



PORTRAIT OF POST COVID-19 HISTORY LEARNING IN CLASS XA OF SUNAN GUNUNGJATI VOCATIONAL SCHOOL BLIMBINGSARI

Ladayna Hulus Utami¹, Mahfud², I Kadek Yudiana³

Universitas 17 Agustus 1945 Banyuwangi

Corresponding Email: mahfud@untag-banyuwangi.ac.id

ABSTRACT

Education is basically inseparable from the educational problems that have occurred so far. These problems can hinder the expected learning process in education. The educational problems that are currently being experienced are currently experiencing a transitional period caused by the covid-19 virus epidemic. This then has an impact on changes in the educational order that has been structured so far. This study aims to describe the portrait of post-covid-19 history learning in class XA at SMK Sunan Gunungjati, post-covid learning is carried out face-to-face in a limited way by adjusting the curriculum. This study uses a descriptive qualitative research method. The techniques used in this study were interviews, observation, and document studies. Data analysis in this study includes data collection, data reduction, data presentation, and drawing conclusions. Checking the validity of the data using triangulation of data, theory, methods, and sources. The purposes of this research are: 1) to find out the learning process in post-covid 2) to describe the obstacles to the post-covid-19 learning process.

Keywords : *post covid, education, portrait of learning*

1. INTRODUCTION

Education is the biggest chain to create a better future. According to Mudyahardjo (in Azizah, 2008: 1) education is an effort that is carried out consciously or planned in order to realize a learning process where students can be active, grow the potential that exists within them. Educational programs can be pursued by students through formal or non-formal. Formal education is a structured educational path starting from elementary, junior high and high school levels. Meanwhile, the non-formal education path is a level that can be taken outside of formal schooling. These efforts are made to support the development of knowledge owned by the community. According to Notoatmodjo (2003: 16), education is a process of improving the behavior and behavior of individuals and groups to make a person's behavior more mature by means of teaching and assessment.

Education is a universal activity in human life, because wherever and whenever in the world there is education. Education should encourage people to be involved in the process towards a better direction, develop self-confidence, develop curiosity and increase the knowledge and skills they have throughout their lives, thereby functioning to improve the quality of personal and social life. To achieve these results, it is the educator's job to form human resources. Implementation of educational programs can run 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 students as learning resources who carry out teaching activities". The learning process can run with learning components such as Learning Implementation Plans (RPP), Silanus, learning methods and learning media that have been arranged according to applicable educational regulations.

Education programs are basically inseparable from the educational problems that have occurred so far. These problems can hinder the learning process that is expected in education. According to Law Number 20 of 2003 concerning National Education System in article 1 it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, to develop all the potential of students through the learning process. In the context of social life, education also plays an important role in ensuring the survival of the nation and state. This is because education is a means of developing and improving the quality of human resources. With education,

In learning history at school, teachers should choose and use models, strategies, methods, approaches and techniques that involve active students in learning, both mentally, physically and socially. The emphasis on learning history is not only training skills and memorizing words, but understanding concepts. To foster students' interest and enthusiasm in studying history, it is necessary to try a new model in learning history. Theoretically, the actual teaching method in history lessons can be chosen from the many available methods. Teachers should have the ability to choose the right method for the subject matter, even for each specific teaching goal that has been formulated, for example for each topic that can be used by the teaching model of history (Kasmadi, 2001: 1).

Kochhar (2008: 26-36), history is a way to instill a spirit of patriotism in students, namely patriotism that is able to evoke the spirit of glory in the past and present, and at the same time strives to realize the welfare of society and every citizen so that it makes the nation proud, the name of the nation and state. Basically teaching history is very important. This is because history lessons teach to cultivate a sense of nationalism and pride as a nation. According to Hartono Kasmadi (2006: 16) history is a part of a group of science that stands alone. The noble goal of history to be taught at all levels of school is "to instill a spirit of nationalism, love for the motherland, nation and country and to be aware of what one was born for". Seeing the importance of history as a subject, a teacher must be able to develop and innovate history lessons which seem boring to students.

Learning history is one of the strategic tools in inheriting the nation's noble values to the younger generation, namely students, or it can be said that history has a didactic function which helps build the mentality of students as the nation's generation. According to Kartodirdjo (Riyanto, 2019: 1) there are two benefits in studying history: first, from the present time and situation we can explore facts or forces that played a role in the past; secondly, by analyzing the present situation we can make projections into the future which are analyzed based on historical facts. Learning history is expected to foster students' insights to learn and be aware of the uses of history for everyday life as individuals and as a nation. In order to study history from the perspective of history learning objectives concerning cognitive, affective, and psychomotor aspects which are an inseparable unit, so that the output of learning history is a figure of students who have knowledge, appreciation, and behavior in accordance with the historical values they learn (Isjoni, 2007: 13).

Curriculum is a plan that provides guidance or guidance in the process of teaching and learning activities. The 2013 curriculum has four main components, namely graduate competency standards, content standards, process standards and assessment standards (Sukmadinata, 2009:5). In the 2013 curriculum, students are required to be more active and creative in receiving history lessons. The teacher's role is only as a facilitator, however, the teacher must also be able to direct his students to think creatively, innovatively, and science and technology insight. In addition, the teacher must be able to build an atmosphere for learning history to be more comfortable and conducive. In an effort to provide motivation, teachers can analyze the motives behind students' lazy learning and impact on decreased achievement in school.

In December 2019 the existence of the corona virus resulted in various impacts. One of them is in the field of education. With the emergence of the covid virus at that time, initially the



learning process was face-to-face now it had to be carried out with limited face-to-face meetings, but in this case the teacher must be able to carry out his obligations as a teacher or educator. Before the pandemic took place, the learning process in class XA was very effective and the delivery of material was in accordance with the curriculum. During class learning, students are more enthusiastic in accepting the material. This is due to the use of various learning media, and the delivery of material is clearer and more interesting. The syllabus that was used before the pandemic was a complete syllabus consisting of 9 components, including subjects, basic competencies, indicators, learning materials, learning activities, strengthening education character, assessment, time allocation and learning resources. While the Learning Implementation Plan (RPP) used is a complete RPP consisting of 14 components, including school identity, subject identity, class/semester, subject matter, time allocation, core competencies, learning objectives,

When entering the Covid-19 pandemic, SMK Sunan Gunungjati Blimbingsari began implementing an emergency curriculum. In this curriculum, competency achievement is not overly borne by students, due to a simplification of the core competencies and basic competencies that will be given, thus affecting the making of syllabus and lesson plans. The RPP used in the emergency curriculum is a single sheet RPP which contains 4 core components, such as basic competencies/core competencies, learning steps, learning methods and models, and assessment. This also applies to making a syllabus which consists of 4 components, namely core competencies/basic competencies, competency achievement indicators, materials and learning steps.

Based on some of the descriptions above, the formulation of the problems that can be raised in this study are:

1. How is the Portrait of Learning History at SMK Sunan Gunungjati?
2. What are the advantages and disadvantages of the post-covid-19 history learning process?

2. RESEARCH METHOD

The method used in this research is descriptive qualitative method. The stages of the research are as follows:

2.1. Place and time of research

This research was conducted at SMK Sunan Gunungjati Blimbingsari which is located. Patoman Hamlet, Watukebo Village, Blimbingsari District, Banyuwangi Regency. The research will be carried out in August – February 2022/2023

2.2. Approach and Type of Research

The type of this research approach is descriptive. Descriptive research is research that seeks to describe current problem solving based on data. According to Mukhtar (2013: 10) the qualitative descriptive research method is a method used for researchers to find knowledge or theory of research at a certain time. The type of qualitative descriptive research used in this study is intended to obtain information about the Portrait of Post-Covid-19 Pandemic Historical Learning at Sunan Gunungjati Vocational School. In addition, with a qualitative approach it is hoped that the situation and problems encountered in this research can be disclosed.

2.3.Data and Data Sources

Data is a fact or figure that can be used as a source of information. The data in this study is divided into two, namely, primary data and secondary data. In this study the data and data sources used are as follows:

a. Informant

The most valid source in conducting this research is the history teacher. Mrs. Firdina Istiqomah, S.Pd as a history teacher is the resource person who most understands the conditions of students and the learning process.

b. Document

The documents used in data collection are the Learning Implementation Plan (RPP), Syllabus, Learning Resources and List of student scores.

c. Research Place

Place or research location is a valid data source in research. SMK Sunan Gunungjati Blimbingsari is a source for observation in data collection. Information about the conditions of the location of events and activities can be extracted through the place and its environment.

1) Sampling technique

Technique the sampling used in this research is purposive sampling. According to Sugiyono (2016) purposive sampling is a sampling technique for data sources with certain considerations. In this case, it is expected that the person who is considered to know best about what is expected and desired to fulfill this research.

2) Data collection technique

According to Sugiyono (2014) Data collection techniques are the most strategic steps in research, because the main objective of research is to obtain data. The data collection techniques used in this study are as follows:

a. Observation

b. Interview.

c. Document Study

3) Data Validity Test Techniques

According to Sugiyono (2014) Validity is the degree of accuracy between the data that occurs in the research object and the power that can be reported by researchers. Valid data is data that does not differ between the data reported by the researcher and the data that actually occurs in the research object. There are several types of triangulation as follows (Denzin in Adriyani, 2003: 8)

a. Data triangulation

b. Method Triangulation

c. Research Triangulation

d. Theory triangulation

e. Source Triangulation

4) Data analysis technique

According to Miles and Huberman (1984) qualitative data analysis is carried out interactively and continuously until completion. Activities in data analysis, namely, data collection, data reduction, data delivery, and drawing conclusions.

a. Data collection

b. Data reduction

c. Data Presentation



d. Conclusion Drawing

5) Research procedure

- a. Preparation phase
- b. Implementation Stage
- c. Data Processing Stage
- d. Completion Stage

3. RESULTS AND DISCUSSION

a. Portrait of history learning in class XA

The learning process is a process between educators and students to achieve goals. Learning during a pandemic is a concern starting from the process to the learning tools. According to Sanjaya (2010) "Learning is a complex system whose success can be seen from two aspects, namely the product aspect and the process aspect. The first stage in the learning process is to prepare learning tools before the learning process begins, such as preparing lesson plans, syllabus, methods, media, and teaching materials to support teaching, especially in the new normal era, educators are encouraged to adjust learning tools to be used for the learning process.

Based on the results of interviews with school principals, history teachers, parents, and students regarding the implementation of history learning, it can be concluded that the implementation of history learning is a process of applying learning to implement ideas, programs or a set of new activities by expecting changes in people. taught. The implementation of face-to-face learning can be carried out according to the terms and conditions that refer to regional conditions. Changing the pattern of learning from regular face-to-face to limited face-to-face by reducing the allocation of study hours on subjects due to government provisions.

Based on the results of the interviews and observations that have been carried out in the post-Ovid-19 learning process at Sunan Gunungjati Vocational School, they have implemented the 2013 curriculum and used a limited face-to-face learning system. Previously, learning was only through online and offline, which of course had many obstacles in the process. In post-covid, the government issued a new academic related policy. Implementation of the learning process and use of school facilities or services. Preparing learning tools is the first step in preparing teaching before the teaching and learning process begins. Learning device is a plan that is used in the learning process. Learning tools in the form of lesson plans, syllabus, media, and learning resources prepared by the teacher and adapted to the current learning conditions, namely post-covid-19. The following learning tools are used:

1. Syllabus

Based on the results of interviews with the deputy head of curriculum and subject teachers, they stated that the syllabus used was in accordance with the conditions in the field, the number of KD that was usually used was 5 KD, but not all of the KD were used. After this pandemic, the learning process held at school was timed according to conditions, if previously the lesson hours were in the syllabus for a few hours, then hours were reduced because of adjustments after yesterday's pandemic. Based on observations made the syllabus was used at Sunan Gunungjati Vocational School according to the regulations Government Regulation (PP) No.13 of 2015 is part of the curriculum which aims to describe Core Competencies and Basic Competencies into elaboration material, learning activities, and competency achievement indicators for assessment of learning outcomes.

According to Sa'dun Akbar (2016: 7) a syllabus is a learning plan for a subject and or group of subjects or a particular theme which includes competency standards, basic competencies, learning materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources. . The syllabus is basically an outline of an integrated learning

program. The syllabus is the elaboration of the curriculum into subject matter, learning activities, and assessment development. Therefore, the syllabus is an arrangement of plans that regulate the course of learning activities and classroom management. The following are the syllabus components obtained from the observations made:

- a. Core/Basic Competencies
- b. Learning materials
- c. Learning Activities
- d. Evaluation
- e. Time Allocation
- f. Learning Resources

2. Learning Implementation Plan (RPP)

Based on the results of interviews with school principals, deputy heads of curricula and subject teachers, it was stated that the lesson plans used were adapted to conditions in the field. Each teacher must make a learning implementation plan or lesson plan so that the learning process is orderly and directed. The preparation of this RPP was carried out long before there was a pandemic. It's just that after the pandemic, the RPP needs to be adjusted to instructions or policies from the government.

The learning implementation plan is an activity plan that describes the learning procedure to achieve a KD specified in the content standards in the syllabus. According to the Ministry of Education and Culture Number 22 of 2016, the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD). Every educator in an education unit is obliged to prepare a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. RPP is prepared based on KD or sub-themes which are carried out more than once.

The analysis carried out in the implementation of the lesson plans during the pandemic at Sunan Gunungjati Vocational School, namely: As explained in the syllabus, the lesson plans also underwent various adjustments, so that the implementation of learning could run well. The principal has provided directions and opportunities for teachers to make flexible adjustments to the lesson plan, because the learning process at SMK Sunan Gunungjati uses limited face-to-face learning. For the time allocation, which was originally 1 lesson hour containing 45 minutes, after the pandemic it was only 30 minutes. Even though there is a time limit, Based on observations made at Sunan Gunungjati Vocational School as a learning program unit that is packaged for one or several meetings, besides that the RPP contains an outline of things to be done by the teacher and the rest during the learning process takes place either for one meeting or several times meeting. The following are the components contained in the RPP:

- a. Clarity of problem formulation
- b. Selection of teaching materials
- c. Evaluation

3. Learning process

Based on observations made before the learning process, Sunan Gunungjati Vocational School makes a lesson schedule to make it easier for teachers to arrange alternating class entry hours, basically the lesson schedule also influences the learning process. Based on the observation of the learning process at SMK Sunan Gunungjati Blimbingsari using limited face-to-face. At this stage of the learning process of this system. Class management skills are needed by every teacher. Class management is in the form of how the teacher arranges the space so that students can learn



effectively. In strengthening the results of the following observations, the explanation of the learning process instrument:

- a. Prepare Tools, Materials, Media to be used for learning
- b. Preparing Learning Devices (Syllabus and RPP)
- c. Doing learning activities
- d. Conduct reflection and conclude learning

4. Instructional Media

Based on the results of interviews with school principals and subject teachers, it was found that the media used was adapted to the conditions in the region. Regarding the selection of limited face-to-face learning media, the school only directs the use of media that is in accordance with teaching needs. Technical adaptation learning media uses media images, videos, media that are appropriate and available at school.

Based on observations made by the learning process from the pandemic until now using learning media really needs attention. Because if the use of the right media has a big influence on the success of learning. Following are the learning media instruments:

- a. Learning Media Can Achieve Objectives
- b. Learning Media is easy to understand
- c. The Accuracy of Using Learning Media

5. Learning methods

Based on the results of the interviews conducted, the learning method used is the same old method used. In accordance with what is in the learning method instrument document, in the current conditions the methods used in the learning process adjust to circumstances and conditions. The following are the learning method instruments:

- a. Learning Method Easy to understand
- b. Learning Method according to the material
- c. Learning Method according to learning objectives

b. The Strengths and Weaknesses of the Post-Covid-19 History Learning Process

Based on observations made by the learning process in the aftermath of Covid-19, it greatly impacted the world of education. In addition to the positive impact and advantages of post-covid-19 learning, there are also weaknesses. One of the weaknesses of this learning is that it is difficult to convey material to students either because of inadequate facilities or lack of interaction between students and teachers. Therefore, the importance of choosing learning media is when the learning process continues.

- Weaknesses of the Learning Media used and students' lack of understanding of the material.

Based on observations made, the limited face-to-face learning process makes it easier for teachers to monitor students directly, so that class management is easier and classes are more coordinated. In accordance with the contents of the documents in the learning tools, the teacher is responsible for the success of a lesson in the classroom, thus the teacher is obliged to direct the course of student learning so that it is in line with the learning objectives

- The material presented is easy to understand

Based on the observations made, the advantages in the limited face-to-face learning process in post-Covid-19 were felt by both teachers and students, namely that the material delivered by the teacher could be understood by students, of course this increased enthusiasm for teachers and students in the learning process. In accordance with the contents of the document, the

advantages in the post-covid-19 learning process are media that are easily accessible, classes are more coordinated, and the material presented is easy for students to understand.

b. Weaknesses of the History Learning Process in Post-Covid-19

Based on observations made by the learning process in the new normal era, it greatly impacted the world of education. Apart from the positive impacts and advantages of post-covid-19 learning, there are also disadvantages. One of the weaknesses of this learning is that it is difficult to convey material to students either due to inadequate internet facilities and lack of interaction between students and teachers. Therefore, it is important to choose post-covid-19 learning media for the continuity of the learning process.

- Weaknesses of the Learning Media used and students' lack of understanding of the material.

Based on the results of observations made using several limited face-to-face learning media is quite difficult in the learning process. One of them is the teacher's difficulty in monitoring the class because some learning media are limited without being able to see the condition of students during learning. In accordance with the contents of the document, the use of media during learning is deemed inappropriate and results in a lack of interaction between the teacher and students so that the delivery of material is difficult for students to understand.

- Declining student discipline

Based on observations made, limited face-to-face learning resulted in a lack of supervision and instilling character in students, resulting in a decrease in student discipline. Students become lazy and unruly, student behavior shows a lack of character discipline regarding karma. In accordance with the contents of the document that because learning is done face to face is limited which results in a lack of character development in students and results in a decrease in discipline in behavior.

4. CONCLUSIONS AND SUGGESTIONS

4.1. CONCLUSION

Based on the application of the results of the research and discussion regarding the Portrait of Post-Covid-19 History Learning in Class XA of SMK Sunan Gunungjati Blimbingsari, the following conclusions can be drawn: Portrait of Post-Covid-19 History Learning in Class XA of SMK Sunan Gunungjati Blimbingsari is already a limited face-to-face learning system well done. This is because learning is more monitored and takes place optimally. Judging from the activeness of students during learning and student learning outcomes which significantly increased after the implementation of a limited face-to-face learning system. In implementing face-to-face learning, there are many advantages and disadvantages in the learning process after Covid-19. Both in terms of teachers and students. Constraints experienced by students from infrastructure such as internet networks for students who attend school, lack of interaction between teachers and students which results in less effective learning and constraints experienced by teachers are often as difficult as monitoring classes due to limited face-to-face meetings.

4.2. SUGGESTIONS

Based on the results of the conclusions made, the following suggestions emerge from the researcher:

1. School

The agency is expected to be able to follow and improve infrastructure in the face of a system that continues to develop.



2. Teacher

It is expected to improve the quality of teaching in order to facilitate the growing learning process.

3. Student

It is hoped that it will remain and be more enthusiastic about learning in ever-evolving learning conditions

4. Parent

Parents are expected to continue to accompany and supervise students in the learning process.

REFERENCES

- Hayati, N. 2020. Learning in the Pandemic Era. Yogyakarta: Deepublish.
- Isjoni. 2007. Learning History in educational units. Bandung: Alfabeta.
- Kasmadi, Hartono, 2001. Development of Learning Using Historical Teaching Models Approach. Semarang: Prima Nugraha Pratama.
- Kochhar, SK 2008. Learning History (Teaching of History). Jakarta: PT Gramedia Widiasarana Indonesia.
- Moleong, J. Lexy. (1999). Qualitative Research Methodology. Bandung: Rosdakarya Youth.
- Notoatmodjo, Soekidjo. (2003). Health education and behavior. Jakarta: PT Rineka Cipta.
- Priadhita, AR, 2013. The Application of the Numbered Head Together Technique Cooperative Learning Model in Learning History to Increase the Learning Activeness of Class XI Students of SMA PGRI 1 Temanggung Academic Year 2012/2013. Thesis. Yogyakarta: Faculty of Social Sciences, UNY. <http://eprints.uny.ac.id/22983/1/SKRIPSIS%20riandhita%20Aria%20Reza%2008406244038.pdf>, accessed on 14 July 2022
- Ryanto, Ammar Zhafran, 2019. The Effect of Historical Buildings in the City of Tebing Tinggi as a Learning Resource on Historical Awareness and Student History Learning Outcomes (Quasi-Experimental Research at State High School 1 Tebing Tinggi, Tebing Tinggi City, Provision of North Sumatra). Thesis. University of Education. Indonesia
- Sanjaya, Vienna. 2010. Learning System Planning and Design. Jakarta: Kencana Prenada Media Group.
- Syaiful Bahri Djamarah & Answan Zain. 2006. Teaching and Learning Strategies. Jakarta: Rineka Cipta.
- Shariful Sagala. 2006. The Concept and Meaning of Learning to Help Solve Teaching and Learning Problems. Bandung: Alfabeta
- Trianto, 2009. Designing an Innovative-Progressive Learning Model. Jakarta: Kencana.
- Widja, I Gede. 1989. Fundamentals of Development Strategies and methods of teaching history. Jakarta: Ministry of Education and Culture, Directorate General of Higher Education, the Education Personnel Education Institute project.