 46-59 years with a mortality rate of 40% and 60 years and over with 45% (Ariefana, 2020; Alika. & Fajrian, 2020).

In addition, the chairman of the Central Executive Board of the Indonesian Young Entrepreneurs Association (HIPMI), Mardani Maming, claimed that the company would definitely continue to implement the COVID-19 protocol to prevent transmission among their workers even though several companies were found not implementing the protocol (Tim Okezone, 2020). But on the other hand, in reality this policy also creates spaces for increasing population mobility and triggers crowds in public spaces. For the writing team, this is a fatal mistake made by the government in preventing the spread of the COVID-19 virus because it ultimately encourages the mobility of the local population, even though on the other hand, the protocol for preventing COVID-19 in public and companies is still being implemented.

In addition, according to the author, on the pretext of "saving the country's economy", it is feared that the easing of the PSBB regulation will reduce public awareness about implementing physical distancing and staying at home. As we know, before this policy was implemented, people were still found gathering in commercial places even though there were suggestions to stay at home (Alfons, 2020). This can be seen from the travelers who do not apply health protocols so that they must be forced to return to their homes (Manurung & Arjanto, 2020). In addition, the inconsistency in implementing the PSBB policy eventually led to a large number of individuals running the smuggling business of travelers, where on the 11th In May 2020, Polda Metro Jaya itself has taken action against at least 95 service providers travel "dark" which tries to smuggle travelers (Malik & Simbolon, 2020).

Seeing low public awareness related to implementing the rules of regulations in the PSBB policy of returning individuals to work can lead to increased population mobility and criminal practices that encourage the spread of the COVID-19 virus to become more massive. This can be seen from the sale and purchase of fake doctor letters stating negative COVID-19 as one of the licensing requirements for the use of public transportation (kompas.com, 2020). This condition, according to the Secretary General of PB IDI, Adib Khumaidi, can cause new transmission clusters because individuals in the age range of 45 years and under are an active group of covid-19 virus transmitters to individuals from vulnerable age groups to be infected and experience death (News.detik, 2020)

From these cases, it can be seen that there is a lack of awareness among some Indonesians, especially those who are still doing homecoming and also gathering and the inconsistency in implementing the PSBB policy makes the virus spread more easily. Even though this is a form of limitation on civil liberties for citizens to be able to gather freely and travel, this step is very necessary to be done to accelerate the completion of the COVID-19 pandemic considering that this outbreak is in the form of an epidemic of infectious diseases or *a wide range of communicable diseases or the coverage depends on habits and also the mobility of the population.*

The solution offered is that the government should better improve the social assistance system so that people can continue to live and survive at home, for people who experience a decrease in income and experience termination of employment, it needs to be supported by policies to ensure smooth supply and distribution of goods, especially food. . At times like this, the potential for panic buying and hoarding is very large, so security in the distribution aspect needs to be tightened. In a situation like this, as in China, the military apparatus can be optimized in assisting the handling of victims and preventing their expansion, including assisting in the process of securing the supply and distribution of goods. Then, the distribution of social assistance also needs to be followed by the accuracy of data on aid recipients and improvement of mechanisms and institutions in its distribution so that social assistance is not misplaced and accepted by all the people who should receive it. This is a lesson learned from the experience of distributing social assistance so far, which has not been evenly distributed, especially for people in need. Therefore, coordination for data validity down to the sub-district level needs to be done both at the central and regional levels so that the purpose of providing social assistance to the community can be achieved.

4.CLOSING

a. Conclusion

The COVID-19 pandemic which has spread to almost all countries in the world and Indonesia is no exception, poses many challenges. The challenge stems from the awareness of residents affected by the pandemic itself. Demographically alone The

COVID-19 outbreak has an effect on the number of mortality from the population itself. Although several policies have been implemented such as the PSBB and recommendations to stay at home, there are still many Indonesians who do not obey and follow these policies and recommendations. Indeed, some residents feel restless because their civil liberties to gather and travel are very limited, but besides that, economic factors also motivate residents to leave their homes to earn a living to meet their daily needs, because there are still residents who feel help from the Government. still lacking or uneven. Although indeed, once again, the actions taken by residents who have to work because of this urgent need do have the potential to prolong the pandemic period, for them, there is no other choice they can do.

b. Suggestion

The need for extensification and intensification of understanding for the community to remain at home for residents who still want to travel outside by the Government and between communities themselves, may be pursued by intensifying the presence of influencers in the online realm or reminding each other in the family online which can taken through the distribution of messages through social media groups such as Line groups and WhatsApp family.

To make the first suggestion effective, the Government should provide social assistance and social security more equitably to the community so that their basic needs can be fulfilled even though they remain at home. Although indeed, the state of the economy is falling which makes it difficult to do this efficiently and effectively.

Therefore, to fulfill the second suggestion, it is appropriate for people who are middle to upper class or who have abundant assets to help people who are in the middle and lower classes to contribute to each other in charity for those from the middle and class classes under those who still have to work outside the home, such as construction workers, office workers who have not implemented WFH, online and conventional motorcycle taxi riders, and so on.

There is mass, direct, and adequate education for the community when the COVID-19 pandemic has ended. Mass direct education continues to be aimed at people of various age groups, especially for people aged children, productive age, to the elderly to reflect on the societal impacts of the COVID-19 pandemic and provide understanding for the community to prevent and cope with a possible pandemic in the future (let's hope it doesn't exist).

The need for reforms in health infrastructure and superstructure in order to resolve the ongoing COVID-19 pandemic and prevent and cope with possible future pandemics. These reforms can be started from the renewal and addition of medical devices such as ventilators and so on, as well as reforms of the public health bureaucracy in Indonesia so that they do not have to go through a process that is so

complex that it extends the duration of the execution of disease suppression in Indonesia.

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PEACE EDUCATION: AS TOLERANCE AND DIVERSITY IN SOCIAL STUDIES

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Abstract : Conflict is one of the problems that is often faced by Indonesian people. This is because the Indonesian nation is a plural nation consisting of different ethnicities, races, languages, religions, customs and cultures. The diversity of the Indonesian people can be seen as a challenge as well as a great threat for the Indonesian people to have a very large attitude of tolerance. The attitude of intolerance of the Indonesian people from year to year is increasing. Can be seen from various conflicts that arise, such as Ambon conflict involving religion (Islam-Christian) and many cases that we do not know yet. The existence of this attitude of tolerance is very important to improve social relations between citizens and for the advancement of pluralism while respecting existing differences. Through social studies, subjects in junior high schools can at least minimize the occurrence of a conflict in the community. The method used in this research is a case study with a qualitative approach. This research was conducted by one school, Muhammadiyah 8 Junior High School, Bandung. The results of data collection were obtained through an interview, observation, and documentation techniques. The analysis technique consists of data reduction, data presentation, and data verification. Peace education is expected to be able to give birth to a generation of insightful and knowledgeable about the values of peace, able to position themselves wisely and wisely as a pluralistic, multicultural and pluralism society, have decision-making skills and can provide alternatives to multicultural issues in maintaining the integration and harmony of the nation.

Keywords: Conflict, social studies, peace education, tolerance.

1. INTRODUCTION

The diverse conditions of the Indonesian people are the most difficult challenges that must be faced by the Indonesian people, this diversity can be seen as a gift and social disaster. Grace is when the Indonesian people can control the differences that exist, both RAS, Ethnic Groups, Language, Religion, and others in one unity to build the nation. It is said to be a disaster when the Indonesian people are unable to appreciate differences and make them a source of conflict (Wulandari, 2015). In the course of

history, it cannot be denied that social conflicts have arisen long ago, creating misery, when conflicts cannot be overcome through constructive mechanisms, so that destructive conflicts can arise (Malihah, Nurbayani, & Supriyono, 2015).

The difference is not the root of the problem because the difference is the wealth that multicultural society is the wealth of the nation. However, this wealth is facing the danger of social segregation in which identity politics sticks out. The case that occurred some time ago in various regions occurred because of identity politics that was used as a way to attack the opposing groups (Darmawan, 2019). Bunyamin argued that the conflict in Indonesia had become increasingly apparent because of the intolerant groups. According to him, an intolerant attitude can pose a danger to the life of the nation in multicultural Indonesia. If the conflict is allowed to continue prolonged it can lead to the division of the Indonesian nation which is a multicultural nation (Maftuh, 2008).

Frequent conflicts occur one of the efforts to this through education as one of the important elements that exist in one's life. Education is seen as a strategic aspect of providing quality human resources. Educational institutions are created to increase knowledge and learn to learn skills, learn to do, and learn to live together (Kartadinata, 2015). Education must be able to build the souls of young people who have character (character building) so they have a strong national identity. In the educational environment indirectly created creative skills such as educational settings, namely schools as a place to create creativity, thinking independence, innovation and responsibility, so that citizens live safely, comfort and increase lasting peace (Munggaran, Malihah, & Komariah, 2018). Peace education or peace education is one of the solutions to solve the nation's problems, especially so that students should sensitivity in overcoming social problems that are rooted in racial, ethnic, religious, and value problems that occur in their communities. Peace education provides the development of knowledge, skills and advice that is appropriate for effective peacebuilding in the classroom (Cunliffe, 2017).

Peace education is needed to create positive peace by providing knowledge, skills and advice to prevent conflict and violence. However, it must be realized that eliminating conflict is very unlikely, but minimizing conflict is very possible. One way that can be taken to minimize conflict is through peace education. There are two concepts of peace, namely negative peace (negative peace) which refers to the absence of war or physical violence and positive peace (positive peace) which refers to the existence of justice and non-exploitative relationships, as well as human welfare and the environment, as well as the reduced root causes of conflict (Vita, 2014). Peace education is a process that is dynamic, progressive, and transformative and is obtained with intentional efforts to promote the knowledge, skills, attitudes and values needed to bring about behavioural change, so that it can finally realize the occurrence of human welfare and the environment, and finally able to minimize the root causes of conflict (Darmawan, 2019). The goal of peace education is to facilitate participant

changes in knowledge, attitudes, skills, values, and behaviours in supporting building a culture of peace (Cromwell, 2019).

To realize peace education in diversity and tolerance there are various efforts undertaken by the government, educational institutions, community groups and individuals. One of them is Muhammadiyah 8 Bandung Junior High School, which initiated the peace school (compassionate school) in 2016 which is implemented in the peace curriculum. In the peace curriculum at Muhammadiyah 8 Junior High School, Bandung City, collaborating with Peace Generation Indonesia, Irfan AmaLee and Eric Lincoln.

This peace curriculum teaches 12 values of peace (AmaLee, 2016), namely:



Picture 1. Values Peace Education

Sourch : Eric L dan Irfan AmaLee, 2016.

The handbook is equipped with twelve student books that help students to learn each of the values of peace. In general, the twelve basic values are grouped into three parts, namely peace with oneself, obstacles to peace, and paths to peace. The twelve basic values of peace proposed by Erik Lincoln and Irfan Amalee were then elaborated with a variety of relevant literary sources so that the values expressed could be used in diversity and tolerance for peace.

2. METHODS

The method used in this research is a case study with a qualitative approach. This research was conducted at one school, Muhammadiyah 8 Junior High School, Bandung City in December 2019. The research informants consisted of the board of the Peace Generation community, a tutor implementing the Peace Generation Community Education program as many as 1 person and participants involved in peace education, students of SMP Muhammadiyah 8 Bandung city of 3 people. The results of data collection were obtained through an interview, observation, and documentation techniques. The analysis technique consists of data reduction, data presentation, and data verification. Successful data is then validated using source triangulation techniques and data collection techniques (Creswell, 2014). The focus of the research to be investigated is to see how far the application of the concept of peace education that was initiated by the Peace Generation community to students of SMP Muhammadiyah 8 Bandung. From the results of research conducted trying to obtain the values of peace education that are applied, to create the value and character of a culture of peace within students.

3. RESULTS AND DISCUSSION

3.1 Results

The concept of the Peace Education program contains Values on which the Peace Generation's thinking and activities are: Youth, interpreted as the spirit of active, creative, and dynamic Peace Generation personnel by the young soul. Pluralism, that humans are created with different backgrounds, both traits, physical conditions, psychological, and other factors. This difference indicates that each individual has different unique potentials. For peace generation, this difference is not just to be known (to be revealed), but there needs to be a process of appreciation (respect), and understanding so that the difference becomes part of daily activities. Active Non-Violence, that in every activity and response to conflicts that occur in the community, Peace Generation seeks to use alternatives to solve problems in a non-violent way. Participation is based on the awareness that Peace Generation is part of the community so that the various activities it undertakes are a form of participation and appreciation to the environment. Participation is also a reference that Peace Generation is a vehicle for youth participation and actualization to make a positive contribution to society. The Peace Education Program conducted by the Peace Generation community aims to spread the peace virus to the younger generation by training teachers to teach Peace education and train students to accept peace, one of which is diversity and tolerance. Because from the results of Byrnes's research (Wisler, 2009) prove that students with low prejudice show a more sensitive and open attitude towards the views of others. They are also able to think critically, because they are more open, flexible, and respectful of different opinions (Elliott & Kaufman, 2003). Learning materials and learning activities that have strong affective aspects about shared life in cultural differences have proven to be effective in developing flexible perspectives. Students

who have a great sense of empathy allow him to pay respect to differences in perspective. Of course it will be able to reduce prejudice against other groups. Reading multi-ethnic literary books can reduce negative stereotypes about other people's cultures. The dual perspective approach contains two goals: increasing empathy and reducing prejudice. Empathy for different cultures is a prerequisite for reducing prejudice.

In a broad context, peace education through 12 basic values of peace from Eric Lincoln and Irfan Amalee tries to help unite the nation democratically, by emphasizing the perspective of a plurality of people in different nationalities, ethnicities, cultural groups. Thus the school is conditioned to reflect the practice of democratic values. The curriculum shows different cultural groups in society, language and dialect; where students are better off talking about respect among themselves and upholding the values of cooperation, rather than discussing competition and prejudice among a number of students who differ in race, ethnicity, culture and social status groups.

Application of peace curriculum in SMP Muhammadiyah 8 Kota Bandung, students get peace curriculum teaching materials in grades 8 and 9. The results obtained are from peace education is students who can respect cultural, religious, and gender diversity. That is, tolerant of existing differences. The learning process of peace education at Muhammadiyah 8 Bandung Junior High School is related to freedom of tolerance carried out through a Joint program to bring together students of different religions in an event. In this case, the Muhammadiyah 8 Bandung Middle School worked together with the Yahya Christian Middle School to bring together students of different religions. The results of the study were very surprised that the prejudices received related to religion (Islam-Christian) turned out to be different where they initially had negative prejudice but after carrying out an activity the prejudice turned positive. Sarah is an 8th-grade student at Muhammadiyah 8 Junior High School in Bandung, stating that after getting friends who are of different faiths provides another experience. Vice versa, Nadine who came from SMPK Yahya expressed the same thing, initially Nadine prejudiced that Muslims are "bad" or hurt others. However, it turns out that prejudice does not provide negative evidence. In addition to the visits made students are allowed to interact with each other in the form of a game. This mutual visit program instils the values of peace tolerance to diverse religions and the program is considered to be very effective in breaking down prejudices of differences in the minds of students. This visiting program can slowly decide students' prejudices against people of different faiths. Students are judged to still have prejudices against people of different religions, which are caused by social environmental factors of students and the intake of information they obtain. This is a real peace education learning in the community so that the idea of Peace Generation towards freedom of tolerance can be overcome by real activities in the social environment of students. However, from the activities carried out by these two Bandung City Middle Schools, there are still many schools or educators

who view teaching peace as being likely to discredit certain religions. For example, when discussing the issue of radicalism in schools, the label is more to corner Islam. That is a weakness in our educators in general. There are even misconceptions about tolerance. This phenomenon is in line with the results of the UIN Syarif Hidayatullah PPIM survey, Jakarta that 53% of teachers in Indonesia implicitly have an opinion of intolerance. The results of the research were released in October 2018 which showed teachers in Indonesia from kindergarten to high school level had high intolerance and radical opinions.

3.2. Discussion

The Peace Generation community is formed from individuals who have a common goal to disseminate the values of peace within the community. This goal can be seen as one of the social actions to overcome social problems. Rational instrumental actions from this activity can be seen from the creation of this Peace Generation community which also aims to spread the peace virus as a preventive measure for social problems. Rational values-oriented actions can be seen from the objectives of each program carried out by the Peace Generation community in teaching the basic values of peace that prioritize aspects of attitude change rather than knowledge. Understanding constructive conflict resolution is one of the objectives of peace education to prepare someone to be a good citizen, having intellectual, emotional, social and cultural abilities (Ritiauw, Maftuh, & Malihah, 2017). Traditional actions can be seen from the pattern of education in the program peace education carried out in schools and effective actions can be seen from the willingness of agents of peace or tutors implementing peace education programs without expecting rewards or voluntary.

Peace education programs carried out by the Peace Generation community become part of non-structural interventions for the resolution of social problems. Intervention conducted by the Peace Generation community with this program is the creation of social groups that campaign for caring movements in social life to the wider community. This movement specifically enters the real and specific domains at the level of grassroots (personal or community) in creating activities that are actively involved in the community peace movement (Sujibto, 2015). This community makes a movement in the social field to create a peaceful social life and invites other general public to take care of social conditions, especially in the city of Bandung. The pattern of the persuasive approach by providing insight into the values of peace is able to bring refreshment to the community that social problems can be solved together through this program.

Peace education implemented in both conflict and non-conflict areas aims to develop education, disarmament education, conflict resolution, environmental education, and human rights education (Maftuh, 2008). Peace education programs conducted by the Peace Generation community can also avoid the potential as a risk

society, risky city communities facing various risks due to social problems such as religious differences, ethnic differences, racial differences, differences in social status and differences economic status (AmaLee, 2016). The form of risk society that can be avoided by implementing a peace education program is to instil values to be able to accept differences.

The Peace Generation community is aware of social change in the city of Bandung so that they run this program desiring to change social problems towards peace. Activists are people who are aware of the importance of peace values for everyday social life. Through this program, there appears to be a risk response system (early warning system) in which an area has a cooperative movement for the handling of social problems that further increases the carrying capacity of social life for life in the city. The success of this program as an early warning system because citizens no longer experience social problems such as riots, racial conflicts, ethnicity and religion, intolerance and human rights violations. Peace education teacher training program and talk the peace conducted by the Peace Generation community is an effort that shows high attention to improving the skills of agents of peace (tutors) as well as caring attitudes of members to invite Bandung residents to care more about social conditions. This is what was done by Muhammadiyah 8 Junior High School in Bandung that peace education has now become a social necessity in the community. Considering that Bullying often occurs among students and students' prejudices often occur in the school environment.

From the discussion above, the peace education program is an implementation of conflict resolution education programs in schools that are in line with the national long-term education policies and strategies. The value of peace implemented in the realm of education teaches students to create a peaceful life in accordance with the pillars of education, namely learning to know, learning to do, learning to live together, and learning to be (Delors, 1996). Peace education has a very close relationship with conflict resolution education, because both have the same goal, namely to support the creation of a peaceful school so as to create better education. The education process is considered as an exercise to learn to live together peacefully by giving appreciation and attention to others so that conflicts are faced positively, and conflicts indirectly become a tool to improve problem-solving skills to students (Munggaran, Malihah, & Komariah, 2018).

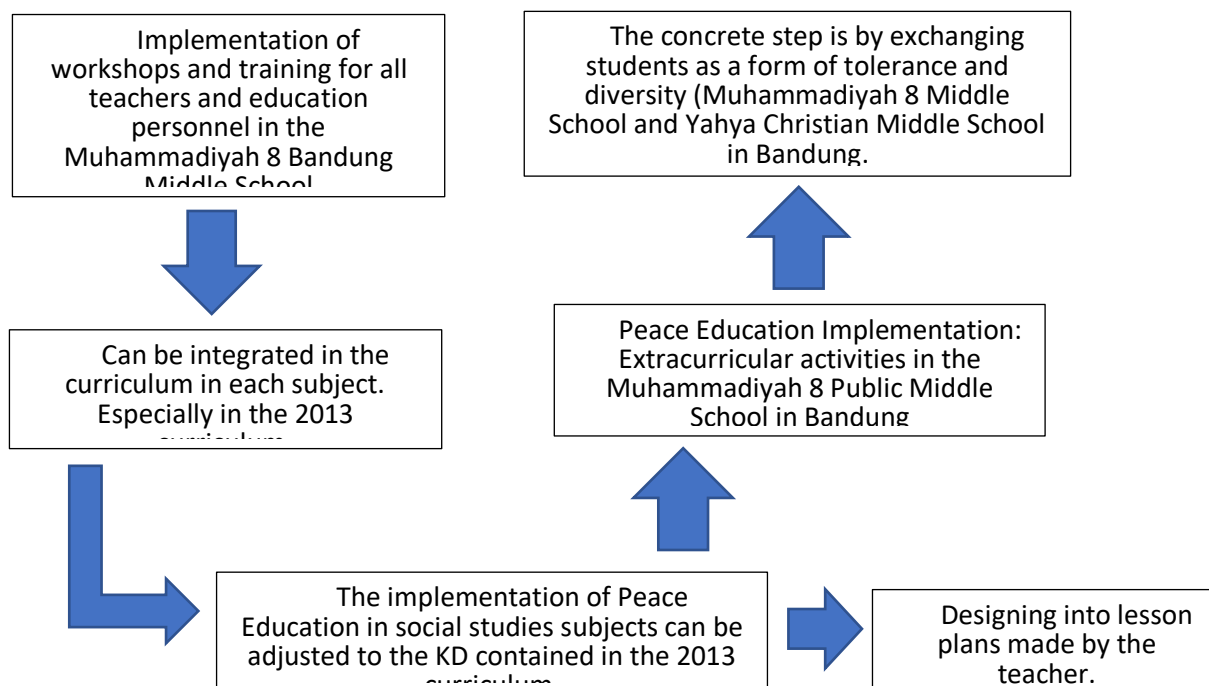
UNICEF defines peace education as a process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural change that will enable children, youth and adults to (a) prevent conflict and violence, both overt and structural; (b) to resolve conflicts peacefully; and (c) to create conditions conducive to peace, whether intrapersonal, interpersonal, intergroup, national or international level. The application of peace education by the Peace Generation community is proven to be able to improve civic virtue in the social field. Civic virtue as a concept of values inherent in

the individual or private life becomes the true goal of peace education through the development of knowledge, understanding, skills, intellectuality, and participation needed for citizens' competencies and responsibilities (Cunliffe, 2017).

In line with the increasing trend of social problems in the community, Social Studies Education has an active role in preparing students to be able to solve problems. Social studies education as a reflective inquiry or decision making and is in the framework of a problem-centred curriculum. By using reflective inquiry or decision making approaches in social studies students are taught how to use high intellectual skills or social skills to solve problems. (Bunyamin Maftuh, 2008) explains that in order to solve problems, students must master knowledge taken from a scientific process. But according to him, knowledge alone is not enough to make the reflective decision making. Decision making requires consideration of value or value assessment as another component of decision making. So according to him, a need for students to learn how to recognize their own values and also the values of others.

Therefore social studies education must play an important role in helping students to develop the knowledge, attitudes, values and skills needed of course with a problem-centred approach and which is based on the philosophy of progressivism and reconstruction (Said Hamid Hasan, 1996). Malkova in (Bunyamin Maftuh, 2008) stated that IPS has a responsibility to promote the spirit of peace and promote the empowerment and responsibility of others. This course is related to the courses provided by UPI PIPS Study Program by presenting Conflict Resolution Education courses. Malkova then suggested that Education for peace and mutual understanding should be accepted as one of the main objectives of Social Sciences Education. In the IPS curriculum according to Malkova that "the entire social studies curriculum must help pupils understand that human progress is incompatible with acts of violence, aggression or oppression of other people and that causes cause to suffer."

Social education ideas that can be integrated into peace education have a close relationship with social studies subjects in junior high schools. For example, in social studies class VII there are basic competencies 3.4. Understanding the understanding of the dynamics of human interaction with the natural, social, cultural, and economic environment which will certainly be related to conflict resulting from the diversity of human interactions. In subsequent basic competencies such as class IX KD 3.2 can include peace education by examining the changes in Indonesian society from the independence movement to the beginning of reforms in the geographical, economic, cultural, educational and political aspects of nationalism. To implement peace education which is in SMP 8 Muhammadiyah Bandung city, carried out with several activities so that peace education is carried out properly. Following are the efforts made by Muhammadiyah Middle School 8 in introducing peace education in their school environment.



The table above gives an overview of how Peace Education learning is conducted at SMP 8 Muhammadiyah, Bandung City in collaboration with the Peace Generation organization. But with this model, of course, all schools can implement Peace Education with good cooperation between teachers, students and all levels of the school environment.

4. CLOSING

a. Conclusion

Rational about the importance of peace education is an educational strategy that is considered to have virtues, especially in (1) providing breakthroughs in learning that can increase empathy and reduce students' prejudices to create intercultural human beings (citizens) who can resolve conflicts without violence (nonviolent); (2) applying approaches and learning strategies that are potential in promoting the process of social interaction and have a strong affection content.

b. Suggestion

(1) Peace education learning model helps teachers in managing the learning process to be more efficient and effective, especially giving students the ability to build collaborative and have a high-value commitment in the life of a diverse and diverse society; (2) contributing to the Indonesian nation in resolving and managing conflicts with nuances of SARA that arise in the community by increasing empathy and reducing prejudice.

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HISTORICAL BIOGRAPHY OF ADIPATI ARYA PENANGSANG : BETWEEN A REBELLION AND A HERO

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Abstract : Arya Penangsang is a character who is perceived with multiple characters. He is considered a rebel by the Mataraman Javanese community, but is considered a hero for the Coastal Javanese people. This research presents a series of historical stories from the Islamic period, especially during the Sultanate of Demak until the establishment of the Sultanate of Pajang, these spatial boundaries were taken to comprehensively understand the figure of Arya Penangsang. The main focus of this research discusses why Arya Penangsang was considered a rebel and how the construction of Arya Penangsang figure as a local hero for the people of Java Coast. This research uses literature study method. Data collection was carried out by exploring several documents (both printed and electronic), books, journals, and other data sources deemed relevant to the research. The results of this study indicate that the perception of Arya Penangsang was as a rebel because Arya Penangsang was on the losing side in the war between Jipang and Pajang. So the history of Arya Penangsang was written in black ink by the ruling authority. This can be proven in the Babad Pajang and Babad Tanah Djawi manuscripts written in the Surakarta Sunanate. Meanwhile, the construction of the Arya Penangsang figure as a local hero is shown through the revitalization of the heroic values of Arya Penangsang, the historical triumph and culture of the Jipang Kadipaten.

Keywords : Biography, Arya Penangsang, Rebellion, Hero.

1. INTRODUCTION

The figure of Arya Penangsang is a controversial historical figure for the Mataraman Javanese people. His role was considered a rebel against the Pajang Sultanate when he was in power. In *Babad Tanah Djawi* and the Javanese culture of Mataraman / hinterland, there has been a hegemonic representation of the figure Arya Penangsang, whose traces are manifested in the art of *Soreng* Dance. The storyline in the *Soreng* dance presents Arya Penangsang as a character who is thirsty for power, rude, angry, and temperamental.

In the *Soreng* dance performance, Arya Penangsang is described as the Adipati Jipang who has the character of a *adigang*, *adigung*, *adiguna* (showing off his strength, power and intelligence) (Waluyo, 2019 : 87). He was jealous of the position of Sultan Hadiwijaya who became Sultan of Pajang. At each performance, Arya Penangsang is

depicted wearing a red costume that symbolizes the flames that are ready to burn, also interpreted as anger, arrogance, and thirst for power. A thick mustache like a centipede built up the perception of being violent and cruel. Meanwhile, Arya Penangsang's opponent, Hadiwijaya is described as a very strong Sultan. *Soreng* dance seems to be trying to build the perception that Hadiwijaya is a protagonist who has supernatural powers.

The hegemonic form of Arya Penangsang's bad character is not only represented in the *Soreng* dance but also in the *Ketoprak Solo* performance. Both of them use the *Babad Tanah Djawi* script in narrating the life history of the Pangeran. Arya Penangsang character in *Ketoprak Solo* is often featured in the theme *Arya Penangsang Gugur*, *Arya Penangsang Berontak*, and *Arya Penangsang Balelo* (Waluyo, 2020: 68). The performance in the theme *Penangsang Gugur* in *Ketoprak Solo* tells the story of the victory of the Sultanate of Pajang led by Hadiwijaya over the Kadipaten Jipang led by Arya Penangsang. This story begins with a meeting scene at House Kudus, and ends with the death of Arya Penangsang, on the west of Bengawan Solo.

If in the Javanese area of Mataraman (Jogja, Solo and its surroundings), Arya Penangsang is a controversial figure who is stigmatized as being power-hungry and rebellious, this is not the case with the perception of the coastal Javanese community. For the people of Cepu, Bojonegoro, Lasem, Rembang, Pati, and some region Kudus, they really respect the figure of Arya Penangsang as a very high knight. Arya Penangsang in Javanese expression called *trahing kusuma rembesing madu* (descendant of a noble person). Arya Penangsang is also considered a symbol of resistance against unjust rulers.

The form of glorification of Arya Penangsang by the Javanese Coastal community is represented by the performance of *Ketoprak Pati*. Some of the themes that are often done are *Arya Penangsang Lahir*, *Surawiyata Berontak* or *Surawiyata Balelo* which at the end of the story tells about the birth of Arya Penangsang figure and generally tells more about his father, namely Pangeran Sekar (Raden Kikin or Surawiyata). Raden Kikin has a firm and straightforward character. However, behind this tough attitude is actually reflected in honesty and loyalty to maintaining principles. He is also known to be very close to the people of the Kadipaten Jipang (Waluyo, 2020: 70).

A myth arises about the story of the character Arya Penangsang, which spreads by word of mouth who is still alive and has a strong influence in the community, especially those who live in Jipang Village, Cepu, Blora Regency. Because the duke is very powerful and becomes the charismatic ruler of the Jipang region, it is not strange to bring up various mythical stories about him. He became a hero who was praised and respected, everything from him including what he liked and what he didn't like became things that the surrounding community obeyed.

Some of the myths of the story that developed include the prohibition for the people of Jipang village to tell the death of the duke and the prohibition on responding to *ketoprak* with the play of the duke's death. If you violate it, it is said that there will be catastrophes, calamities and major disasters for the people of Jipang. This myth was corroborated by the events in the 1980s, where the *ketoprak* performance with the theme Arya Penangsang was on fire. When the show started, suddenly the *gebber* (one of the *ketoprak* backgrounds) caught fire with strong winds crashing into the stage (Wafiroh, 2019: 1). The local community's belief in Arya Penangsang's supernatural powers makes this figure highly respected and sacred.

This research will reveal how the history of Arya Penangsang began from the time of the Sultanate of Demak to the establishment of the Sultanate of Pajang, this is important to understand the root causes and negative sentiments of the Mataraman Javanese people towards the figure of Arya Penangsang. The main problem that is developed in this research is why the figure of Arya Penangsang is considered a rebel by the Javanese Mataraman and how is the construction of the figure of Arya Penangsang as a local hero by the Javanese Coastal ?

2. METHODS

This research uses the literature method. Literature study or literature can be defined as a series of activities relating to methods of collecting library data, reading and taking notes and processing research materials (Zed, 2003: 3). In literature study there are at least four main characteristics, including: First, that researchers are dealing directly with text or numerical data, not with direct knowledge from the field. Second, library data is "ready to use", meaning that researchers do not go directly to the field because researchers are dealing directly with data sources in the library. Third, that library data is generally a secondary source, in the sense that the researcher obtains material or data from second hand and not original data from the first data in the field. Fourth, that the condition of library data is not limited by time and space (Zed, 2003: 4-5).

Based on the foregoing, data collection in research is carried out by examining and / or exploring several journals, books, and documents (both printed and electronic) as well as other sources of information that are considered relevant to the research. Literature data obtained in this paper include *Babad Tanah Djawi*, *Babad Joko Tingkir* or *Babad Pajang*, Arya Penangsang : Portrait of History of the Combat of Coastal and Inland Java as well as several references to textbooks and other scientific journals.

3. RESULTS AND DISCUSSION

3.1 Struggle for Power in the Demak Sultanate

At the beginning of the XVI century, Demak Sultanate was the strongest Islamic kingdom on the island of Java and held hegemony among the cities of the north coast of Java. But practically the cities still stand alone. According to Tome Pires, at the time Demak was under Raden Patah, the north coast of West Java, especially Cirebon, was under his control. Raden Patah reigned from 1481-1507. During his reign, he was very good at attracting new residents and expanding his territory (Depdiknas, 2000: 5).

In 1507, Raden Patah was replaced by Adipati Unus, who was still 17 years old. He is often referred to by the name Pati Unus or *Pangeran Sabrang Lor*. Adipati Unus ruled until 1521. Adipati Unus died at a very young age and had no children (H.J. De Graaf, 1985: 25). Because he had no sons, the death of Adipati Unus caused difficulties, namely the struggle for power. The seizure of the throne led to a prolonged war that ended in the destruction of the kingdom.

There are two successor candidates who are entitled to occupy the throne of the Demak Sultanate, namely Pangeran Sekar (Raden Kikin) and Pangeran Trenggana. From here began a power struggle among the royal family. From his marriage to a Chinese daughter, Raden Patah has six sons. The first child of a daughter named Ratu Mas who was married to the Prince of Cirebon. Five younger siblings, all of whom are boys. Each of them is Adipati Unus (*Pangeran Sabrang Lor*), Pangeran Sekar, Pangeran Trenggana, Raden Kanduruwan, and Raden Pamekasan.

Meanwhile, another version says that Raden Patah had several sons and daughters born to three mothers. Adipati Unus and Pangeran Trenggana were born to daughter Sunan Ampel. Meanwhile, Pangeran Sekar was born to the daughter of Adipati Jipang. Another descendant is the daughter of Ratu Mas Nyawa. Pangeran Sekar was older than Pangeran Trenggana, but he was born to a third wife, while Pangeran Trenggana was born to the first wife. Therefore, Pangeran Trenggana felt he had more right to occupy the throne of the Demak Sultanate (Djuliati Suroyo, et al., 1995: 29). This power struggle is also recorded in the Chinese chronicle of the Sam Po Kong Temple in Semarang in 1521 (Babad Jaka Tingkir: 1981: 231).

In the *Babad Tanah Djawi* manuscript, it is stated that the one who has the right to replace Adipati Unus is Pangeran Sekar (Depdiknas, 2000: 8-9). However, he was killed by Pangeran Prawata, the eldest son of Pangeran Trenggana. Pangeran Prawata's goal in killing Pangeran Sekar was so that his father could be crowned king, so that one day he could replace the Sultan of Demak. From this incident in the end succeeded in delivering Pangeran Trenggana to the throne of Demak and the title Sultan Trenggana. He began to lead the Demak Sultanate from 1521 to 1545 AD or for 25 years.

According to H.J. de Graaf, Pangeran Sekar was killed on a river bridge, but it was not clear which river was referred to. According to oral tradition in the Demak area, the murder took place on the banks of the *Tuntang* river, while according to the Blora tradition, Pangeran Sekar was killed by Pangeran Prawata near *Gelis* river (Karyana

Sindunegara, 1996/1997: 83), meanwhile in ketoprak Pati shows that the murder took place on the banks of Kali Lusi (Waluyo, 2020: 72). Because the murder of Pangeran Sekar took place on a riverbank, he was known as Pangeran Sekar Seda Lepen. When Pangeran Sekar died, he was with his young son. The son then drifted into the river and got stuck (*temangsang*) at the root of a tree on the bank of *Kali Lusi*, therefore the child is named Arya Penangsang.

The murder of Pangeran Sekar Seda Lepen by Pangeran Prawata was the root of a dispute in the Demak Kingdom. When the son was growing up, Arya Penangsang tried to avenge the death of his father, so he tried to take revenge against the descendants of Sultan Trenggana. Pangeran Sekar has two sons, namely Raden Arya Penangsang and Raden Arya Mataram. After the death of his father, Raden Penangsang was appointed as a *Adipati* in Jipang with the title Adipati Arya Penangsang (Karyana Sindunegara, et al., 1996/1997: 84). The appointment was intended to reduce Arya Penangsang's grudge and hurt feelings. However, this strategy did not dampen Arya Penangsang's efforts to claim his rights and take revenge for his father's death.

3.2 Arya Penangsang's resistance to Sunan Prawata

Since the murder of his father, Arya Penangsang held a grudge against Sultan Trenggana and his descendants. He was forced to refrain because at that time the elders of the Demak Sultanate agreed to the appointment of Pangeran Trenggana as a sultan. However, Arya Penangsang believes that this is illegal and unfair. He will continue to demand justice must be upheld. Since his appointment as a *adipati*, Arya Penangsang never wanted to go to the Demak Sultanate (Nurhamid, 2009: 107).

After Sultan Trenggana died, he was replaced by Pangeran Prawata who later had the title Sunan Prawata. He was the first son of Sultan Trenggana who had killed Pangeran Sekar. When Pangeran Sekar died, Arya Penangsang was still very young. After the death of Sultan Trenggana in 1546, Arya Penangsang thought that he also had the right to the throne of the Demak Sultanate. Therefore, after Sunan Prawata ascended the throne, Arya Penangsang had to face Sunan Prawata and his descendants/family. He tried to crush the Sultan Trenggana's family. This resulted in intrigue among the Demak Sultanate family. For this reason, he sent a man named Rangkud to kill Sunan Prawata. Therefore, the reign of Sultan Prawata only lasted a very short time from 1546 to 1549 (H.J. de Graaf, 1986: 78).

After successfully killing Sunan Prawata as the fourth Sultan of Demak, Arya Penangsang received the blessing of Sunan Kudus to crown himself as the fifth Sultan of Demak based in Jipang, so that the term Demak-Jipang emerged. For his political opponents, Arya Penangsang was accused of many crimes and murders of descendants of Sultan Trenggana. Besides from killing Sunan Prawata and his wife, he also killed Pangeran Hadiri, the husband of Queen Kalinyamat through his men. However,

according to J. Brandes he acted this way because he defended his rights (J. Brandes, 1901: 448-491 in the Depdiknas, 2000: 15).

3.3 The fall of Arya Penangsang

After Sunan Prawata's death was the beginning of a conflict between Arya Penangsang and Hadiwijaya about the struggle for the throne and the right to inherit the Sultanate of Demak. The conflict between these two figures is rather strange, considering that Hadiwijaya is not a direct descendant of the founder of the Demak Sultanate. He is just the son-in-law of Sultan Trenggono. In Javanese custom, when a conflict occurs, usually a son-in-law only helps and will return it to the rightful when the conflict can be won.

In the early part of *Babad Tanah Djawi*, which discusses Arya Penangsang, is also not like the tradition in the succession of the leadership of kings in Java. In the *Babad Tanah Djawi* manuscript, Hadiwijaya is described as a new sultan and has extraordinary powers that make all other dukes surrender and dare not to fight. This shows that in writing *Babad Tanah Djawi* there was a motivation to show Hadiwijaya as a strong person and to be an important figure.

In the war between Jipang and Pajang, Arya Penangsang led the Jipang troops to ride a stallion named Gagak Rimang which was escorted by Soreng soldiers. Other supporters of Arya Penangsang is the students of Kedung Jati college in Purwodadi such as *Macam Kepatihan, Sumangkar, and the Soreng*. The majority of the Soreng consist of fugitives from Pajang. The war leaders consisted of Patih Matahun, Raden Tumenggung Rangga Atmaja, Raden Bei Sasra Kusuma, and Raden Sumantri or Raden Bagus Nonong. During his reign in Jipang, Arya Penangsang expanded its territory to Rembang and Surabaya (Jaya Baya, 12 April 1987 in the Depdiknas, 2000: 16).

The Pajang troops were led by Ki Gede Pemanahan, Ki Penjawi, Ki Juru Mertani and Danang Sutawijaya. The Pajang troops were also assisted by some Demak soldiers and enlisted men from Butuh, Pengging. The night before the war the two sides were getting ready around *Bengawan Solo* and each refrained from crossing the river. This is due to the belief that whoever crosses the river first will lose his magic (Babad Tanah Jawi, 1980: 529).

Ki Gede Pemanahan, Ki Penjawi, Ki Juru Martani knows very well the character of Arya Penangsang. On the edge of the *Bengawan Solo*, they found the *pekathik* (horse keeper) Kadipaten Jipang who was looking for grass. He was tortured by cutting off one of his ears and slipping a letter of challenge to Arya Penangsang. Knowing this, Arya Penangsang thought without thinking then ran to the battlefield by riding his powerful horse named *Gagak Rimang*. Because of Ki Juru Mertani's ingenuity, *Gagak Rimang*

can be lured with a mare whose tail has been cut so that his genitals can be seen. The *Gagak Rimang*, which was at its peak of lust, suddenly got out of control and jumped with its master across the *Bengawan Solo* river.

When Arya Penangsang crossed *Bengawan Solo*, he was immediately greeted with a spear stab by Kiai Plered by Danang Sitawijaya, Hadiwijaya's adopted son, and hit his left side. As a result of the stabbing, Arya Penangsang's intestine unraveled and then wrapped it around the *keris* tucked in his waist. Arya Penangsang continued to pursue Sutawijaya. When he pulled out his *keris* to kill Sutawijaya, without realizing it, the *keris* had been cut and died. This incident occurred in 1480 Saka or 1558 AD (Karyana Sindunegara, 1996/1997: 123-114). Politically, after the killing of Arya Penangsang, the Sultanate of Demak also ended, which had experienced its heyday under Sultan Trenggana. The center of government was then moved to Pajang. (H.J. de Graaf, 1986: 23).

3.4 Negative Perceptions of Arya Penangsang Characters

Many historians consider the existence of Arya Penangsang figure at the end of his reign as Adipati Jipang (1554 AD) as the beginning of the discovery of the conflict between Coastal Java and Inland Java. The political downfall of the figure of Arya Penangsang was the end of power by the direct descendants of Demak. The last strong figure from the family of the Sultanate of Demak who is then represented opposite by the Javanese Coastal and the Javanese *Mataraman*.

The interest in constructing Pajang's power became very important for Hadiwijaya after the murder of Adipati Arya Penangsang was in Jipang. This is because Arya Penangsang was a figure who was considered legitimate (the grandson of Raden Patah) to inherit the power of the Sultanate of Demak during the succession after the killing of Sunan Prawata. This is very reasonable, considering that Hadiwijaya who later became the Sultan of Pajang did not have a *trah* (the lineage of Sultan Demak). He is a Adipati Pajang who is only the son-in-law of Sultan Trenggana. Thus, the death of Arya Penangsang was the climax of a political dispute over who should inherit the throne of the Sultanate of Demak.

The defeat of Arya Penangsang from Hadiwijaya in the succession of the leadership of Demak which is required with intrigue and various interests that collide with each other makes him a judged figure. Bad discourse about his figure was deliberately built by the power of Sultan Hadiwijaya and the Sultanate of Pajang as the winner. His defeat in political intrigue and the war against Hadiwijaya from Pajang made his life history written in black ink by the Pajang Sultanate and lasted until the Mataram Sultanate and the Kasunanan Surakarta for the sake of hegemony and power (Waluyo, 2020: 70). This reinforces the adage that history is always written by victors. Even the evil character of Arya Penangsang is still believed by the *Mataraman* Javanese

people who believe more in the history of Arya Penangsang version of *Babad Tanah Djawi*.

The *Babad Tanah Djawi* manuscript is a historical text whose contents also tell about Arya Penangsang, this historical manuscript was written about two centuries after the clash between Sultan Hadiwijaya (the founder of the Sultanate of Pajang) and Arya Penangsang. The manuscript was written by the *Kasunanan Surakarta*, which is a representation of the ruler. No wonder the script tells the character Arya Penangsang as an antagonist.

Beside from *Babad Tanah Djawi*, the historical manuscript which tells of Arya Penangsang with an evil character is *Babad Pajang*. Some events seem to be buried to cover past events related to Hadiwijaya's ugliness. The impact of the burial of the incident was that the character Arya Penangsang seemed to be blackened by being considered an antagonist by history and considered a rebel with a greedy nature for the throne. This is the initial goal of the author of *Babad Pajang* who protects the image of Hadiwijaya for the purpose of legitimizing as a king who is free from mistakes and despicable nature (Fransiska, 2018: 19).

3.5 Arya Penangsang's construction as a local hero

The Jipang Kadipaten area is now a village in Cepu Subdistrict, Blora Regency - in the past, it stretched widely on the north coast of Java between Central Java and East Java (areas around Cepu, Blora, Bojonegoro, Lasem, Rembang, Pati and parts of Kudus now). The Cepu community has the opposite point of view in interpreting the Arya Penangsang figure which is different from the perception of the Javanese Mataraman. Although the Javanese people in Solo and Jogja consider Arya Penangsang to be a rebel, the Cepu people have the opposite view, namely as a firm leader and dare to defend rights and truth. In the perception of the Cepu people, Arya Penangsang, with all his heroic stories, has become a respected and respected figure. His story still feels close to the people to this day.

Behind his central figure for the Cepu people, there are many other things that accompany him that are able to build their collective memory. The collective memory of the Cepu people who are proud of the figure of Arya Penangsang and the glory of the Kadipaten Jipang in the past is shown in how they interpret something related to Arya Penangsang, for example *Gagak Rimang*. Arya Penangsang's favorite horse is now used as an iconic monument of Cepu City and has become the name of the highway in Kapuan Village, namely *Jalan Gagak Rimang Raya* (Waluyo, 2020: 124).

The Cepu people also guard the old grave kadipaten of the *Astana Gedong Ageng* (the tomb of the duchy family), the former pavilion building next to *Astana Gedong Ageng*, and the former area of the duchy even though it was turned into a rice field area. Meanwhile, *Bengawan Solo* is still a former river that is sacred to the local

community. *Bengawan Solo* is the site of Arya Penangsang's battle against Danang Sutawijaya which ended with the tragic death of the Kadipaten Jipang.

Regarding the war with Hadiwijaya, the Cepu people said that in the view of the Cepu people who rebelled was Hadiwijaya who at that time became Adipati Pajang. The reason is simple, that a rebel is who comes and attacks a center of the kingdom, namely Jipang. This is one of the reasons the Cepu people regard Arya Penangsang as a hero and Hadiwijaya as a rebel (Waluyo, 2020: 110).

Although physically nowhere to be found, some Cepu people understand that the center of the Jipang Kadipaten is located in Jipang Village, about 7 km to the northwest of Cepu City. Some residents in Jipang Village are also still very fluent in telling where the various government buildings were in the era of the Jipang Duchy. Even the fertile rice fields in Jipang Village still reflect the name of the place / part of the former duchy building. *Sawah Cinde* shows the location of the former duchy park, *Sawah Padon* shows the court for various problems and disputes, *Sawah Segaran* shows the former duchy pond (people also call it *Sawah Ngawan Anyar*), *Sawah Babalayar* shows the square which is usually used for ceremonies or performances, and *Sawah Ngawan Sore* showing rice fields in the former riverbank of the *Bengawan Solo* River which was diverted towards *Kali Kacing* (Waluyo, 2020: 113-114).

Arya Penangsang figure as a Duke of Jipang is also known by the people of Cepu as Arya Jipang. As a respected figure and a local hero, he was immortalized as the name of the road that extends about 7 km from Cepu Station to Jipang Village to the southwest. The pride of Arya Penangsang figure is also represented in the name of the airport which is currently being reactivated. The airport, formerly known as *Ngloram*, is now planned to be renamed to Arya Penangsang Airport by the Regent of Blora (Blorakab.go.id, 2018). Meanwhile, in the middle of the city, stands a park which is named *Taman Patih Mentaun* (the name *Patih Matahun* is often called *Mentaun*). Patih Matahun is an old patih and a legendary figure of Jipang who was also killed when Jipang was attacked by Pajang (Waluyo, 2020: 127).

Cepu's representation fights for the heroism of the Arya Penangsang figure and the glory of the Kadipaten Jipang which in the past had an influence on large areas in Coastal Java including Blora, Bojonegoro, Lasem, Rembang, Pati, and parts of Kudus. The instruments are manifested in various forms of speech stories, material culture, and efforts to revitalize the historical and cultural triumphs of the Kadipaten Jipang. The recognition and existence of Jipang customs and culture are increasingly getting recognition through the Jipang Culture Title which was attended by 40 envoys of kings and sultans from all over Indonesia in Jipang Village in December 2012 (Waluyo, 2020: 122).

The effort to revitalize the glory of the Kadipaten Jipang in Cepu is a form of resistance from the Cepu people who function as resistance to the Javanese hegemony

of Mataraman. Infrastructure development, reviving Jipang customs and culture, Jipang cultural titles, and others show that the Cepu people long for recognition of the triumph of their buried past history. The past glories of the Kadipaten Jipang and the figure of Arya Penangsang, who for hundreds of years were perceived as rebels, are now symbols of expressions of resistance, courage, assertiveness, and the spirit of heroism.

4. CLOSING

a. Conclusion

The power struggle in the Demak Sultanate after the death of Pati Unus made Pangeran Sekar Seda Lepen as a candidate to succeed the Demak Sultanate killed by Sunan Prawata. The throne passed to Sultan Trenggono (father of Sunan Prawata). Arya Penangsang, the son of Pangeran Sekar, feels unacceptable and demands revenge for the death of his father and his right as the heir to the Sultanate of Demak. He managed to get rid of Sunan Prawata through his messenger named *Rangkud*. But at the end of his life, Arya Penangsang lost the war between Jipang and Pajang. So the history of Arya Penangsang was written in black ink by the ruling authority. This can be proven in the *Babad Tanah Djawi* manuscript written by the *Kasunanan Surakarta* and *Babad Pajang*. Meanwhile, the construction of the Arya Penangsang figure as a local hero is shown through the revitalization of the heroic values of Arya Penangsang, the historical triumph and culture of the *Jipang Kadipaten*. Arya Penangsang figure is highly respected and a pride for the people of Cepu, his name is immortalized into the name of the street, city park and airport of Blora Regency.

b. Suggestion

Adipati Arya Penangsang's biography contains heroic and exemplary values that can be used as a learning resource in history learning. The development of these values can be applied into subject matter, teaching materials, learning tools, learning environments, and other learning components.

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**THE EFFECT OF METACOGNITIVE STRATEGY ON SELF
EFFICACY AND THE PROBLEM SOLVING ABILITY SOCIAL SCIENCE
SUBJECT WITH DIGITAL BASED LEARNING IN INCLUSIVE SCHOOL OF
MAGETAN DISTRICT**

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Abstract : This study aims to analyze the differences in problem solving abilities and self-efficacy of children with special needs in Social Sciences Subject between groups of students with special needs who learn with metacognitive learning strategies compared to groups of students with special needs who learn with cognitive learning strategies while in online learning covid pandemic era 19 this. This type of research is quasi-experimental research with a pretest-posttest non equivalent control group design. The population in this study was all students with special needs in Magetan Regency Inclusive School and a sample of 100 students. Self-efficacy data were collected by questionnaire method and data of problem-solving abilities were collected by essay tests. Analysis of the data used in this study is the Two Way Anova technique. The significance level used is 0.05. The hypothesis being tested is that H_0 samples come from normally distributed populations. H_1 = the sample does not come from a normally distributed population. The criteria for determining the normality test is if significance > 0.05 then H_0 is accepted. If the significance < 0.05 then H_0 is rejected. There are two groups that are given different treatment namely the control class and the experimental class. Students with special needs in the experimental class get learning with metacognitive strategies and control classes with cognitive strategies. The results of this study are metacognitive strategies that significantly influence the self-efficacy of students with special needs but do not significantly affect the ability to solve problems in students with special needs in learning digital-based Social Sciences in Magetan Regency.

Keywords: Metacognitive Strategies, Self Efficacy, Problem Solving, Inclusive School

1. INTRODUCTION

The new paradigm in learning social science in particular and other learning during the Covid 19 pandemic now requires sensitivity and intelligence to take advantage of all the tools in virtual learning. No exception for students with special needs in special schools or in inclusive classes. Learning is an internal process that includes memory, information processing, emotions, and other psychological aspects.

Learning is a thought process. while Learning itself is an activity that involves a very complex thought process. Therefore, one must have an awareness of one's own thinking ability and be able to manage it. Experts say this ability is called metacognitive.

In developing metacognitive abilities in online learning as it is today every student has the potential to experience problems, it's just that there are problems that are mild and do not require special attention from others because they can be overcome by themselves and there are also those with severe learning problems that need attention and help from others. Extraordinary children or referred to as children with special needs (children with special needs), do not always experience problems in learning. However, when they are interacted together with other children of the same age in the regular education system, there are certain things that need special attention from teachers and schools to get optimal learning outcomes in the current digital-based home learning period.

Metacognitive strategies are important to develop in learning because with metacognitive strategies students with special needs are able to design, monitor, and reflect on their learning processes consciously, in essence, they will become more confident and more independent in learning. This awareness to learn independently is an asset for students with special needs to meet intellectual needs and discover a world of infinite information in learning and life. Metacognitive strategies affect the self efficacy and problem solving abilities of students with special needs.

Flavell & Brown in stating that metacognitive is knowledge (knowledge) and regulation (regulation) on a person's cognitive activities in the learning process. While Moore (2004) states that: Metacognitive refers to a person's understanding of his knowledge, so a deep understanding of his knowledge will reflect its effective use or clear description of the knowledge in question.

From the above, how is the effect of metacognitive strategies on self efficacy and problem solving abilities in Magetan Inclusive Middle School?. This study aims to analyze differences in problem solving abilities and self-efficacy of children with special needs in Social Sciences learning between groups of students with special needs who learn metacognitive learning strategies compared to groups of students with special needs who learn with digital-based cognitive learning strategies during online learning in the pandemic era This COVID 19.

In the initial stages, conceptual analysis by the teacher must be used as a basis for carefully planning the learning material that allows students with special needs to synthesize again in their own minds. The situation formed in the form of questions that can be asked, explanations given, a teacher who is sensitive and provides the right material at the right time.

Flexibility in this approach results in completeness on the subject of learners rather than with a rigid approach according to plan, no matter how good the plan is. Finally, teachers gradually reduce the dependence of students with special needs on them. Once students with special needs can analyze new material themselves, they can adapt it to their individual learning styles which are the most meaningful ways for them to receive learning, which may be different from other friends.

The teacher should be able to adjust the learning material to the stage of development of his students, he must also adjust the way of presentation to the tendency of thinking controlled by students. The tendency of intuitive and concrete reasoning only, or intuitive, concrete and also formal. And finally, the teacher gradually improves the students' analytical abilities, so that students with special needs are no longer dependent on the teacher. The development of intuition and reflection abilities form the ability to think formally.

Increased Self Efficacy in Inclusive Classes

Self-efficacy is important in the three phases of self-regulation operations, namely forward thinking (a setting background stage for action), performance (processes that affect attention and action), and self-reflection (attempts to respond) (Elias & MacDonald, 2007).

Efficacy Expectation. The emergence of a behavior that is influenced by an individual's perception of his ability related to the expected results. Results expectations (outcome expectation). Estimates or self-estimates that the behavior carried out will achieve certain results. Value of results (outcome value). A meaningful value for the results obtained by individuals. The value of the results which is very meaningful influences the motivation of individuals to get success again.

Social persuasion, self-efficacy can also be obtained, strengthened or weakened through social persuasion. The impact of this source is limited, but under the right conditions persuasion from others can affect self-efficacy. That condition is trust in the person giving the persuasion, and the realistic nature of what is persuaded.

Emotional / physical state (emotional / physiological), emotional / physical state that follows an activity will affect self-efficacy in the field of the activity. Strong emotions, fear, anxiety, stress, can reduce self-efficacy. But it can also happen, an increase in emotions in the limit that is not excessive can increase self-efficacy.

Problem Solving Digital-Based Social Science Learning

From the results of the study it has been stated that before getting treatment of students with special needs who obtain metacognitive learning strategies and students with special needs who obtain cognitive learning have almost the same problem-solving abilities. This condition is very supportive to find out how much influence the metacognitive learning strategy has on improving problem solving abilities.

Inclusive schools are a new development of integrated education. In inclusive schools every child in accordance with their particular needs, all efforts can be served optimally by making various modifications and or adjustments, ranging from the curriculum, facilities and infrastructure, education and education staff, learning systems to the assessment system.

Learning for children with special needs (student with special needs) requires a separate strategy according to their individual needs. In the preparation of learning programs for each field of study should class teachers already have personal data of each student. Personal data that is related to specific characteristics, abilities and weaknesses, competencies possessed, and the level of development. Specific characteristics of students with special needs are generally related to the level of functional development. These specific characteristics include the level of motor sensory development, cognitive, language skills, self-skills, self-concept, the ability to interact socially and creativity. To know clearly about the characteristics of each student a teacher must first do a screening or assessment in order to know clearly about the competencies of students with special needs related.

The assessment here is the process of activities to determine the abilities and weaknesses of each student with special needs in terms of cognitive development and social development, through sensitive observation. This activity usually requires the use of special instruments by default or is made by the class teacher. Learning strategies for students with special needs that are prepared by teachers at school, are intended so that students with special needs are able to interact with the social environment.

In learning to improve the ability to think high-level students with special needs by using metacognitive strategies carried out with various learning models that are challenging and fun to improve the ability of students with special needs to understand and achieve the specified learning goals. one's success in learning is influenced by their metacognitive abilities. If every learning activity is carried out with reference to indicators of learning how to learn, optimal results will be easily achieved while using online-based learning in the Covid 19 pandemic.

2. METHOD

This type of research is a quasi experiment research that compares two different types of learning strategies, namely the Metacognitive learning strategy and Cognitive learning strategy, to the two dependent variables, namely the problem solving ability and students' self efficacy. In this study the Pretest-Posttest Non Equivalent Control Group Design research design was used.

The population in this study were students with special needs at the Inclusive Middle School located in Magetan Regency with a total of 100 children in March to June 2020.

The sample in this study was taken by random assignment. This technique is used as a technique in sampling at school because individuals in the population have been distributed into certain classes so it is not possible to do randomization at the individual level using Google forms.

In general, the data collection methods in this study are grouped into two types, namely the main method and the complementary method. In connection with the problems examined in this study the main method in question is the test method. The test method is used to collect data about problem solving abilities. Meanwhile, the supplementary method is the questionnaire used to obtain information about self efficacy.

In the test of this problem solving ability test, four assessments are used to determine the quality of the test that will be used in data collection, namely the determination of the Difference Power Index (IDB), the difficulty of test items, correlation between variables, internal consistency of the test. For self efficacy questionnaire, three assessments are used, namely item validity, reliability, correlation between variables. The analysis prerequisite test is used to determine whether the data obtained meets the requirements to be analyzed by parametric statistics or not by conducting tests of normality, homogeneity and correlation between variables of sample data. validity test using the help of SPSS application version 22 with the Pearson Product Moment correlation formula, then obtained a valid posttest problem. The hypothesis test used is the F test through the Two Way Anova technique.

3. RESULTS AND DISCUSSION

The results of the study of the application of metacognitive learning strategies to self efficacy and problem solving abilities in the Magetan Regency inclusive junior high school were obtained from research data obtained from the prerequisite test analysis. Analysis prerequisite test is a test conducted before carrying out the analysis with the Two Way Anova technique. The analysis prerequisites that must be fulfilled are the study samples taken randomly, normally distributed, data coming from populations that have the same variants. The research data must be normal and homogeneous first, then the analysis prerequisite test which includes the normality test will be presented.

After the normality and homogeneity test, Anova Two Way test is performed, this test aims to calculate the effect of learning strategies on problem solving of students with special needs in learning social science and self-efficacy based on digital learning. The test results can be seen in the table below.

Tabel 4.1 Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Strategi_Pembelajaran

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	18,283 ^a	61	,300	1,696	,042
Intercept	97,090	1	97,090	549,294	,000
Self_Efficacy	7,344	15	,490	2,770	,006
Problem_Solving	1,771	12	,148	,835	,615
Self_Efficacy * Problem_Solving	6,075	34	,179	1,011	,485
Error	6,717	38	,177		
Total	250,000	100			
Corrected Total	25,000	99			

a. R Squared = ,731 (Adjusted R Squared = ,300)

Based on the results of the research stated above in the form of Anova Two Way analysis data analysis, a discussion of hypotheses will be presented from the results of research on the differences in the effect of metacognitive strategies on problem solving Learning and self-Efficacy.

The test results showed a large value of sig in the Learning problem solving variable that is $0.615 > 0.05$ which means that H_0 is accepted, so it can be concluded that the metacognitive strategy does not significantly influence the ability of problem solving in learning digital-based social science in Magetan Inclusive Middle School.

The test results show the value of sig in the self-Efficacy variable is $0.006 < 0.05$ which means that H_0 is rejected, so it can be concluded that there is a significant influence on the learning strategy towards self-Efficacy of students with special needs in the Inclusive junior high School of Magetan Regency.

The test results show the value of sig in the interaction of learning and Self-Efficacy problem solving is $0.485 > 0.05$ which means that H_0 is accepted. It can be concluded that there is no interaction between problem solving Self-Efficacy on the learning process skills. To show how the interaction of problem solving and Self-Efficacy variables on learning strategy skills.

From the results of the analysis of correlation calculations it was found that there was a significant influence between the ability of problem solving, social science subject reasoning and students' self efficacy. For the relationship of problem solving abilities with self efficacy students with special needs who obtain metacognitive shows

a positive relationship, meaning that if the self efficacy experienced by students with special needs increases, it will result in increased problem solving abilities of students with special needs in learning digital-based social science.

4. CLOSING

Conclusion

Students with special needs who have a high sense of self efficacy tend to identify the main goals and are willing to utilize all their hard work and perseverance to achieve the desired learning outcomes. Conversely, students with a low sense of self-efficacy are vulnerable to anxiety and cannot learn independently and are dependent on others.

The conclusions obtained from the results of data processing and analysis in this study are a picture of the self-efficacy of students with special needs of Magetan Regency inclusive junior high schools in solving problems that get learning with metacognitive strategies increased from before in terms of the dimensions of self-efficacy and stages of problem solving. Whereas students with special needs who get learning with cognitive strategies have less self-efficacy development than. Self-efficacy of students with special needs in Magetan Regency inclusive junior high school who get learning with metacognitive strategies is significantly higher than students with special needs who learn cognitively or conventionally in the Covid 19 pandemic.

Suggestion

Children with special needs teachers or teachers in inclusive schools must bring about changes that can change the mindset and learning strategies that were initially teacher centered to become student centered. Teachers are expected to be more creative and innovative in presenting digital-based learning materials. The creation of productive, creative and innovative Indonesian human resources can be realized through the implementation of learning that can be carried out in various scopes using critical and creative thinking skills. Social science learning must implement learning by empowering high order thinking and digital-based thinking during the current Covid 19 pandemic.

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HISTOPRENEURSHIP LEARNING MODEL IN HISTORIOGRAPHIC COURSE TO IMPROVE CRITICAL POWER AND THE ENTERPRENEUR OF HISTORY STUDENTS

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Abstract : The development of science in the millennium has influenced the changing challenges of higher education in society. For this reason, higher education must be able to answer these challenges by making various innovations in learning, one of which is through the KKNI-based higher education curriculum, which can integrate the education sector with the job training sector. The development of a histopreneurship-based historical learning model is one way to answer the challenges of today's history teachers. History teachers can have historical competences and entrepreneurial skills that can be implemented in society. This study uses the ADDIE model Research and development (R and D) development method which has five stages, namely: analysis, design, development, implementation and evaluation. The results of this study indicate that the Histopreneurship Learning Model can improve students' critical thinking skills in capturing opportunities in the creative industry in society. Histopreneurship learning model can increase the entrepreneurial spirit of students, resulting in a paradigm shift in thinking that history students do not have to be job seekers but can open new jobs.

Keywords : *Historical Learning Model, Histopreneurship, History Students*

1. INTRODUCTION

The development of science in the millennium has influenced the changing challenges of higher education in society. For this reason, higher education must be able to answer these challenges by making various innovations in learning, one of which is through the KKNI-based higher education curriculum, which can integrate the education sector with the job training sector as well as work experience which forms recognition of work competencies in accordance with the job structure in various sectors. According to Presidential Decree No. 08 of 2012, KKNI is a manifestation of the quality and identity of the Indonesian nation in relation to Indonesia's national education and training system. So, it can be concluded that the KKNI-based curriculum requires the education system in Higher Education to clarify the profile of its graduates, which is adjusted to the feasibility of analyzing the needs of the community. Each study program must be able to formulate graduate competencies that must be possessed by students so that they can be absorbed in the world of work.

The history education study program at IKIP Budi Utomo Malang in compiling the KKNI-based curriculum wants students to have competencies in the fields of education and tourism. In the education sector, it is hoped that they can become a professional history teacher while in the tourism sector they can become a guide, museum creator, travel agent, tourism journalist. For this reason, it is necessary to provide training that supports tourism, among others, in the form of public speaking training, conversation, tour guide training and entrepreneurship training. Besides being provided with training there are also supporting optional courses such as tourism and historical tours. To support the achievement of the competence of graduates of the history education study program, Budi Utomo Malang, IKIP also cooperates with tourism sector actors such as the Malang City Tourism Office, Malang Regency Tourism Office and the East Java Cultural Heritage Conservation Center. This partnership cooperation is manifested in the form of guest lectures and direct visits to sites in Malang.

The learning method applied so far is only in the form of classroom learning accompanied by data collection in the field which is then discussed and analyzed in class together. This causes learning to be boring without direct practice in the field, as a result students become lazy to read, look for literature, are passive and only depend on lecturers in conducting class discussions without having initiative and also being active in thinking and asking questions. To solve the learning problems in the classroom, it is necessary to develop an innovative and effective learning model that combines theoretical learning with practice accompanied by problem solving. The learning model developed is a histoprenership learning model which combines three learning models, namely the basic learning problem learning model, the field trip learning model and the simulation learning model. The histoprenic learning model combines two competencies, namely history and entrepreneurship.

In connection with the historical learning model, research has been carried out, among others by Leo Agung (2012) which states that in general the History learning method is carried out through various lectures, and the media uses IT in the form of power point media, films, and LCDs. As for the implementation of learning evaluation in general, it tends to be dominated by cognitive aspects, compared to affective and spikomotor aspects. Supporting factors for the success of learning History, namely the existence of learning models. The development of the Character Education-based High School History Learning Model in Solo Raya is innovative from the History teachers themselves, while the inhibiting factors include the minimal BSE book, the lack of lesson hours (only 1 lesson hour / week), especially Class X and class XI IPA), and the material. Lots. It even seems that there is discrimination between the subjects in the UAN and those not in the UAN.

Andrias' research (2011) states that the use of a variety of learning models will add more attractive colors to each learning process at the classroom level. If this is done,

it is hoped that it will increase the level of interest, motivation, and achievement of students, and the implication will have an impact on the level of readiness of history students as professional history teacher candidates. Especially when they have served in schools, and the image of history as a boring subject we no longer hear, but what we hope is that history is an interesting and fun subject.

Iin Purnamasari and Wasino (2016) state that the development of a historical learning model based on local historical sites is carried out by developing learning tools which include syllabus, lesson plans (RPP), student worksheets (LKS) and teaching materials in the form of learning CDs that present documentary films from historical sites in the neighborhood where students live by conforming to Competency Standards, Basic Competencies and Subjective Materials. The application of the historical learning model based on local historical sites can improve the quality of student learning which is shown in the very high learning evaluation results and excellent learning activities. The obstacles faced by history teachers in the application of historical learning models based on local historical sites include the availability of multimedia technology in schools, as well as the process of making teaching materials, one of which is in the form of learning CDs to package audio-visual media, which requires knowledge of multimedia science and film programming, persistence as well as thoroughness. Another obstacle is if the equipment is not yet available at school, the funds needed to produce the media are greater.

Jenny K Matitaputy's research (2016) states that the development of a learning model for controversial issues is expected that history learning will be able to train and develop students' critical thinking skills as well as train and develop tolerant attitudes when faced with different situations and conditions (pros and cons). Through the learning model of controversial issues, history learning is no longer monotonous and boring, but dynamic and interesting learning.

Ofianto's research (2018) states that the development of quantum learning models in history learning can produce two skills, namely basic skills and historical research skills. The quantum learning model of historical thinking skills can describe the increase in historical thinking skills from the basic to the highest level.

Although there are quite a lot of researches on the development of historical learning models, none have integrated entrepreneurship education into history learning. For this reason, in developing a histopreneurship history learning model in the historiography course to increase the critical power and entrepreneurial spirit of history students of IKIP Budi Utomo Malang, it can produce historical thinking skills and entrepreneurial skills that can be used to answer the problems and challenges of history teachers in today's society.

The purpose of this research is to produce a historical learning model that is innovative, effective and creative and can change the atmosphere of learning history to

be more active and enjoyable. Whereas specifically it can change the paradigm of thinking that students after graduating from college do not have to be a teacher, but can become entrepreneurs in the field of historical tourism.

2. METHODS

This research is a research and development (Research and Development) with the ADDIE model (analysis, design, development, implementation, evaluation). This research was conducted on 5th semester students, History Education Study Program of IKIP Budi Utomo Malang, who are currently taking the Historiography course. Data sources include informant sources, place and event sources as well as documentation or archive sources. For informants who were interviewed by the site caretaker, expert team, head of the tourism office, history teacher, head of the museum, head of the cultural heritage preservation center, people who are members of the community of Malang cultural heritage lovers, the sources of places and events used are classrooms where lectures, labs history and historical sites in Malang. While the documents used are in the form of RPP, syllabus, source books, curriculum and documentation in the form of photos and videos. To test the validity of the data, we also used cross check information from students as additional data.

Collecting data using questionnaires, observation and documents. Data analysis includes five stages, namely: analysis, design, development, implementation and evaluation. The analysis phase is carried out to find out the problems and needs that exist in the field. The design stage is in the form of solutions or solutions to problems in the field. The development stage is in the form of developing an innovative and effective historical learning model by combining three learning models, namely basic learning problems, field trips and simulations. The implementation stage was carried out by testing the histopreneurship learning model in the historiography subject for 5th semester students of the history education study program at IKIP Budi Utomo Malang. Performed in small groups and large large groups. The evaluation stage is carried out to correct the deficiencies found in implementing the histopreneurship history learning model.

3. RESULTS AND DISCUSSION

From the results of the observation activities, it was obtained that data in the form of history students at the final level did not have a clear picture of where they were going after graduating. This is because they are not ready to use, namely the competence they have as history teachers is not sufficient to meet the demands of the school. The competence of history teachers today is not only pedagogical, but also has entrepreneurial skills that can be utilized for skills development in schools. To overcome this problem, it is necessary to integrate with changes in the KKNI-based curriculum

that can combine the education sector with the field of employment adjusted to historical competences. The curriculum developed by the IKIP Budi Utomo Malang history education study program is based on KKNI, namely producing history teachers and developing the tourism industry.

The product design that was developed was the development of a histopreneurship-based historical learning model to increase the critical power and entrepreneurial spirit of history students. The instruments prepared are in the form of questionnaires, validation of experts, learning tools in the form of syllabus, lesson plans, assessments, assessment sheets, media used in the form of ICT-based interactive multimedia, KKNI-based tertiary education curriculum which has been followed up with curriculum redesign in the History Education Study Program of IKIP Budi Utomo. Malang in 2019, sources of historical learning can be in the form of source books or additional references in the form of journal articles, research reports, archives or documents found on historical sites.

The product developed is a histopreneurship-based historical learning model which is the result of combining three learning models, namely the basic problem learning model, the field trip learning model and the simulation learning model. Of the three learning models are integrated so as to form a new learning model, namely the historical learning model of histopreneurship. This product seeks to develop historical skills combined with entrepreneurial skills. The elements developed in the histopreneurship-based historical learning model include syllabus, lesson plans, assessment sheets, assessment and learning methods. The learning objectives developed refer to the cognitive aspects that are based on historical knowledge and entrepreneurship, the affective aspects are based on historical knowledge, while the psychomotor aspects are based on entrepreneurial skills. Process and outcome based assessment instruments so that the form of assessment can be in the form of individual and group assessments. For groups, the form of assessment is in the form of activity reports and turnover obtained, while individual assessments can be in the form of logbooks in each activity to monitor progress as well as to control the activeness of each individual. The learning method applied is in the form of learning in class and in the field, so that students can practice directly what they have received during lectures in the classroom. For the percentage in the field is greater than in class, so that students can plan carefully before going into the field.

The steps for implementing a histopreneurship-based historical learning model consist of 6 steps, namely: presenting problems in society, analyzing and providing solutions to existing problems, observing and collecting data in the field, practicing creative business design based on historical tourism., evaluate and reflect on historical wista-based creative efforts to make improvements to the results of evaluation and reflection.

The implementation of the product developed is carried out in the historiography course for fifth semester students of the history education study program at IKIP Budi Utomo Malang which is carried out through small group tests and large group tests. For the small group test, it was carried out on 15 students of history study program from a total of 40 students. Of the 15 students, 5 students have low academic ability, 6 people moderate ability and 4 high abilities. Based on the analysis of the small group test assessment, it can be calculated that the percentage level of achievement is 79.4% which can be categorized as good. However, after checking on the questionnaire instrument on the item the willingness of partners to provide business premises, many students gave a score of 2, which means that it is sufficient for this to be perfected by inviting alumni to work together, especially those who have businesses that can become tenants in guiding entrepreneurship, while the elements that need to be refined again from the results of small group trials, namely products developed by students based on ICT and interesting and unique that are not yet on the market, After improvements and refinements are held, it can be tested in large groups.

For large group trials carried out on all fifth semester history study program students as many as 40 people. Of the 40 students, 10 had low academic ability, 18 moderate abilities and 12 high abilities. Based on the analysis of the large group test assessment, it can be calculated that the percentage level of achievement is 88.5% which can be categorized as good. From the results of these percentages, it can show changes both to the learning atmosphere in the classroom and in the field as well as real changes in students. For the lecture atmosphere to be more lively and fun, this is indicated by the enthusiasm of the students in learning in class and in the field, student participation is very high in class discussions and activities in the field. While the real changes in each student can be seen from the change in attitudes they have, namely having more responsibility in collecting assignments, caring for the situation around and among others, solid cooperation between students in completing assignments and making pronices, high analytical and critical power. In solving problems that are encountered both academically and non-academic problems in the field. And the most noticeable change is in the perspective or paradigm of thinking that after they graduate from a history education study program they do not have to become a history teacher, but can become an entrepreneur in the field. history such as a guide or tour guide, owner of a travel agent, author of history or culinary books, making historical comics, making historical pocket books that can be used as guide books for historical travel, opening tutoring

To test the product validation, the development of learning models is carried out through validation tests carried out by learning design experts, history experts and entrepreneurship experts. Obtained a percentage of 87.5% for learning design experts, what needs to be perfected is an assessment to measure the process in the field which requires additional indicators in the form of cooperation and care, while for a percentage

of 85.3% for historical scientists, which provides input in historical material developed in historiography courses must be adjusted to the needs in the field and can include entrepreneurial skills. For entrepreneurship experts provide an assessment with a percentage of 86.7%, which needs to be developed how to come up with creative ideas to produce products which sells in the market. Based on the results of the presentation from the assessment of these experts, it can be categorized as good in the level of achievement of the development of a histopreneurship-based historical learning model, so that this historical learning model can be applied in Higher Education and can be carried out further research.

4. CLOSING

a. Conclusion

The Histopreneurship Learning Model can improve students' critical thinking skills in capturing opportunities for the creative industry in society. Histopreneurship learning model can improve the entrepreneurial spirit of students, resulting in a paradigm shift in thinking that history students do not have to be job seekers but can open new jobs. Histopreneurship learning model can convey historical truth values to society which is packaged through creative industries that are contemporary.

b. Suggestion

The History Education Study Program must be able to periodically redesign the curriculum by looking at the opportunities and challenges of history teachers in society along with the times. And can integrate entrepreneurship education with several historical expertise courses that can give birth to new history courses that are innovative, effective and interesting. History lecturers must be able to innovate in developing learning models that are contemporary.

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THE TEACHER'S STRATEGY FOR CREATED FREE LEARNING IN THE MIDDLE OF PANDEMIC COVID-19

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Abstract : This article aims to demonstrate the teacher's strategy to create free learning in the middle of a pandemic covid-19 through The Rational Choice Theory of James S. Coleman. The basic idea in the rational choice theory of James S. Coleman states that individual actions that lead to a purpose and it's determined by a value or preference. The individual in this theory is called an actor. These actors see and choose actions that can maximize their activities, desires, or needs. In this case the desired goal is to maximize learning activities in creating free learning amid pandemics Covid-19. There are two elements to the rational choice theory of actors and resources. This study led to five strategies for free leaning during pandemic covid-19 namely 1) student-centered activities, 2) leaning by action, 3) student creativity development, 4) student problem-solving skills, and 5) student development of imagination and curiosity. Of these five strategies the informant in this study selected three of the five strategies carried out in the learning process during pandemic that are learning by action, student creativity development, and student problem-solving skills. That Choice suggests that the strategy is appropriate and precisely chosen and executed and according to the condition at hand with their student. They assumed that although they chose three out of five strategies, other strategies such as student- centered activity and student development of imagination and curiosity desire are the main thing to do. So that both are automatically embedded in the selected learning strategy during learning social studies in the middle of pandemic covid-19.

Keyword : Teacher Strategy, Free Leaning, Social Studies, Pandemic Covid-19, Rational Choice

1. INTRODUCTION

Corona virus Disease or Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) or commonly known as COVID-19 has infected millions of people in more than 200 countries in the world and caused death (Khan et al., 2020; Lin et al., 2020; Worldometers, 2020). The World Health Organization (WHO) has designated

Coronavirus 2 (SARS-CoV-2) as a global pandemic (Cucinotta & Vanelli, 2020; Lloyd-Sherlock et al., 2020; Mahase, 2020; Sohrabi et al., 2020; Watkins, 2020).

The Indonesian Ministry of Health said that the development of the Covid-19 case which was first discovered in Wuhan China on December 30, 2019, the Wuhan Municipal Health Committee issued a statement "Urgent notice on the treatment of pneumonia of unknown cause". The spread of this virus is very fast even across countries. To date, there are 65 countries that have confirmed the spread of the covid-19 virus (WHO data, March 1, 2020) (PDPI, 2020).

According to data from Worldometers on July 24, 2020 there were 15,632,787 cases and there were ten countries with the highest cases in the world, namely America, Brazil, India, Russia, South Africa, Peru, Mexico, Spain and the UK (Worldometers, 2020). Most likely, the true number of infections including unreported and unrecognized cases due to mild symptoms or no symptoms is much higher (Wu JT et al, 2020).

Therefore medical personnel, government, and society must work together globally to prevent its spread (Yoo JH, 2020). Several papers published in March 2020 predict the spread of COVID-19 internationally through the air (Bogoch II et al, 2020; Haider N et al, 2020; Gilbert M et al, 2020). However, some time later the results of research which stated that the spread of COVID-19 by air was not confirmed by WHO (WHO from posting a verified Instagram account on March 28, 2020). However, on July 9, 2020, WHO corrected the statement about the spread of Covid-19 which initially did not justify spreading through the air, finally acknowledging and justifying the spread process after going through further research.

Airborne transmission is defined as the spread of infectious agents caused by the spread of droplet nuclei (aerosols) which remain infectious when floating in the air and moving over long distances. (WHO, 2014) Airborne transmission of SARS-CoV-2 can occur during the implementation of aerosol-generating medical procedures (aerosol-generating procedures) (WHO, 2020). In addition, it also adds that the spread of the virus can last a long time in the air in closed spaces (WHO, 2020).

SARS-CoV-2 transmission can occur through direct contact, indirect contact, or close contact with an infected person through secretions such as saliva and respiratory tract secretions or airway droplets that are released when an infected person coughs, sneezes, talks, or sings (Liu J, Liao X et al, 2020; Chan JF-W, Yuan S, Kok K-H et al, 2020, Huang C, Wang Y, Li X et al, 2020; Burke RM, Midgley CM, Dratch A et al, 2020; WHO, 2020; Hamner L, Dubble P, Capron I et al, 2020; Ghinai I, McPherson TD, Hunter TC et al, 2020; Pung R, Chiew CJ, Young BE et al, 2020; Luo L, Liu D, Liao X et al, 2020).

To reduce the impact of Covid-19, health and infection control measures in the

community are needed to limit the spread of the virus globally (Song et al, 2020). Therefore, it is important to limit human-to-human transmission in order to reduce secondary infections among loved ones and medical personnel and to prevent further strengthening incidents of international transmission and spread (Cheng Lai et al, 2020).

The impact of the corona virus disease (covid-19) is not only large in the health, economy and social sectors but also in the education sector. In current conditions, the role and position of education is crucial (Bakhtiar, 2016; Barennes et al., 2010; Karlsen et al., 2015; Pogreba-Brown et al., 2012; Yang et al., 2019). In order to anticipate and reduce the number of corona virus sufferers in Indonesia, the government has issued various policies that will be implemented in all regions; Social Distancing (keep your distance / avoid crowds), physical distancing (keep the distance between people at least 1.8 meters) since the beginning of March 2020 (Hadiwardoyo, 2020). The social restrictions that have been carried out include limiting activities outside the house, home school activities, working from home, even home worship activities. (Yunus, 2020).

With regard to this government policy, efforts to prevent the spread of covid-19 in the world of education, all educational institutions are not allowed to carry out activities as usual. The same thing has been done by various countries exposed to this virus, the quarantine policy was carried out in an effort to reduce the interaction of many people who can provide access to the spread of Covid-19 (Abidah, 2020). This situation forces the government to make new regulations for students from elementary to high school levels and also universities to learn from home and interact using technology. E-learning based education is a new strategy in the world of education. Teachers and students are forced to move fast, adapt to the challenges of the times, makes use of technology with full creativity. Therefore, the government made a change in the world of education, namely the concept of independent learning.

Free learning is the creative thinking ability of students in seeking knowledge from various sources. Students have the freedom to choose to study and are free from pressure (as Ki Hadjar termed, school should be a learning park for students). Freedom to learn in the midst of a pandemic is a challenge for teachers, as well as social studies teachers. IPS education is said to be an integral part of the national education system which aims to form civilized human resources (HR), namely educated and cultured human resources (Ridwan, 2014). During this pandemic, teachers are required to be more creative, innovative and capable of maximizing technology to encourage students to be enthusiastic about learning, creating fun learning as the concept of independent learning.

Changes in teaching and learning patterns in education will certainly never be separated from the role of teachers as the main element (Collie et al., 2011; Najeemah

M Yusof, 2012; Thien et al., 2014; Zacharo et al., 2018). Online learning certainly makes teachers have to be prepared for various learning conditions and student conditions (Abdullah, 2016; Darling Hammond & John Bransford, 2005; Zein, 2016). Likewise with social studies teachers, social studies teachers must be able to provide fun, creative and innovative learning so that it can arouse students' enthusiasm for learning amid a pandemic, in line with the concept of independent learning. In fact, currently not all teachers fully understand the use of technology as a learning medium during this pandemic (Busyra, 2020). The COVID-19 pandemic must be an entry point for transforming learning that is sensitive to the development of science and technology, and is also contextual (Anugrah, 2020).

Therefore, a suitable and appropriate strategy is needed to carry out learning in the midst of a pandemic and adapted to efforts to create independent learning. So, this study intends to study and analyze teacher strategies to create independent learning during the Covid-19 pandemic, especially learning social studies in junior high schools in Surabaya.

2. METHOD

This study uses a descriptive qualitative research method, which describes the object of research in the form of written or spoken words from people and observed behavior / actions (Bogdan and Taylor, 1992). The focus of this research is the teacher's strategy in carrying out the learning process and the efforts of teachers to create learning freedom amid the Covid-19 pandemic. The subjects of this study were teachers of social studies subjects in junior high schools in Surabaya. The reason for choosing a junior high school social studies teacher is because they know that behind the difficulties of teachers in implementing online learning, there are some teachers who prefer the right strategy to keep students active and students do not feel overwhelmed.

The research subjects were selected using the Snowball technique with 4 social studies teachers as informants. This research was conducted in Surabaya, at the Junior High School (SMP) in July - August 2020. The data collection technique used in-depth interviews and the informants in this study understood the purpose of the research while maintaining the confidentiality of the informants. In qualitative research, there is research modeling that starts from the process of categorizing data sequences, organizing into one pattern, category and large description unit, namely giving significant meaning to the analysis, explaining the description pattern and looking for relationships between the dimensions of description (Bogdan & Taylor, 1975).

Data analysis and interpretation are carried out with a deep understanding of the teacher's rational choice as a form of awareness in understanding social reality. First,

this study categorized based on subjects, namely social studies from different schools. Second, the choice of strategies chosen by teachers in the midst of a pandemic. Third, the efforts of teachers in implementing the strategies chosen to create learning freedom in the midst of a pandemic.

3. RESULT AND DISCUSSION

Free Learning is one of the programs initiated by the Minister of Education and Culture "Nadiem Makarim" which wants to create a happy and enjoyable learning atmosphere. The goal is to create a happy atmosphere for teachers, students and parents (Syukri, 2020). Ki Hajar Dewantara repeatedly emphasized the freedom of learning. Independence must be applied to the thinking of students, which are not always "pioneered", or asked to acknowledge the thoughts of others, accustom students to find out all their knowledge using their own minds "Ki Hadjar Dewantara (Panitia, 1952 in Abidah, 2020). always keep in mind that in the world of education there are three kinds of terms; independent, independent, and self-regulating (Setiawan, 2019). Independent learning has critical, quality, expressive, transformative, effective, effective learning characteristics. applicable, varied, progressive, actual, and factual. Students who study with Independence will always be optimistic, creative, and always have the courage to try new things. Wherever they are, they become fun, influential and useful individuals. (Adibah, 2020)

Freedom of learning becomes a link between the curriculum and student interests. Until now, there are still many teachers who use conservative learning, even though each student has different learning styles. This is reinforced by Henry Gardner's theory, namely the theory of multiple intelligences. The theory states that, first, most people cannot optimally follow the various intelligences given in educational institutions. Second, make learning plans with students. Students must always be involved in the planning of learning by the teacher. Third, take advantage of technology. During a pandemic like today, online learning applications are very much needed to simplify the teaching and learning process, such as Google Classroom, Zoom Meeting, Microsoft Team and so on (Saleh, 2020).

3.1 Free Learning Policy Stages

There are three important stages in supporting the implementation of independent learning, (Chabibie, 2020); First, building a technology-based learning ecosystem to encourage creativity and innovation of educators in the implementation of the learning process. Dr Richard Straub (President of Peter Drucker Society) stated that ecosystems can shape and foster creativity. Second, collaboration with various parties. In the principle of e-learning, according to

Kemenristekdikti, learning is not only related to communication, but also collaboration and creativity. Third, the importance of data. In this case, it is important to use data

and technological innovation as learning patterns. Educators must also start inserting important values on how to prepare and teach in the data age (Saleh, 2020). The current Covid-19 pandemic makes it difficult for all of us to transform knowledge and forces us to start learning through technology in a unique way with distance learning methods or PJJ in a network or online system.

3.2 Learning Paradigm

- Teacher Centered Learning

In teacher-centered learning, the teacher has an important role in the learning process. Teachers have less motivation to innovate in learning. Teachers are usually textbook-centered. In this case, students tend to be more uncompetitive and individualistic because they hardly have the opportunity to interact and think critically. Teacher-centered learning as an information center. Teachers do not provide opportunities for students to answer and tend to minimize student involvement in learning (Emaliana, 2017)

- Student Centered Learning

In student-centered learning, student activity is an important factor in learning (Zohrabi, et al., 2012). Students are encouraged to always participate actively in the learning process. Meanwhile, the teacher guides and directs their activities in the learning process, so that students are given full opportunities to create and innovate and think critically at every opportunity. Students can discuss and role play, share ideas and experiences. According to Nagaraju (2013) these activities bring great benefits to students. Students share ideas and get meaningful learning.

3.3 Social Studies Teacher Strategy

An education expert Romiszowski (1981) argues that learning strategies are activities that an educator uses in an effort to choose learning methods. A more detailed definition is given by Gagne and Briggs (1988) which state that the learning strategy includes nine sequences of learning activities, namely: 1) providing motivation, 2) explaining learning objectives, 3) increasing prerequisite competencies, 4) providing stimulus, 5) providing instructions learning,

6) giving rise to student performance, 7) providing feedback, 8) assessing student performance,

9) concluding the results achieved.

Several things that need to be considered in developing learning strategies (Listyani, 2007), namely; 1. Student-centered activities, 2. learning by doing, 3. developing curiosity and imagination, 4. developing problem-solving skills, and 5. developing student creativity.

3.4 Rational Choices Teacher : Strategy and Reality

Based on these learning strategies, information obtained from four informants in this study emphasized three of the five existing strategies, namely learning by doing, developing problem solving skills, and developing student creativity. This is evidenced by the statement of one of the following informants:

"Of the five strategies, I put more emphasis on learning by doing strategies, problem solving, and developing student creativity. But for priority I choose the development of student creativity (Rama, 30 years) "

Another thing was also expressed by Sinta (28 years), according to her, in implementing social studies learning the appropriate and appropriate strategy is learning by doing or learning by doing. The strategy was chosen to reduce the boredom that often comes to students when studying social studies. Through learning by doing, students can be active and enjoy learning and can choose how to understand what is being learned.

Unlike the previous informants, Julia (25 years) prefers to prioritize strategy problem- solving skills or problem solving skills. It is recognized that it can trigger students to be actively involved and participative, especially in social studies subjects which have more theory than other subjects. Julia added that the strategy chosen was adjusted to learning in the midst of the Covid-19 pandemic which is still endemic in Indonesia, especially in Surabaya. He admitted that these problem-solving strategies could bring out students' solution ideas through the conditions of their social environment, such as being actors to disseminate information related to health protocols to peers, making social posters, making videos according to observations in their neighborhoods, and so on.

In line with Sinta, Dinda (23 years) admits that she emphasizes learning by doing strategy when implementing social studies learning in the midst of a pandemic. This is because there are differences in the current learning process with the previous conditions. If previously learning was carried out in schools, this pandemic period was carried out at home through online learning. In order to minimize the constraints that occur, learning by doing is the right and suitable choice to put into practice the theories that have been learned while studying in school. In addition, this strategy is also believed to be able to foster students' critical thinking about what happens in their social environment.

The difference in priority of the strategies adopted by each informant in this study illustrates the rational choices made by the teacher. There are two things contained in Coleman's rational choice theory, namely actors and resources (Coleman, 2013). In this case the teacher is an actor. Actors are considered as individuals who have goals, actors also have a choice of basic value that is used by actors to make

choices, namely using deep consideration based on their awareness, besides that actors also have the power to make choices and actions that are their desires. Meanwhile, the teacher's ability to carry out online learning is a resource. Resources are where actors have control and have certain interests, resources are also something that can be controlled by actors (Ritzer and Douglas, 2012).

Coleman also explains the interaction between actors and resources to the level of the social system. The minimal basis for a social system is the act of two actors, where each actor controls the resources that attract the attention of the other party. Actors always have goals, and each of them aims to maximize the form of their interests which characterizes the interdependence of the actor's actions.

In this case, the rational choice is meant as a result of the ratio of reason from the personal logic of each individual. Rationality arises when faced with as many choices that are in front of the eye, which gives freedom to make choices, and demands that an option must be made. An option can be said to be rational if the choice is taken with the intention of maximizing his needs. The rational choice taken can produce certain consequences in the form of attitudes and actions.

The choice taken is based on the abilities and conditions of the teacher in the form of a learning strategy with the same goal of being able to carry out social studies learning as usual and to create learning freedom in different situations, namely during the Covid-19 pandemic which is adjusted to the conditions of students during online learning.

4. CLOSING

4.1 Conclusion

Based on the results and discussion, it can be concluded that there are five strategies for teachers to create learning freedom in the midst of the Covid-19 pandemic, namely 1) student- centered activities, 2) learning by doing, 3) developing student creativity, 4) student problem solving skills, and 5) Development of imagination and curiosity. Of the five strategies, the informants of this study prefer three of the five in the learning process, namely learning by doing, developing student creativity, and problem solving skills.

The choice shows that the strategy is deemed suitable and not boring to be selected and implemented in the current conditions with the students. They (informants) assumed that although choosing three of the five strategies, other strategies such as student-centered activities and the development of imagination and curiosity were the main thing to do. This means that these two things are automatically implemented in the learning strategy chosen during social studies learning amid the Covid-19 pandemic.

According to James S. Coleman's theory of rational choice, this is a description of the rational choice made by the teacher with the aim of students still getting fun learning, not boring, and at the same time being able to create independent learning amid situations that are not yet conducive to learning in schools. In this case the teacher individually acts as an actor and the resources in question are what the teacher has, in this case the strategy chosen and carried out in the learning process.

4.2 Suggestion

Based on the results and discussion in this research article, it proves that learning adjustments must be made by teachers as actors and controllers of resources owned in the midst of the Covid-19 pandemic. In this case, it relates to adjustments in the form of a choice of rational strategies that are suitable and appropriate to do in the learning process. However, innovations and other creations are still needed to support learning, especially social studies. Through the theory of rational choice, it can be seen that the choices made by the teacher are evidence of attitudes and quick and real actions in order to achieve goals in a crisis situation. Of course, researchers open up opportunities if this research is analyzed with different theories to find other novelties.

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ONLINE LEARNING SYSTEM THROUGH GOOGLE CLASSROOM IN ELEMENTARY SCHOOL

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Abstract : This study aims to identify online learning systems through google classroom in elementary school students as a the impact of the COVID-19 pandemic. The study uses library research by collecting data information with documentation techniques that are looking for data that relevant in various kinds of information from the library such as documents, books, magazines, and news. The articles and news criteria selected from the discussion about the online learning system and Google classroom. From the 10 sources obtained, the most relevant were selected with 4 articles and 6 news stories were chosen. The results of the study showed that the online learning system through google classroom in elementary schools can be implemented well and effectively if there is good cooperation and reciprocity between teachers, students and parents. By following training in some stages in using google classroom, the students and their parents do not rule out the possibility that they will be able to use it better.

Keywords: Online Learning System, Google Classroom.

1. INTRODUCTION

Almost all over the world is currently being impact by Covid-19. Covid-19 itself is an infectious disease caused by a type of coronavirus that causes infections in the human respiratory tract. The Covid-19 pandemic is a multidimensional problem facing the world. Covid-19 has an impact on various sectors such as social, economic, tourism and education. Based on the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Distribution of Covid-19 that the learning process is carried out at from home through distance learning (online). Online learning can be used as a distance learning solution when the government establishes social distancing policies. Social distancing is implemented by the government in order to limit human interaction and prevent people from the crowd in order to avoid the spread of Covid-19.

Online learning is basically a learning which done by virtually activity through available virtual applications. Nevertheless, online learning must still pay attention to the competencies to be taught. Teachers must realize that learning has a very complex

nature because it involves pedagogical, psychological, and didactic aspects simultaneously (Mulyasa, 2013). Therefore, online learning is not just material, assignments or questions that are transferred through internet media, but must be planned, implemented, and evaluated as well as learning in the classroom. Online learning system is learning that uses internet-based interactive models through various platforms. The Government through the Indonesian Ministry of Education and Culture (Kemendikbud) collaborates with various platforms that provide online learning applications, including Learning Houses, Google for Education, Smart Classes, Microsoft Office 365, Quipper School, Ruangguru, Zenis, and many others. The software from Google for Education that researchers discussed is Google Classroom. Google classroom is a multiplatform application that can be used by users. Google classroom is a mixed learning platform developed by Google for schools that aims to simplify the creation, distribution and assignment of tasks in a paperless manner (Wikipedia, 2017).

Google classroom can be utilized via multiplatform like through mobile phones and laptops. This application provides a set of advanced features that make it an ideal tool for teachers to use with students. The feature of google classroom is that teachers can create classes, manage classes, create assignments, schedule assignments, and grade assignments. According to Janzem in Iftakhar (2016) the advantages of google classroom are that it is easy to use, saves time, is flexible, and **is free**.

2. METHODS

Researchers used library research methods. The library research method is a research method used by researchers to collect as much information and data as possible by using media or tools such as documents, books, magazines, historical stories, news, and so on. According to experts, the method of library research is theoretical studies and scientific references that are associated with culture, values and norms that always develop in the social situation under study (Sugiyono, 2012). Data collection in research is obtained from reliable news media and articles in accredited online journals. Researchers conducted an article search using the keywords "Online Learning System" and "Google Classroom".

Based on keyword searches "Online Learning System" and "Google Classroom" researchers get some news and articles. The selected news and article criteria are about discussing the online learning system and Google classroom. From the 10 sources that will be used in this study, the most relevant are 4 articles and 6 news. The technique in this study uses documentation that is looking for data about things in the form of notes, books, papers or articles, journals and news. (Arikunto, 2010). In the validity test researchers used triangulation of data sources. The analysis was carried out in 4 stages, including 1) data collection; 2) data reduction; 3) data display and 4) conclusions.

3. RESULTS AND DISCUSSION

Online learning system is learning that uses an internet-based interactive model and Learning Management System (LMS). Companies in the field of educational technology help students who are still affected by Covid-19 to carry out the activities or learning activities with teachers through the online learning system. Online learning system platforms include Google Indonesia, Smart Class, Microsoft, Quipper, Ruangguru, Sekolahmu, and Zenius. Each platform will provide facilities that are publicly accessible and free of charge. The Minister of Education and Culture appreciates partners who have expressed their willingness to contribute to implementing online learning systems (Nadya 2020). The online learning system is very useful for protecting students from the spread of the Covid-19 virus. The government has appealed to all educational institutions to have activities or to study at home as an effort to physically distancing or to maintain physical distance to suppress the spread of the virus.

According to Wantiknas (2020) The advantages of online learning include:

1. Can be accessed easily

By using a smartphone or other technological device such as a laptop that is connected via the internet, it can access the material delivered by the teacher or educator. Through online learning students can carry out learning activities safely and comfortably during the covid-19 pandemic

2. Flexible learning time

In online learning students can learn the material that has been given or explained by the teacher through the online learning system platform students can learn the material repeatedly without any time limit.

3. Provides additional insight

Students will find many things that students did not know at first. This is because some of the learning materials available on online learning are not yet available in print media such as books that are often used in conventional teaching and learning methods. In contrast to face-to-face learning that is done by reading books.

One of the platforms that provide online learning applications is Google Indonesia. Google Indonesia helps students and teachers in Indonesia to be able to continue learning outside of school through G Suite for Education, a collaborative learning tool between teachers and students that is available free from Google. Schools can use Google Classroom to attend classes and continue distance learning from home.

Google Classroom is an application created by Google that allows the creation of classrooms in cyberspace. In addition, this application becomes a means for gathering tasks. This application greatly facilitates the learning process by teachers and students in carrying out the learning process. Google classroom is actually designed to facilitate teacher and student interaction in cyberspace. This application provides an opportunity for teachers to explore the scientific ideas they have to their students. The teacher has the time to share scientific studies and provide independent assignments to students. In addition, the teacher can also open a discussion room for students online (Asnawi, 2018).

Facilities provided by google classroom according to Wikipedia (2017) include:

1. Assignment

Collaboration between teacher and student or students to students in terms of assignments can be saved and assessed in the Google productivity suite. The teacher can also choose files that can then be treated as templates so that each student can edit their own copy and then return to class grades.

2. Measurement

The teacher can monitor the progress of each student where each student can comment and edit the assignments they have done. The teacher has the choice to attach files to assignments where students can view, edit, or get a copy of each individual. Assignments can be assessed by the teacher and returned with comments so students can revise the assignment and send it back to the teacher. Once graded, assignments can only be edited by the teacher unless the teacher returns the incoming assignment. Google classroom supports many different assessment schemes.

3. Communication

Information can be sent on the assignment homepage by the teacher to the class stream which can be commented on by students which allows two-way communication between teacher and students. Students can also post to the class stream but will not be as high a priority as an announcement by a teacher and can be moderated. Some types of media from Google products such as Google Drive, video files and YouTube can be attached to the homepage to share content. Gmail also provides an email option for teachers to send email to one or more students in the google classroom interface.

4. Originality

Originality allows the teacher and students to see parts and parts of the submitted work that contain words that are exact or similar to those from other sources. For students, it can be used to highlight source material and missing quotes to help students improve their writing.

5. Program Archives

The facilities provided by google classroom are able to archive courses at the end of the year. When the course is archived, the site is removed from the homepage and placed in the program archive area to help teachers maintain their current class. When the course is archived, teachers and students can see it, but cannot make any changes until it is restored.

6. Cellular Applications

The google classroom mobile application is available for iOS and Android devices. The application gives users the opportunity to take photos and paste them into their tasks, share files from other applications, and support offline access.

7. Privacy

Google classroom as part of G Suite for Education keeps the privacy of each user confidential so that it does not display any ads in the interface for students and teachers, and user data is not scanned or used for advertising purposes.

In order to start using google classroom, first enter in a google account and then search for the google product. After logging in to the google classroom account we are faced with three main menus including streams, classwork of students and people. Stream is a google classroom facility that we can use to make announcements, discuss ideas, view assignments, materials, quizzes on topics taught by the teacher. Classwork is a facility that can be used by educators to make test questions, pretests, quizzes, upload material and hold reflections. In the people menu the educator can invite students by using the access code that is already available in the people bar, while to invite other teachers as collaborators simply by inviting the teacher through their respective emails. By using google classroom the students can store their files more organized and paperless stored in one program (N. M. Shaharane, et al: 2016), students can track each assignment that is almost near the deadline for collection on the assignment page, and start working on it. The teacher can quickly see who hasn't finished the assignment, and provide input and grades directly in class. Material uploaded to google classroom can be in the form of word, excel, powerpoint, pdf or video files (Millatana 2018).

21st Century learning demands mention "Students and educators today must have ICT (Information and Communications Technology) literacy and use technology in the context of teaching and learning". The statement clearly explains that teachers and students must use information technology in the learning process. One of the involvements of ICT in learning is through the use of google classroom. Google classroom is understood as a learning management system for schools that aims to make it easier to create, distribute and assign paperless assessments (Kurniawan, 2016).

As a learning medium, Google classroom can support the success of teaching and learning because it can be integrated with any model or method. The use of google classroom in primary schools does not exclude conventional learning that has been done by the teacher. Because google classroom can be combined with blended learning, which is where learning combines two conventional and online learning methods to make students feel comfortable and active in constructing their knowledge (Wicaksono & Rachmadyanti, 2016).

According to Harnani (2020), in general online learning systems can be implemented well and effectively if there is good collaboration between teachers, students and parents. In accordance with the opinions of Fajrin, one of the Labschool Jakarta High School teachers, teachers and parents must also be able to work well together in managing the online learning process which requires parents to be able to use the online application platform because parents must also be able to supervise and motivate their children to be able to learn online. Creating online learning that is friendly for elementary school-aged children is one of the important things along with the realization of the objectives of the plan to be prepared by the teacher (Hafizh 2020).

According to Putri (2020) Teachers must be good role models for students, teachers should be able to establish good relationships with parents of students so that online learning, especially using google classroom can be more effective and better, teachers should give understanding to student with the guidance so there was no misunderstanding in the implementation. Provide training to students and parents in using Google classroom as a form of introduction to the functions and benefits of software as a basis for implementing an online learning system. Training for high-class students can be directly communicated and for the low-grade students we can use step-by-step training because they cannot operate the device, therefore cooperation between teachers and parents is needed. For parents who work that they cannot accompany their children while studying, they can provide specific study schedules so they can study like other students. In fact, it still there is a possibility if google classroom was applied the first time it will failed, then the need for reflection and monitoring by the teacher gradually. So, with good cooperation and reciprocity between teachers, students and parents will make online learning using Google classroom effectively.

4. CLOSING

a. Conclusion

Online learning system is learning that uses an internet-based interactive model and Learning Management System. The advantages of online learning systems can be accessed easily, flexible learning time and provides additional insight into the platform that provides online learning applications, one of them is

Google Indonesia. Google Indonesia helps students and teachers in Indonesia to be able to continue learning outside of school through G Suite for Education, a collaborative learning tool between teachers and students that is available free from Google. Facilities provided by google classroom include: assignment, measurement, communication, originality, program archive, mobile application, and privacy.

The demands of learning in the 21st century state that teachers and students must use information technology in the learning process. One of the involvements of ICT in learning is through the use of google classroom. Google classroom is understood as a learning management system for schools that aims to make it easier to create, distribute and assign paperless assessments. As a google classroom learning media can support the success of teaching and learning because it can be combined with blended learning, wherein this learning combines two conventional and online learning methods to make students feel comfortable and active in constructing their knowledge Things to consider when using google classroom, teachers should give understanding to guardians of students so that misunderstandings occur in its implementation. Provide training to students and parents about using Google classroom as a form of introduction to the functions and benefits of the software. Thus, good cooperation and reciprocity between teachers, students and parents will make online learning using Google classroom effectively

b. Suggestion

I hope the results of this research can be developed by other researchers

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EFFECTIVENESS OF USING LEARNING MANAGEMENT SYSTEM IN ECONOMIC LEARNING IN UNIVERSITAS PGRI MADIUN

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Abstract : This study aims to determine (1) how effectiveness the use of Learning Management System (LMS) in economic learning in the economic education program at Universitas PGRI Madiun; (2) the obstacles in the use of Learning Management System (LMS). This research is a qualitative research with a phenomenological approach and descriptive method. Data processing techniques and checking the validity of the data is done by data triangulation techniques. Data triangulation used in this study is the method of triangulation and theory of triangulation. The findings of the study stated (1) The effectiveness of the use of the Learning Management System (LMS) in economic learning in the economic education study program at Universitas PGRI Madiun is good enough. (2) LMS obstacles come from lecturers and students. Obstacle originates from lecturers such as signal problems, student motivation, material readiness, lack of student understanding and time management. A set of obstacles is experienced by students such as LMS servers/systems that are unstable or error, Internet signals and networks that are not stable, limitations of internet quota, and time management. Non-technical obstacles are also experienced such as understanding the material that is less than the maximum when doing activities of learning through LMS when compared to conventional systems in the form of face-to-face in class.

Keywords: Learning Management System (LMS), Learning effectiveness, economic learning.

1. INTRODUCTION

Covid-19 is an infectious disease caused by a newly discovered type of coronavirus. This corona virus can cause mild disturbances in the respiratory system, severe lung infections, and even death. This virus is transmitted very quickly and has spread to almost all countries, including Indonesia, in just a few months. So WHO on March 11, 2020 established this outbreak as a global pandemic.

This made some countries set policies to impose lockdowns in order to prevent the spread of the corona virus. In Indonesia, a Large-Scale Social Restrictions (PSBB) policy was put in place to reduce the spread of this virus. Because Indonesia is

conducting a PSBB, all activities carried out outside the home must be stopped until the pandemic subsides.

Some local governments have decided to implement policies to dismiss students and begin to apply learning online method. This government policy began to be effectively implemented in several provinces in Indonesia on Monday, March 16, 2020 which was also followed by other provinces.

Online learning system (in the network) is a learning system without face to face directly between teachers and students but is done online using the internet network. The teacher must ensure that teaching and learning activities continue, even if students are at home. The solution, teachers are required to be able to design online learning media as innovation by utilizing online media. This is in accordance with the policy of the Minister of Education and Culture of the Republic of Indonesia related to Circular Letter Number 4 Year 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (COVID-19).

Furthermore, the Covid-19 pandemic has a broad impact on life, the economic sector, the political sector, the social sector, the health sector and the education sector. In college learning, the corona virus outbreaks hinder teaching and learning activities which usually take place face to face. Nevertheless, this pandemic is able to accelerate education 4.0. The learning system is done remotely by utilizing information technology.

Today we live in a digital era, where everything is easily connected via the internet. Flexible and wide-ranging connections throughout the world are the primary needs of millennials. Whenever and wherever, humans don't want to be far from their gadgets. Based on data from Indonesia social digital 2020 Indonesia, the number of internet users in our country as of January 2020 amounted to 175.4 millions, with a total cellular connection of 338.2 millions. This number tells us that cellular connections are equivalent to 124% of the total population. This means that all activities of the Indonesian people are very dependent on cellular connections in their gadgets.

This has led to the emergence of new breakthroughs in various sectors, including education. If in the past the standard learning was done face-to-face, the teacher and students were present in class. Learning in the digital era can take place at home, with internet network capital and gadgets, learning can take place. This type of learning is known as blended learning, while the learning system that supports distance learning is called the Learning Management System (LMS).

In education, academic performance of students is one indicator of learning success. The level of knowledge, understanding of students' material can be seen from academic performance through evaluation. Furthermore, academic performance can be a reference for how effective learning is going. Singgih and Ismail (2017: 313) in their

research results concluded that LMS is widely used as a supporter of the implementation of blended learning in universities, and the results are relatively effective in improving student academic performance.

Facts on the ground there are various supporting and inhibiting factors in the use of LMS. These obstacles come from lecturers and students, such as the level of mastery of IT, the readiness of online learning materials, teaching and family time management, and technical obstacles such as quota limitations. Universitas PGRI Madiun (UNIPMA) is a tertiary institution under the large PGRI organization that focuses on education management and the spirit of the struggle of teachers to produce quality education in Indonesia. It is hoped that UNIPMA will represent an ideal learning environment or model for other educational institutions. So the results of the study are expected to be an illustration of learning benchmarks by utilizing the Learning Management System (LMS). UNIPMA as a leading tertiary institution in the city of Madiun, has implemented one type of Learning Management System (LMS), e-learning UNIPMA (eLMA). The existence of the covid-19 pandemic has forced lecturers and students to learn through LMS, various problems that arise related to the use of LMS if it is found the right solution will maximize online learning.

Therefore, an in-depth analysis of the effectiveness of learning is needed by utilizing the Learning Management System (LMS) which has been implemented at UNIPMA during the covid pandemic 19. It is hoped that the results will be the basis for consideration of the redesign of learning with an effective and efficient LMS.

A. Learning Management System (LMS)

1. Definition of Learning Management System (LMS)

According to Ryan K. Ellis in the book *A Field Guide to Learning Management System* (2009:1), "Learning Management System, the basic description is a software application that automates the administration, tracking, and reporting of training events". Ryan K. Ellis explained that LMS is a software for administration, documentation, searching material, reporting an activity, providing training materials for teaching and learning online activities that are connected to the internet. Whereas (Munir, 2010) states that LMS contains material in pedagogical and professional competencies, made with multimedia packaging (text, animation, video, sound, FX), given as a supplement and enrichment for the development of learner competencies. LMS makes innovation in the world of IT, which is based on online web learning, multimedia and video conferencing. Web-based learning LMS is dynamically developed e-learning. According to Amiroh (2012: 1) Learning Management System (LMS) or Course Management System (CMS), also known as Virtual Learning Environment (VLE) is a software application used by educators, both universities / colleges and schools as online learning media based-internet (e-learning). Based on

the above opinion, it can be concluded that the LMS (Learning Management System) is the management of IT-based learning process interactions through the website.

2. Benefits of LMS

Yana and Adam (2019: 5) argue that LMS can help teachers and lecturers to (1) convey learning objectives, (2) manage learning schedules so that students know what they are going to learn and when to implement them, (3) deliver learning content to students even though not in the classroom, (4) evaluating the learning process and creating a teaching track record, (5) interacting with students, (6) providing a broader source of reference that can be accessed directly by students. In line with the above opinion, Wibowo, Akhlis and Nugroho (2014: 137) in their research results stated that LMS can improve students' understanding of concepts, but LMS has not been effective in developing student character. Based on the two opinions above, it can be concluded that LMS helps educators and students to be somewhat more flexible in learning and explore various learning resources and media that are packaged in the form of technology. Like a system, in its application there are supporting and inhibiting factors for the success of learning through LMS. Sriwindono and Tumiwa (2016: 78) stated that: "Failures in implementing an information system can be divided into 2 aspects. The first aspect is the technical aspect, which is the aspect that concerns the technical quality of the information system, while the second aspect is the non-technical aspect related to the perception of users of the information system that causes users to want or not want to use the information system that has been developed ". Furthermore Indriani, Fathoni, and Riyana (2018: 137) in their research stated that the inhibiting factors of blended learning include: 1) Time; 2) Students have not been fully motivated and aware of independently learning through LMS; 3) LMS system; 4) Communication in learning; 5) Evaluation of learning only on certain aspects. While supporting factors include 1) LMS that is easily accessible; 2) network availability; 3) Government regulations.

B. Effectiveness of learning

1. Definition of effectiveness

Effectiveness in general shows how far the achievement of a goal that has been determined in advance. This is in accordance with the definition of effectiveness according to Moore D. Keneth In Moh Syarif (2015: 1) the effectiveness of a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of targets achieved, the higher the effectiveness. In teaching activities contained the ability to analyze student needs, make decisions about what to do, design effective and efficient learning, activate students through extrinsic and intrinsic motivation, evaluate learning outcomes, and revise subsequent learning to be more effective in improving student achievement. The definition of effectiveness can be concluded that effectiveness is a measure which states how far the target (quantity,

quality and time) has been achieved by the management, which target has been determined in advance. This can be matched in learning how far the learning objectives that have been set can be achieved with the achievement of quantity, quality and time. In the context of learning activities, effectiveness needs to be considered, meaning the extent to which the goals set have been achieved as expected.

2. The definition of learning

Learning is a process that is needed in the development of science to be applied to students. Learning according to Lefrancois in his book Yamin, 2013 is the preparation of external events in a learning situation in order to facilitate learners for learning, storing (the power of remembering information), or transferring knowledge and skills. Didi Supriadie (2012: 9) Learning or instructional is a conception of two dimensions of activities (learning and teaching) that must be planned and actualized, and directed at the achievement of objectives or mastery of a number of competencies and indicators as a picture of learning outcomes. The problem is how to make students do learning activities optimally, so they can achieve their goals and master competencies. The concept of learning (Syaiful Sagala 2005: 9) in a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors in special conditions or produce a response to certain situations.

3. Effectiveness of learning

Miarso (2004) says that the effectiveness of learning is one of the quality standards of education and is often measured by the achievement of objectives, or can also be interpreted as accuracy in managing a situation, "doing the right things". According to Supardi (2013) effective learning is a combination that is composed covering human, material, facilities, equipment and procedures directed to change student behavior in a positive and better direction according to the potential and differences of students to achieve the stated learning goals.

According to Nana Sudjana (2010: 4), effective learning is not merely product-oriented, but also process-oriented, with the hope that the higher the process, the higher the results achieved. Thus, the assessment of learning effectiveness can use two indicators, namely the learning process and learning outcomes. Based on some of the opinions above it can be concluded that the effectiveness of learning is a learning process that achieves learning outcomes in accordance with established learning objectives. To achieve an effective and efficient learning concept there needs to be a reciprocal relationship between students and teachers to achieve a common goal, but it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help all aspects of development be achieved student.

Slavin (2009) the effectiveness of learning can be measured using four indicators as follows: a. The quality of learning (quality of insurance), i.e. how much is the level of information presented so that students can easily learn it or the level of error is small. The smaller the level of mistakes made means more effective learning. Determining the level of effectiveness of learning depends on achieving mastery of certain teaching goals, usually called mastery learning. b. Suitability level of learning (appropriate level of instruction) that is the extent to which the teacher ensures the level of readiness of students in accepting new material. c. Incentives, namely how much effort the teacher motivates students to complete or work on assignments and study the material provided. The greater the motivation given, the greater the student's activeness so that learning will be effective. d. Time, i.e. the time needed to complete learning activities. Learning will be effective if students can complete the lessons in accordance with the specified time.

Completing the opinion of Slavin, Fetaji and Fetaji (2009: 2) states that the success indicators of e-learning can be measured by 18 indicators, namely

"As e-learning indicators they were defined as: (1) learner education background; (2) computing skills level; (3) type of learners; (4) their learning style and multiple intelligence; (5) obstacles they face in e-learning; (6) attention; (7) content (suitability, format preferences); (8) instructional design; (9) organizational specifications; (10) preferences of e-learning logistics; (11) preferences of e-learning design; (12) technical capabilities available to respondents; (13) collaboration; (14) accessibility available to respondents; (15) motivation; (16) attitudes and interests; (17) performance-self-efficacy (the learner sense of their effectiveness in an e-learning environment); (18) learning outcomes".

It is said that learning using an online / e-learning system will be more effective, if the 18 indicators above are met.

C. Economic learning

The term economy comes from the Greek language *Oikonomia* which consists of two syllables namely *oikos* and *nomos*. *Oikos* means household, while *nomos* means rule. So *oikonomia* means household rules. *Oikonomia* means the rules that apply to meet the needs of life in a household (Sukwiaty, 2007: 101). Along with the times and science came the science called economics. According to Paul A. Samuelson (Sukwiaty, 2007: 101) argues that economics as a study of the behavior of people and society in choosing how to use scarce resources and have several alternative uses, in order to produce various commodities and distribution, both now and in the future to various individuals and groups in a society. Based on the description above, it can be concluded that economic learning is the study of

individual and community behavior in an effort to meet their unlimited living needs with limited means of satisfying their needs.

2. METHODS

This type of research is a qualitative research with a phenomenological approach. The research emphasizes an inquiry strategy to look for meaning, description both natural and holistic, so that based on the method including descriptive research. This research will describe both natural and man-made phenomena related to the effectiveness of the use of learning management system (LMS) of economic learning for students at Universitas PGRI Madiun (UNIPMA).

Data is obtained from the opinions and experiences of lecturers and students who use the Learning Management System (LMS) in conducting economic learning. Data processing techniques and checking the validity of the data is done by data triangulation techniques. Data triangulation used in this research is source triangulation, and method triangulation. The data analysis technique used in this study is an interactive analysis technique, while the data that has been collected is then reduced, presented and made conclusions.

This research was conducted in Universitas PGRI Madiun. The reason for choosing a research location at the Universitas of PGRI Madiun based on UNIPMA has had one type of Learning Management System (LMS) called e-learning UNIPMA (eLMA). In addition UNIPMA is a tertiary institution under the large PGRI organization that focuses on education management and the spirit of the struggle of teachers to produce quality education in Indonesia. It is hoped that UNIPMA will become an ideal representation or learning environment model. So the results of the study are expected to be an illustration of learning benchmarks by utilizing Learning Management System (LMS). The research was conducted in March-June 2020 during the Covid 19 pandemic in Indonesia, which required lecturers and students to do online learning by utilizing the Learning management system (LMS).

3. RESULTS AND DISCUSSION

1. The effectiveness of learning through LMS

a. Quality of learning

According to Slavin (2009) The quality of learning can be seen from the achievement of instructional learning objectives contained in the learning indicators and

the ability of students after the application of learning. The quality of learning can be seen from the material presented in the LMS interesting or not, the form of delivery in the LMS, feedback between lecturers and students, assignments and evaluation of the material in the LMS, and the level of understanding of the material. Respondents' answers indicate that the majority of lecturers of economic education program in delivering material in LMS are quite interesting, some are less interesting. The media used in learning activities are also diverse, such as powerpoints, videos, and there are even lecturers who provide material summaries to students. Likewise with the interaction between lecturers and students in learning through LMS is good enough established, but there are still obstacles that inhibit learning activities, sometimes there are some students who are still confused with indirect explanations through LMS, this is because every student has a learning style and capture different ones. Although there are obstacles the lecturer in economic education program always strives for good quality of learning, one of them is by giving assignments, questions and answers, discussions both through Elma and the WA group. So that, it can affect the level of student understanding of the material. Most respondents answered that students' understanding of learning material through LMS was not optimal. findings; (4) linking research findings to established knowledge structures; and (5) bringing up new theories or modification of existing theories.

b. Suitability level of learning

An assessment of the suitability of this learning level can be seen from a number of things including, whether or not there are apperception activities before the delivery of material to the LMS, whether the lecturer is always ready when delivering material, whether students are always ready when receiving material in the LMS, and the last point is related by whether the material in the LMS is in line with the learning objectives. In accordance with the opinion of Slavin (2009) the suitability of the level of learning is seen in the achievement indicators contained in the RPS that have been planned by the lecturer. To attract the attention of students and try to motivate students a lot of things done by lecturers in learning activities, especially at the beginning of learning through apperception, including praying, absent, there are those who provide a video first before entering into the core material, some are reviewing the material at the previous meeting, discuss and try to give real examples around related to the material presented and questions given to students so that they think in the direction of the material to be delivered. While at the point of readiness of lecturers and students in learning through LMS is quite ready, but there are also students who are lacking focus when learning for work reasons, besides that sometimes there is a change in schedule so students are not ready to accept the material, because online learning is so that at times lecturers provide material so that it makes students less understanding. And for material delivered by lecturers through LMS it can be concluded from the respondents' answers that accordance with the learning objectives written in the RPS.

c. Motivation

Motivation is the important thing in the learning process. Fetaji and Fetaji (2009: 5) argue that motivation is essential to learning and performances, particularly in e-learning environments where learners must take an active role in their learning by being self directed. The results showed that student motivation in participating in learning using LMS was lacking. This is evidenced by the condition of students when they attend lectures in an unprepared condition. This is due to the lack of control from both sides, both students and lecturers. In contrast to direct learning, where student responses to lecturer's explanations can be seen with expressions and enthusiasm to be actively involved in learning. This lack of motivation affects the effectiveness of learning. The lack of feedback from students to lecturers on the material reinforces the notion that the material has not been thoroughly understood by students.

d. Accessibility

The last indicator of learning effectiveness is measured from the available accessibility. Includes mastery of technology, availability of quota/data packages, and stability of LMS network servers. The results showed that the mastery of technology, both lecturers and students, was quite good/mastered the features of the LMS. Meanwhile, the availability of quota or data packages and the stability of the LMS network server are the main obstacles for lectures. This is because not all students and lecturers are in the areas with stable internet coverage. In addition, the average financial condition of UNIPMA students is in the middle to lower range. This has an impact on the limited availability of the quota or data package used. The results of this study are in line with the opinion of Fetaji and Fetaji (2009: 5) who state that accessibility available to respondents is defined as important indicators in discussions with e-learning specialists and experts. They represent the essential influencing factors on e-learning mentioned in different studies such as if there is a problem with access to the LMS, automatically learning with the LMS cannot be maximized / less effective.

2. Obstacles in the use of LMS

Data is collected by interviewing lecturers and students. Obstacles are divided into two points of view, namely the lecturer's perspective and the student's perspective.

a. Obstacles from lecturers

The results showed that the obstacles in terms of lecturers as instructors in the form of 1) Signals; 2) Student motivation; 3) Material readiness; 4) The level of student understanding is lacking; 5) Time management. In line with the opinion of Sriwindono and Tumiwa (2016: 78) that the failure of LMS is divided into technical and non-technical obstacles. Technical obstacles that occur in the economic education in the use of LMS in general can be said because the full use of LMS was only done in the even semester 2019/2020. This circumcision relates to the state of Pandemi Covid and

government and campus regulations which require work from home. This condition causes mental readiness for students and lecturers who are accustomed to doing face-to-face learning then switches to LMS which decreases the level of motivation to conduct learning, further impacting on students' level of understanding of the material.

b. Obstacles from students

Based on the results of research the obstacles of students in the form of technical obstacles such as 1) LMS server/system error; 2) Unstable internet signals and networks; 3) Limitations on internet quota; 4) Time management. While non-technical barriers such as understanding the material is less maximal if using LMS when compared with conventional systems in the form of face-to-face class. In accordance with the theories of Indriani, Fathoni, and Riyana (2018: 137) that the supporting and inhibiting factors of LMS learning include adequate LMS networks and systems, sufficient time availability. In this case quota restrictions and unstable signals become the main non-technical factors that inhibit learning through LMS. These obstacles are overcome by students by: 1) finding other learning resources outside the LMS with relevant material; 2) find a place with a more stable network or signal; 3) saves data usage by prioritizing online learning/lectures and reducing the use of social media and other applications that consume quotas; 4) while for time management by making a schedule of activities and assignments from each lecturer and course.

4. CLOSING

a. Conclusion

Based on the results of research and discussion that has been stated above, the following conclusions can be drawn:

1. Effectiveness of using Learning Management System (LMS) on economic learning in the economic education program of the Universitas PGRI Madiun is good enough, facing many obstacles in its implementation. This is evidenced through the four indicators answered by respondents, according to the quality of learning, according to the level of learning, motivation and accessibility.
2. The obstacles in the use of Learning Management System (LMS) in economic learning in the economic education program of the Universitas of PGRI Madiun both the obstacles that come from lecturers of economic education study programs as well as obstacles from students. Obstacles received from lecturers such as problem signaling, student motivation, preparation material, lack of student understanding and time management. Unstable or error LMS server/system, unstable internet signals and networks, limitations on internet quota, and time management. Non-technical obstacles are also successful such as material understanding that is less than the maximum when doing learning

activities through LMS when compared to conventional systems that involve face-to-face in class.

b. Suggestion

Based on the conclusions of research, the suggestions in this study are as follows:

1. To educational institutions

Educational institution with a focus and availability of sufficient IT development funds, we should choose a paid LMS, because in terms of network/server quality it is more stable.

2. To lecturers and educators

b. Readiness of the material in online learning needs to be done well, so that mastery and presentation to students can be done appropriately taking into account different student learning patterns.

c. Adding knowledge in the IT field, so that they can use LMS to the maximum through adding features that can facilitate learning.

3. To Students

a. Actively looking for learning resources that are relevant to the learning material, so as not to make LMS as the only source of learning and increase understanding of the material.

b. Scale the priority of task deadlines and time management so that learning can run optimally.

4. To other researchers

Conduct research development with the theme of LMS from another angle. Because the use of LMS in the digital age is absolutely necessary in the world of education.

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CONTEXTUAL LEARNING TO SOCIAL STUDIES IN NEW NORMAL**Alifa Ashadiyah Dimastiwi¹⁾, Nelly Isro'y Camelya²⁾**

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Abstract : Learning that is carried out online during the new normal period requires adaptation for students, parents, and teachers so that learning can run well. This adaptation cannot run quickly, but it takes a long time because students find it difficult to carry out online learning. The failure of students to solve problems in learning is possible as a result of learning carried out especially during the new normal classically using teaching and learning strategies. Therefore, teachers must be good at choosing methods, approaches, learning models, and teaching techniques by the material to be taught. Contextual learning is an alternative that can reduce verbal and theoretical learning. Learning is not only theoretical but also how to maintain student learning experiences associated with actual problems that occur in the environment. Therefore, the researcher chose to learn using a contextual learning model. The formulation of the problem in this study is How is the application of contextual learning in the new normal period of Social Science Education subjects ?. The method used in this research is a qualitative method of descriptive research. The sample in this study were teachers of Social Science Education subjects. Based on the research results, it was found that during the new normal period, contextual learning was able to make students more familiar with their environment.

Keywords: Contextual Learning, Social Studies, New Normal

1. INTRODUCTION

In general, the purpose of social studies education is to develop the potential of students to be sensitive to social problems that occur in society, and to have a skilled attitude in overcoming problems that occur in themselves and the community. Supardi (2011) states the objectives of social studies, namely, 1). Providing knowledge to make students good citizens, aware of God's creatures, aware of their rights and obligations as citizens of the nation, democratic and national pride and responsibility; 2) Developing critical thinking and inquiry skills to be able to understand, identify, analyze, and have social skills to participate in solving social problems; 3) Train independent learning, in addition to training, to build togetherness, through more creative and innovative learning programs; 4) Develop intelligence, habits and social skills; 5) Train students to live the good values of life.

In the battle we are all fighting against COVID-19, at the moment some policies make people have more time to stay at home to reduce contact with each other to

prevent coronavirus spreads. In most countries attempts to reduce severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) circulation and new coronavirus disease 2019 (COVID-19) development have been mainly based on restrictive measures, including the avoidance of social interactions, the prohibition of movements within the national territory, and the closure of all activities, including schools (Esposito & Principi, 2020). It means students, not permission to go to school but learning from home online. Online learning during the COVID 19 period, because most use a conventional system with teachers as the main learning source, so when you don't meet the teacher you will experience difficulties. Another weakness of learning during the new normal period is that each student's technological and economic abilities are different. Not all students have facilities that support this distance learning activity. Weak connections, inadequate devices, and expensive internet quotas, and even not having a cellphone are real obstacles. This also applies to educators or teachers who carry out state duties.

The recent fact in Indonesia is that learning is still dominated by the conventional system (Komalasari, 2012). Traditional teaching tends towards unidirectional didactic teaching and is not very efficient in encouraging students' engagement. Modern educators have proposed different approaches to encourage students to participate in a wider range of learning experiences, to nurture students to develop certain high-level abilities like analytical, problem-solving, and communication skills, etc. The so-called contextual teaching and learning are some of them (Shiu-sing, 2005). Therefore, contextual teaching and learning approaches should be developed as one of the alternatives. This approach is assumed to be effective because it considers that the learning process will occur if the students can find a meaningful relationship between abstract thinking and practical application in a real-world context (Komalasari, 2012).

Contextual learning is learning that relates the situation in the environment to the subject matter and helps students to understand the material by connecting their knowledge with their lives. Shiu-sing (2005) said contextual learning represents the use of events from students and teachers' life, social, and cultural background as a platform to learn. Contextual Learning (CL) by Davtyan (2014) is a learning system that ties brain actions in creating patterns that have meaning. CL does it by connecting academic content to the context of real life. Contextual learning strategies (Suprijono, 2019):

- a. Relating, learning is associated with the context of real-life experiences. Context is a framework designed by the teacher to help students learn meaningfully.
- b. Experiencing, learning is an activity of "experiencing", students actively process what they learn and try to explore what is being studied, trying to find and create new things from what they learn.

- c. Applying, learning emphasizes the process of demonstrating the knowledge held in the context and its use.
- d. Cooperating, learning is a collaborative and cooperative process through group learning, interpersonal communication or intersubjective relationships.
- e. Transferring, learning emphasizes the realization of the ability to use knowledge in a new situation or context.

The formulation of the problem in this the study is How is the application of contextual learning in the new normal period of Social Science Education subjects ?. The benefit of this study is to provide information especially for teachers of Social Sciences who teach during the new normal period regarding the contextual learning process.

2. METHODS

Research on the application of contextual learning in the new normal period of Social Science Education, subjects used a qualitative descriptive research design. Descriptive research is collecting data based on factors that support the object of research, then analyzing these factors to find their role (Arikunto, 2010). Qualitative research is research that deals with ideas, perceptions, opinions, beliefs of the person being studied and all of which cannot be measured by numbers. In this study, the theory used in research is not forced to obtain a complete picture of something according to the human perspective that has been studied (Sulistyo-Basuki, 2006).

The qualitative descriptive approach method is a method of processing data by analyzing the factors associated with the object of research by presenting data in more depth on the object of research. The informants in this study used a purposive sampling technique, namely the technique of determining informants based on certain criteria or considerations. The selection of informants in this study based on the first criteria is that the informant is a social science subject teacher who provides material during the new normal period. The research interview was conducted by chatting via WhatsApp with social studies teacher in MTs (Madrrasah Tsanawiyah). Research location at one of the private MTs in Blitar Regency, East Java. The research was conducted on class VIII students.

The population in this study is data processing techniques that have been collected will be processed and data processing is done by triangulation, reduction, data presentation, concluding.

1. Triangulation is a data validity checking technique that uses something other than the data as a comparison to that data. There are three types of triangulation, namely triangulation with sources, triangulation with techniques, and triangulation of time. In

this study, the authors used triangulation using sources, namely by checking the data obtained through several sources. In this study, to test the credibility of the contextual learning utilization data.

2. Reduction, namely summarizing, selecting the main things, and focusing on important things. Thus, the reduced data will provide a clearer picture. In this study, researchers focused on the application of contextual learning during the new normal.
3. After the data is reduced, the next step is to present the data. Data is presented in the form of narrative text. Data is presented by grouping according to each sub-chapter.
4. After the data is presented, the next step is concluding. After describing the various data that had been obtained, the researcher made a conclusion which was the result of a study.

3. RESULTS AND DISCUSSION

Online learning is learning that is carried out without doing face-to-face but through *existing platforms*. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out *online*. Online is also a condition in a device or a functional unit. A condition is said to be online if it meets the following requirements. Educational institutions in the new normal era cannot be separated from online learning. This makes the teacher have to be more optimal in delivering the material so that it is easily understood by students. One of the methods applied to class VIII students at one of the Madrasahs in Blitar Regency is the use of contextual learning methods.

Contextual Learning (CL) is a learning system that ties brain actions to crating patters that have meaning. CL does it by connecting academic content to the context of real life (Davtyan, 2014). Contextual learning is learning that begins with oral presentation or question and answer (friendly, open, negotiation) related to the real world of student life (daily life modeling) so that you will feel the benefits of the material to be presented, learning motivation emerges, the world of students' minds becomes concrete, and the atmosphere becomes conducive - comfortable and pleasant. Contextual learning archives are student activities, students do and experience, not just watching and taking notes, and developing socialization skills.

The contextual approach is based on the following trends in thinking about learning:

1. The learning process. Learning is not just memorizing. Students must construct knowledge in their minds. Children learn from experience. Children note their meaningful patterns of new knowledge and are not just given them by the teacher. Experts agree that someone's knowledge is organized and reflects a deep understanding

of a problem. Knowledge cannot be broken down into isolated facts or propositions but reflects applicable skills. Humans have different levels of responding to new situations. Students need to get used to solving problems, finding something useful for themselves, and wrestling with ideas. The learning process can change the structure of the brain. Changes in brain structure go hand in hand with the development of a person's knowledge and skills organization.

2. Transfer of Learning. Students learn from their own experiences, not from what others give them. Skills and knowledge are expanded from a limited context (little by little). It is important for students to know what they are learning for and how they use that knowledge and skills.

3. Students as Learners. Humans tend to learn in certain fields, and a child tends to quickly learn new things. Learning strategy is important. Children easily learn something new. However, for difficult things, learning strategies are very important. The role of the adult (teacher) helps to make connections between what is new and what is already known. The teacher's job is to facilitate meaningful new information, to allow students to discover and apply their ideas, and to awaken students to implement their strategies.

4. The importance of the Learning environment. Effective learning starts with a student-centered learning environment. From the acting teacher in front of the class, students watching to acting students working and creating, the teacher directs. Teaching should center on how students use their new knowledge. Learning strategies are more important than results. Feedback is very important for students, which comes from the correct assessment process. Fostering a learning community in the form of group work is important.

In its implementation, contextual learning has several strategies or forms of learning to build context in students' minds. Suprijono (2019) stated these strategies include;

1. Relating, in this case, learning is done by connecting life experiences with new things to be learned
2. Experiencing in this case learning is done by introducing students directly to a problem/example so that students can find and formulate knowledge independently.
3. Applying (applying) in this case learning is done by applying the formulation of knowledge that has been mastered by students in different situations / actual situations.
4. Cooperating (working together) in this case learning is carried out in groups / learning communities so that communication and knowledge exchange occurs.

5. Transferring (moving) in this case learning is done by transferring the knowledge that has been acquired in a new context.

In line with the contextual learning model learning strategy above, the contextual learning model has seven main components, namely constructivism, finding (Inquiry), asking (Questioning) the learning community (Learning Community), modeling (Modeling), reflection (Reflection) and actual assessment (Authentic Assessment). A class is said to use the CTL learning model if it applies the seven components in its learning. To do this is not difficult. CTL can be applied in any curriculum, any field of study, and any classroom. In contextual learning, the learning program is more of a classroom activity plan designed by the teacher, which contains a step-by-step scenario of what will be done with students about the topics to be studied. The program reflects the learning objectives, media to achieve these goals, learning materials, learning steps, and authentic assessments. In this context, the program designed by the teacher is a personal plan of what to do with students (Nurhadi, 2003).

Based on the results of the study, it was found that contextual learning had a considerable influence on student learning activeness in social studies subjects. In the new normal period, contextual learning was able to make students more familiar with their environment. So that students do not only know in theory but know the real conditions in the environment.

4. CLOSING

1. Conclusions

- a. The contextual learning model can be applied in social studies learning during the new normal period because the contextual model steps can be implemented by the teacher effectively so that the learning process becomes more conducive and students are more active and creative.
- b. Contextual learning models can be used to improve students' ability to understand the material of social studies.
- c. Students can be more sensitive to their surroundings, especially during the Covid-19 pandemic.

2. Suggestions

- a. Teachers are expected to be able to choose the appropriate material to be applied to contextual learning so that students can understand more easily because in the new normal the period they are still unable to face to face.
- b. Schools and educational institutions can assist students who do not have the tools for online learning.

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CONTRIBUTION OF SOCIAL STUDIES OF THE COMMUNITY AMID COVID-19 IN INDONESIA

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Abstract : Covid-19 so far has claimed quite a lot of victims. Not only in Indonesia, but also the whole world feels how this virus has made a lot of changes in all aspects of life. At least every aspect has been touched by the impact of this deadly virus. Of course, all fields of science have tried to contribute to facing this pandemic, Social Studies is no exception. The contribution of social studies is able to touch all aspects of life, from politics, economics, social and culture. This is certainly very impressive, which means that social studies is a complex field of science that is able to shape all aspects of life.

1. INTRODUCTION

Currently the world is being hit by a pandemic covid-19 disease or corona virus disease 2019. A new type of disease that attacks the respiratory tract. More than 5 million people have been infected and more than 300 thousand people have died from this disease worldwide. This number continues to grow day after day. 212 countries have reported covid-19 in their countries, including Indonesia. Indonesian government data per May 25 2020 said there were 22,271 cases of Covid-19 infection with 1,372 people died.

The world is like confusion, the impact arising from the co-19 pandemic is extraordinary. In addition to the health impacts the social impacts that also emerge are extraordinary. The emergence of covid-19 has created economic congestion, increased unemployment and poverty, creating new social problems in almost all affected countries. Therefore, solving this problem requires collaboration and a thorough study of various scientific disciplines to solve the problems that arise as a result of this co-19 pandemic.

There are various ways from various studies in the field of science that can be used to overcome the co-19 pandemic. In the social field, for example, social studies education can contribute to society and the country in efforts to resolve epidemics. The nature of social studies according to the National Council for Social Studies (NCSS) "Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing on such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content

from the humanities, mathematics, and the natural sciences "(Supardi, 2011). That is, social studies are integrated studies of social science and humanities to promote citizen competencies. Within the school program, social studies provide coordinated and systematic studies that utilize disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from humanities, mathematics, and science natural.

IPS is a unique field of study. He uses social sciences as material to study human relations in society and humans as members of society (Barr, 1978). One of the studies of social studies is social phenomena that exist in society. Social studies education is focused on general education to prepare young people, with a focus on studies as well as on humans, on state institutions, and our relationship with nature and each other (Gross in Parker, 2010).

Social studies material was developed with the aim of providing awareness for students as citizens who are responsible not only to fellow human beings but also to institutions (the state), and the surrounding environment. The purpose of social studies education conceptually must be seen from several terms used in the country of origin, namely social studies and citizenship education or civic education. Social studies education in general aims to examine social problems and specifically in human life, because social science education is seen as social studies, so students have logical, complete, and objective knowledge that is supported by information and facts that occur so that students are able to take the right decisions. Meanwhile, if social studies education is seen as citizenship education or civic education, social studies education aims to shape students to be good citizens so that students are able to play an active and effective role in the life of a democratic society (Pramono, 2013).

2. METHODS

The research method was carried out with a literature review where the researcher searched for information through various newspapers, internet, and television media. Systematic literature review atau sering disingkat SLR atau dalam bahasa indonesia disebut tinjauan pustaka sistematis adalah metode literature review yang mengidentifikasi, menilai, dan menginterpretasi seluruh temuan-temuan pada suatu topik penelitian, untuk menjawab pertanyaan penelitian (research question) yang telah ditetapkan sebelumnya (Kitchenham & Charters, 2010)

3. RESULT AND DISCUSSION

The essence of Social Science is being able to foster a good society, where its members truly develop as rational and responsible social beings, so that later on human cultural values can be created. (Susilawati, 2009). Likewise with the

teaching of social studies learning which is an implementation of social studies education in schools, it is expected that the output of social studies education is sensitive to social problems and is able to provide solutions to its resolution. Learning Social Sciences (Social Sciences) is knowledge about something related to society in which there are social science disciplines such as history, geography, economics, and anthropology which study social problems (Rofiqoh and Suherman, 2017). In social studies class VIII there is material that discusses "Multiculturalism, Pluralism, and Democratization" the purpose of the learning students are expected to instill social values and mutual respect, tolerance, mutual trust, and mutual need.

If seen from the definition, purpose and function of social education, social studies should be able to answer and contribute to every issue or problem that develops in the midst of society, including the current co-19 pandemic situation. There are many ways that social studies education can be done to contribute to society. moreover covid-19 has raised many new social problems in Indonesia.

In the economic field. Covid-19 pandemic has made many of the people lost their source of income due to the implementation of the PSBB and Physical Distancing policies. In this situation the role of mutual assistance and economic independence can be used as a solution. Social studies learning can be encouraged to develop an entrepreneurial and creative spirit in utilizing all available business opportunities. In this way, it can move the economy and reduce the amount of unemployment due to co-19. At the tertiary level, the IPS curriculum has included entrepreneurship education as one of the compulsory subjects that must be addressed by students. At a time like this the entrepreneurial sciences can be applied to address the economic problems of society.

In the social field. Social studies education can be encouraged to develop a sense of social solidarity. teachers or students and students can make a movement to share or help others, provide and raise assistance to be distributed to those in need. This is in line with the focus of social studies learning, which is developing a sense of empathy and sympathy between fellow humans.

In the social field. Social studies education can be directed to educate and assist the public in obtaining correct information about the co-19 pandemic. It is undeniable that the emergence of the co-19 phenomenon has given rise to various kinds of false news which confuse and upset the public. therefore, social studies learning can be directed also to provide education about the handling and prevention of co-19 to the community and provide correct information about co-19 to the community.

In the political field. IPS can be directed to assist the government in efforts to deal with the co-19 pandemic. For example, helping to campaign for clean living and obeying the rules applied by the government. This is a concrete manifestation of being a good citizen in accordance with the objectives of social studies education.

Multiculturalism, Pluralism and Democratization were also present amid the Covid-19 pandemic especially in Indonesia. First, multiculturalism. The community, which consists of several types of cultural communities, is moving together to overcome the impacts caused by the Covid-19 pandemic both socially and economically. Second, pluralism. The higher the community's spirit of pluralism that is to encourage each other / support in the face of this pandemic, which previously often argued. Third, democracy. The community participates in supporting and being involved in all the government's efforts, not only having the view that only one party is benefited, but for the mutual benefit of both the people and the government

In our view, there are many contributions that IPS education can make to the community in a pandemic situation as it is today. Our experience studying social studies, social studies can be said to be a complete study. Various skills competencies are taught in social studies, not only academic competencies related to social sciences but also social competencies and other non-academic competencies. This gives many choices to serve and contribute directly to the community.

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