PORTRAIT OF POST-PANDEMIC HISTORY LEARNING AT SMAN 1 BANYUPUTIH IN THE 2021/2022 ACADEMIC YEAR

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ABSTRACT

This research was carried out with the aim of knowing learning during the pandemic and post-pandemic, especially to find out what strategies were applied in learning methods, using learning media and using learning resources. This research method uses qualitative methods and the type of research is a case study. The data collection methods used were observation, interviews and document studies. The results of this study are that history teachers at SMA Negeri 1 Banyuputih have implemented innovative learning as a strategy for dealing with teaching and learning activities during a pandemic and post-pandemic. By using various models and learning methods. The learning methods used are the Discovery Learning and Problem Blased Learning methods. The learning media used are media images, photos, PowerPoint and short video films. The learning resources used include sources from other books, the internet and discussions that are appropriate to the learning material.

INTRODUCTION

Education has an important role in improving the quality of human resources. Educational institutions are required to be able to keep up with the increasingly rapid developments in science and technology (Sewang, 2015). Much special attention is directed to the development and progress of education in order to improve the quality and quality of education. Quality education will produce quality human resources (Mardhiyah, Aldriani, Chitta, & Zulfikar, 2021).

Implementation of educational programs can take place through educational institutions in the form of a learning process. According to Sudjana (in Hayati, 2020: 41) "learning is defined as any systematic and deliberate effort to create educational interaction activities between two parties, namely between students as learning citizens and educators as learning resources who carry out learning activities." The learning process can run with learning components such as the Learning Implementation Plan (RPP), syllabus, learning methods and learning media which have been arranged in accordance with applicable educational regulations.

Educational programs are basically inseparable from educational problems that have occurred so far. These problems can hinder the expected learning process in education. The educational problems currently being experienced are undergoing a transition period caused by the Covid-19 virus pandemic. That matter then have an impact on changes in the educational order that has been structured so far.

The viral outbreak that has hit the whole world and also in Indonesia has had a very pronounced impact in all fields, one of which is the impact on education . To reduce the spread of the Covid-19 virus, the government then issued policy through circular No. 4 of 2020, Minister of Education and Culture Nadiem Makarim stated that learning from home is implemented to provide a more meaningful learning experience for students. The first time in history that schools have closed and switched to online since March 2020, this policy makes learning that was previously face-to-face switch to online or online.

Online learning is learning that is carried out indirectly by educators and students. According to Hayati (2020:81) online learning (on the network) is a criterion regarding the implementation of learning in primary and secondary education units during the Covid-19 pandemic. The implementation of the system for online learning seems to be continuing without any certainty as to when the Covid-19 pandemic will end. The unpreparedness of schools/madrasahs to face the pandemic in organizing online learning is generally caused by limited facilities available to students and educators to achieve the expected learning goals.

During the pandemic, many policies were issued by the government for schools or madrasas to continue carrying out proper learning. One of them is the latest regulation in the New Normal Era which allows schools to conduct learning offline (outside the network) or face to face. Offline is an activity carried out without using internet access (Hayati, 2020). One of the schools in Wonorejo village, Banyuputih SMA Negeri 1 Banyuputih has carried out offline learning with various regulations for carrying out face-to-face learning, the first thing that is implemented in offline learning is to adhere to health protocols, limiting the number of students in each group to attend 50% of the total number, and implementing a 2-session division in school start time. Looking at the series of policies issued by the government in the new normal era, the portrait of history learning at SMA Negeri 1 Banyuputih provides a new atmosphere for the learning model implemented after the Covid-19 pandemic, namely offline learning.

RESEARCH METHODS

Determining Research Locations SMA Negeri 1 Banyuputih is a public high school in the Banyuputih sub-district area which is located at Jl. Baluran Indah No.10, Wonorejo Village, Banyuputih District, Situbondo Regency with NPSN number 69888816 SMA Negeri 1 Banyuputih was the place for research with the title "Portrait of Post-Pandemic History Learning at SMA Negeri 1 Banyuputih" the place for this research was chosen based on the following considerations:

a. There is openness and permission from the principal at SMA Negeri 1 Banyuputih regarding the research that will be carried out.
b. Research has never been conducted on portraits of history learning in the new normal era at SMA Negeri 1 Banyuputih .
c. Based on observations and interviews at SMA Negeri 1 Banyuputih providing samples and suitable places for research, its location in the countryside makes it interesting to see the students' interest in studying at SMA Negeri 1 Banyuputih.

Research Instrument

In qualitative research, it is the main instrument in the field and tries to collect information itself through observation, interviews and documentary research (Sugiyono, 2009:222; Nasution, 1996:54). Qualitative researchers, as human instruments, determine the focus of research, select informants as data sources, collect data , assess data quality, analyze data, interpret data, and draw conclusions from their findings (Sugiyono, 2009: 222).

Research Approaches and Types

The research that will be carried out is qualitative research. According to Sugiyono (2013:1) qualitative research methods are research methods used to examine natural conditions of objects, (as opposed to experiments), where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization . Objects in qualitative research are natural objects or natural settings.

Data and Data Sources

The following data and data sources were taken in this research:

Informant

According to Yin (2000: 109) In obtaining more reliable data, several key informants were determined, who could provide information about the problem being studied and provide suggestions about other sources of evidence that support the research. The following are several informants who were used as research sources, including:

a. The principal of SMA Negeri 1 Banyuputih is the first person who will be the source of the research, because the principal is the one who gives research permission and opens the way for respondents. Apart from that, the madrasa head can also provide recommendations and information related to the research.

b. b . The history subject teacher at SMA Negeri 1 Banyuputih is one of the most important informants because he is expected to provide a lot of detailed and valid information about the learning that occurred during the pandemic to post-pandemic. There is one history teacher who teaches all science and social studies classes at SMA Negeri 1 Banyuputih.

c. Students are the parties who carry out history learning online or offline and take part in learning for a time or per session so that they can provide information related to research.

Document

The document used for data collection is the Implementation Plan

Learning (RPP), Syllabus, and learning resources. According to Guba and Lincoln (1981:228) Documents in qualitative research are written materials or films that are used as supporting research evidence. According to Yin (2000:104) documents can provide specific details that support information from other sources.

Research location

The research location becomes a source for observations in collecting valid data. From the location where an event occurs, critical conclusions can be drawn regarding the research problem.

Method of collecting data

In accordance with the form of research and type of data source used, the data collection techniques in this research are:

Interview

Interviews are data collection techniques to obtain verbal information through conversation and face to face with people who can provide information to researchers (Sarosa , 2012: 45).

Observation

In qualitative research, data collection techniques using observation methods are very much needed. Moleong (2014: 174) states that one use of the observation method in qualitative research is that it makes it possible to see and observe for yourself the phenomena that occur during research, then record behavior and events as they occur in actual circumstances.

Documentation Study

Documentation studies are used as a data collection technique by collecting data and analyzing documents, both written documents and electronic documents. Document study is a tool for using observation and interview methods (Sugiyono, 2016:240).

Data Validation Techniques

Data validity is an important factor in research because it is used to check data. Several techniques for checking the data obtained are used to determine the validity of the data, including the technique of extending participation, diligent observation, triangulation, member checking, and there are also auditing techniques.

This research uses data source triangulation techniques to check the validity of the data. Triangulation of data sources is carried out by checking back the degree of trustworthiness of information obtained through different times and methods .

Triangulation of data sources was carried out by equating data from observations (observations) with the results of interviews with informants regarding portraits of classroom learning.

Second, prove the situation and perspectives of other people with various other people's opinions by checking back with the school principal, subject teachers and students whether the portrait of history learning is in accordance with normal post-pandemic learning, and comparing the results of the interview with the contents of a related document.

Data analysis technique

Noeng Muhadjir (1998: 104) stated the meaning of data analysis as "an effort to systematically search for and organize notes from observations, interviews, etc. to increase the researcher's understanding of the cases studied and present them as findings for others. Meanwhile, to increase this understanding, analysis needs to be continued by trying to find meaning." According to Miles & Huberman (in Putra , 20 13 : 50) Data analysis techniques in qualitative research consist of a flow of activities, namely data collection, data presentation and drawing conclusions.

1. Data collection is collecting data through observations, interviews and documentation in the field.
2. Data reduction is a selection process that focuses attention on simplifying, abstracting, and transforming rough data that emerges from field notes. After the data is collected and recorded, everything is then reduced, namely classifying, interpreting, discarding what is not necessary so that it is easy to draw conclusions later.
3. Presenting the data will make it easier for researchers to understand what is happening.
4. Drawing conclusions, conclusions are a review of notes that have been carried out in the field.

RESULTS AND DISCUSSION

The teacher's strategy for dealing with students in post-pandemic learning at SMA Negeri 1 Banyuputih is by providing a variety of innovations which will be explained below.

Learning model

The learning process is a process between educators and students to achieve goals. This is in line with the results of the interview with Mr. Irpan Hilmi. S.Pd.MP as the principal at SMA Negeri 1 Banyuputih said

> "This offline learning was very enthusiastically welcomed by the students because it has been a long time since online learning has been going on, for the teachers I only direct what is needed to teach more or less the lesson plans and the syllabus is still the same as that used online using the k-curriculum 13" (interview with Mr. Irpan Hilmi. S.Pd.MP 27 February 2023)

Based on the results of observations at the madrasa regarding the portrait of post- pandemic history learning at SMA Negeri 1 Banyuputih , the curriculum used is the curriculum 2013. The 2013 curriculum is a curriculum that prioritizes understanding, skills and character education, students are required to be active in class such as discussing, presenting and understanding the material.

> "Understanding the conditions of the class which has just started returning to the face-to-face period, I not only use the lecture method, I also use the discovry method learning as a learning model in the classroom" (interview with Mr Akhirul Ariyanto. S.Pd. 29 May 2023)

According to Hosnan (2014:281) in the discovery model learning Students are encouraged to learn on their own, participate actively in the learning process and can make estimates, formulate a hypothesis and find the truth by using perspective, inductive, or deductive processes, making observations and making extrapolations.

Based on the results of interviews with Mr Akhirul Ariyanto. S.Pd. as a history subject teacher, it can be concluded that the teaching and learning process at SMA Negeri 1 Banyuputih uses the discovery learning method .

> "Using the discovery learning method by giving assignments to students can train students to be responsible for their tasks" (interview with Bapal Akhirul Ariyanto S.Pd 29 May 2023)

The teacher's role in discovery learning is as a facilitator and motivator by fostering interest in learning and motivating students. In the discovery learning learning process, the teacher does not directly present the learning material, but students are given the opportunity to find a problem related to the material to be studied. Teachers must also plan in such a way that the lesson focuses on the right problems to be solved by students (Hosnan, 2014: 286). discovery learning learning method used by history teachers at SMA Negeri 1 Banyuputih in the new normal learning process in the classroom is as follows:

1. Stimulation (Simulation or providing stimulation)
   In this activity the teacher asks students to observe the material that is the learning theme.
2. Problem statement (question or problem identification)
   Students are asked to compose questions based on their observations of images (fact material), using the 5W+1H principle according to the learning material.
3. Data collection (data collection)
   Each student explores the problem that has been formulated, limits the formulation of the problem, determines the cause and effect of the problem to be solved and determines the sources (Internet, literature, field studies) used to solve the problem.
4. Data processing (data processing)
   Students are asked to draw conclusions from the results of the research that has been carried out.
5. Ferification (Proof)
   Students verify their findings with other students who have the same discussion to find or compare new findings from other students.
6. Generalization (Drawing conclusions)
   Students conclude their findings with the findings of other students and then present the findings in the form of conclusions and present them in front of the class.

Task Which made with use method Discovery Learning give student chance For develop Skills invention, observation, And analysis. They Also Study through experience practical And build understanding they Alone about subject the. During process This, important For give guidance And support to student moment they finish test And analyze data they.

> "Apart from using the discovery learning method , I also often use the Problem Based Learning method , so that students don't get bored of learning with methods like that, as teachers should be creative in providing student learning models because students tend to like new and not so new learning models. -that's all" (interview with Mr Akhirul Ariyanto S.Pd 29 May 2023)

Problem Blasted Learning push development thinking critical, solution problem, Work The same team, And communication Which effective. Student requested For identify problem, gather And analyze information, And develop argument And solution Which support proof. This help student obtain Skills Which can applied in situation life real (Mashanal : 2014).

By using the Problem Based Learning method , students can play an active role in determining and undergoing the learning process. They act as problem solvers, identifying and analyzing problems, and finding relevant solutions. This helps students to develop a deeper understanding and take a more active role in their learning.

> "Using learning methods by giving problems to students makes students think more critically and deftly in responding to problems given by the teacher, thus making students more knowledgeable in developing their thinking individually and in groups" (interview with Mr Akhirul Ariyanto S.Pd 29 May 2023)

The steps in the Problem Based Learning (PBL) process according to Arends 1997 (in YR Subakti, 2010) state that the five steps in the BPL method are:

1. Student orientation to the problem.
2. Organizing students in learning.
3. Develop individual and group studies or analysis.

4. Develop and present work results.
5. Analyze and evaluate the problem solving process.

The problem based learning model carried out in history teacher learning at SMA Negeri 1 Banyuputih is also in accordance with the steps above, can be seen as follows.

1. Orientation towards problems
   The teacher presents real problems to students.
2. Learning organization
   The teacher facilitates students to understand the real problems that have been presented, namely identifying what they know, what needs to be done to solve the problem. Students share roles/tasks to solve the problem.
3. Individual or group investigation
   The teacher guides students to collect data/information (knowledge, concepts, theories) through various methods to identify various alternative problem solutions.
4. Development and presentation of problem solving results
   The teacher guides students to determine the most appropriate problem solution from the various alternative problem solutions that students find. Students prepare a report on the results of solving the problem.
5. Analysis and evaluation of the problem solving process

The teacher facilitates students to reflect or evaluate the problem solving process carried out.

From the observation quote above, it can be concluded that using a variety of learning methods helps students master many ways to solve problems in a problem.

Instructional Media

Based on observations made, it can be seen that the history teacher at SMA Negeri 1 Banyuputih uses various kinds of learning media. This is in accordance with the results of the interview with Mr Akhirul Ariyanto S.Pd.

"There are many kinds of learning media that I use, including LCD, pictures, videos, films, articles and the most frequently used from online to now offline is Powerpoint because Powerpoint is very effective when used as a learning medium by simply displaying the material via slides. that I have made, then the students observe the material that I present" (interview with Mr Akhirul Ariyanto S.Pd 29 May 2023)

According to Hamalik (2011:235) the types of technology used in lessons consist of audiovisual media (film, television and video cassettes) and computers. Indeed, there are other forms of technology that can be used in teaching, but these two types of technology are most widely used to support teaching in the classroom.

The learning media that history teachers at SMA Negeri 1 Banyuputih often use in the learning process are articles and PowerPoint . Type Article learning media is included in the grouping of visual learning media, meanwhile Audio-visual based PowerPoint is a medium that can present subject matter, present information, explain concepts, explain processes, teach skills to students in the form of images and sound. It is hoped that the use of audio-visual- based PowerPoint media as a presentation medium can provide students with a visualization of the material being presented.

"If you just explain it, it's less interesting and makes you sleepy when studying, but if you use PowerPoint which is displayed using a projector screen when studying, it's more interesting because you can immediately ask about parts you don't understand because it's written on the front" (interview with Irma, student at SMA Negeri 1 Banyuputih 30 May 2023)

Audio-visual based powerpoint media strengthens understanding and improves memory, so it plays an important role in the learning process which leads to student learning outcomes. Audio visuals can also increase students' interest in learning and can provide a correlation between lesson content and the real world (Damitri 2020).

"Usually, apart from PowerPoint, children are most happy if the learning media is a video, they really enjoy the video that is played, then I ask them to summarize the contents of the video shown" (interview with Mr Akhirul Ariyanto S.Pd 29 May 2023)

The learning media is in the form of videos which are a type of audio visual. According to Arsyad, (2009:7) audio visual media is a type of media that apart from containing sound elements also contains image elements that can also be

seen, such as video recordings, various sizes of film, sound slides and so on. The capabilities of this media are considered better and more interesting, because it contains audio and visual elements.

Videos can give flexibility for students to Study Alone. students _ can watch videos learning in accordance need And repeat it in accordance need. Matter This possible every student For Study with speed they Alone And in a way active participate in process learning (Maufur : 2020). Based on the results of observations, it can be concluded that students like learning that focuses on electronic media, so in this case teachers are required to master the media in question with technological tools so that they can still create learning comfort for students through the application of learning media.

Learning Resources

The use of learning resources in school learning has a very big role in helping teachers explain the material, learning resources are considered capable of being a source of additional material apart from the teacher. The research results show that the learning sources that are often used are the internet and other print media such as newspapers and magazines.

Based on the results of interviews with history subject teachers at SMA Negeri 1 Banyuputih

"I use a lot of learning resources. Right now, I often use book learning resources in the library and the internet because of the lack of student learning so they don't remember previous material that has been explained or that has been presented by their friends, so that's why I use the internet. they can access learning materials at any time"

From the interview excerpt above, it can be seen that learning resources are quite important to support the continuity of the teaching and learning process in the classroom. This is in accordance with the theory which states that learning opportunities are increasingly open through various sources and media. Today's students can learn from various sources and media such as radio, television, newspapers , films and many others. (Slameto, 2010:8).

Based on research, the learning resources used by history teachers at SMA Negeri 1 Banyuputih when learning takes place are the Indonesian History Book class XII IPS Kemendikbud Curriculum 2013, the internet and other relevant learning resources.

"Learning resources that come from the internet tend to be more updated and more interesting for children because the methods of delivery are also varied" (interview with Mr Akhirul Ariyanto S.Pd 29 May 2023)

Learning resources from the internet are a type of electronic learning resource which includes computers, the internet, VCDs and others. Widodo, (2012:59).)

The Internet is a global computer network that connects millions of computers throughout. The existence of the internet can be utilized as well as possible by students and teachers. This is because the internet provides a variety of information, knowledge and references that can be used for learning.

According to the results of the research above, students tend to like new and unstable things. Each student has different abilities so that understanding is also different, the teacher's strategy is to develop innovation in delivering material creating independent learning or student centers. Through learning models and media, students independently discover new knowledge so that students easily accept learning material, not just referring to the teacher's explanation, then with learning resources students will get the absolute truth.

The process of developing learning resources can be realized through many sources, in history learning sources whose veracity can be verified are from books and the internet which have clear authorship and permission to publish. Therefore, history teachers at SMA Negeri 1 Banyuputih utilize a library which provides history learning books for teachers' use. and students, apart from that, learning resources using the internet are also very helpful because they can be accessed anywhere and at any time.

According to Uno (2011: 137), the environment is the most effective and efficient learning source and does not require large costs to increase students' learning motivation. Sophisticated technology can be used as a learning resource, where technology makes it easier for anyone to find information easily and quickly, including information about education.

Implementing innovative learning in the classroom using methods and learning as well as utilizing learning resources by history subject teachers at SMA Negeri 1 Banyuputih is not an easy thing. Obstacles in the process of implementing the learning design will arise when the learning process is already underway. Judging from the interviews and observations carried out, the history subject teacher at SMA Negeri 1 Banyuputih can respond to the obstacles that occur by applying various new methods, media and learning resources so that it is interesting to carry out effective learning.

CLOSING

From this it can be concluded that learning is a complex and continuous process that involves receiving, processing and understanding information as well as developing new skills and knowledge. Through learning, individuals can increase their understanding of the world, develop necessary skills, and increase their chances of personal and professional success. It is important to understand that learning is not just about acquiring knowledge, but also about developing attitudes, values, and a deep understanding of ourselves and the world around us.

Therefore, learning activities during the pandemic must also continue even online. Through online learning, students can develop important technology skills in an increasingly digitally connected world. They learn to use various technology tools and platforms, increasing their digital literacy.

Apart from that, new normal learning is a challenge for teachers, so teachers must prepare strategies to welcome innovative offline learning to be the right strategy to build students' enthusiasm, by using learning methods, using media, and utilizing learning resources. Considering that innovation in the learning process is very necessary for all teachers, especially history teachers at SMA Negeri 1 Banyuputih to increase students' interest in history lessons.

Suggestion

To facilitate strategies, teachers must be able to develop their innovations by utilizing media and learning methods that are appropriate to the learning material. As well as looking for or creating learning resources for students so that students can get more learning material, not just from handbooks.

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