



Using learning technology for social studies as a resilient media during the pandemic outbreak

Aprilia Melinda Sholihah*

Faculty of Social Science, Universitas Negeri Malang
Malang, Indonesia, 65114
aprilia.melinda.2107416@students.um.ac.id

Izza Syarifah Umamah

Faculty of Social Science, Universitas Negeri Malang
Malang, Indonesia, 65114
izza.syarifah.2107416@students.um.ac.id

Meqqi Fabbio Vierza

Faculty of Social Science, Universitas Negeri Malang
Malang, Indonesia, 65114
meqqi.fabbio.2107416@students.um.ac.id

Refki Marsida

Faculty of Social Science, Universitas Negeri Malang
Malang, Indonesia, 65114
refki.marsida.2107416@students.um.ac.id

Agus Purnomo

Faculty of Social Science, Universitas Negeri Malang
Malang, Indonesia, 65114
agus.purnomo@fis.um.ac.id

* Corresponding Author

Abstract

The covid-19 pandemic has almost been experienced in all corners of the world in the last two years. The impact is no exception and also affects the activities of students, workers, or the community in general. However, the existing obstacles do not make humans surrender to that conditions. In fact, with these conditions make everyone compete in creating innovations to support learning activities. This study explores student resilience efforts in dealing with the covid-19 pandemic through learning media as a supporting application in online learning. A conventional literature review was used to elaborate on the research problem. This study found that using learning technology media can make people's and students' lives resilient during the Covid-19 pandemic. Students found themselves more flexible and encouraged to participate in learning processes. As a result, they could learn effectively in social studies materials provided on the online platform.

Keywords: covid-19, resilience, technology, online learning, social studies

INTRODUCTION

Covid-19 is a virus known to have entered Indonesia for the first time in March 2020. Since its appearance in China, to be precise, in the city of Wuhan in 2019. The Covid-19 virus has spread throughout the world and made WHO decide to declare this virus a global-scale pandemic. The Covid-19 pandemic has had an impact on all areas of life. One of them is educational institutions. Therefore, the government made a policy through Permendikbud Number 3 of 2020 concerning preventing Covid-19 in Education Units and Number 36926/MPK.A/HK/2020 concerning Distance Learning by utilizing technology as a learning medium. This policy from the government seeks to break the chain of Covid-19 prevention in the education sector. Based on this policy from the government, the learning process that was previously carried out face-to-face was replaced online. Online learning is learning using technology, such as Zoom and Google Meet, as interaction methods in delivering material. Students study from home, changing learning from face-to-face to online or e-learning. E-learning is a method that uses an electronic application that can support ongoing learning through computer network media.

The pandemic period forces teachers to be even more creative and innovative in conducting online (in-network) learning. The development of understanding media is the only way. Technology-based interactive learning media can provide information about education to students and convey instructions that can captivate students with electronic media. Implementation of technology can integrate all media components, which include text, video, animation, images, graphics, and sound, which are put together (Risnawati et al. 2018). All of these components can be combined with the provision of student learning. This unification can help students' visual, auditory, and kinesthetic learning styles (Bustanil & Tri Ardianto, 2019). If you think about it logically, no matter how sophisticated the technology is, it cannot replace the implementation of face-to-face learning. Learning conducted face-to-face is much more effective than online learning, especially from an emotional perspective between teachers and educators. Therefore, online learning brings many problems to the learning process, including the social studies teaching process.

Social studies learning is one of the teaching processes related to social conditions. This distance learning has a significant impact on social studies learning. These problems include problems in teaching. For example, in social studies learning, there is a discussion where students observe the practice of social interaction around them, such as interactions at school, either between friends or teachers. However, this cannot be adequately done because of social restrictions that cause distance learning.

Efendy et al. (2020) stated that distance learning results from social restrictions that require teachers to combine imagination with reality through technology. The use of technology allows teachers and students to carry out the learning process anywhere and anytime. Mu'ayyadah & Fatmawati (2021) said that the use of technology, such as E-Learning could meet the needs of

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students in receiving learning with a flexible location and time. The application of E-Learning is considered a form of adaptation in the educational environment according to its time, especially during the post-Covid-19 pandemic (Mu'ayyadah & Fatmawati, 2021).

Khusniyah (2020) describes the results of his research at STKIP Modern Ngawi regarding E-Learning, which has proven effective in learning Social Sciences introductory concept courses. However, the level of effectiveness can be established if it is used intensively in the learning process. Nurgiansah (2021) also proves that E-Learning is very useful as a learning medium and provides easy access to material for teachers and students. However, the research did not thoroughly discuss E-Learning performance at the college.

Existing problems in implementing social studies learning require a particular approach to inform social sciences contextually. Therefore, this research discusses the use of science and technology to improve the resilience of people's lives and students in the pandemic era in social studies. This study aims to find out how to achieve resilience by utilizing science and technology in the life of society and students during this pandemic through the social studies concept.

METHOD

This study used a literature review which consists of searching, comparing, and identifying relevant articles to the purpose of the study (Darmalaksana, 2020; Triandini et al., 2019). A review of articles is carried out according to the applicable stages. The stages involved data reduction, data display, and conclusion. At this stage, article reviews were carried out by searching documents from google scholar using a research string such as "learning technology", "online learning," or "learning during the pandemic." This step resulted in 24 articles relevant to the study's purpose. The next stage is presenting data based on a depth understanding of the articles chosen. Finally, findings and conclusions are drawn from the data that has been reviewed by using thematic analysis.

RESULT AND DISCUSSION

Effect of Covid-19 on Students

Covid-19 is short for Coronavirus Disease 2019. Covid-19 is a new term to refer to a type of disease first discovered in Wuhan, China, at the end of 2019 (Yuliana, 2020). The origin of Covid-19 cannot be ascertained. However, this virus can be transmitted from saliva splashes in the form of coughs/sneezes from people who have indicated they have the virus (Kemenkes RI, 2020).

This virus has also begun to receive attention from the global community and was even declared a public health emergency by WHO on January 30, 2020 (Dong et al., 2020). The spread of this virus has even spread to 192 countries/regions; where Indonesia is one of the countries that has experienced this Covid-19 case, especially since Joko Widodo as the

president of Indonesia, announced the first case of the Covid-19 virus on March 2, 2020 (Djalante et al., 2020).

The Indonesian government also provides policies to prevent the spread of Covid-19 in Indonesia. There are several efforts that the government continues to encourage to support this policy, including wearing masks, maintaining a minimum distance of 2 meters, and avoiding direct contact with other people by being in crowds (Buana, 2020). However, it turned out to be not as easy as expected. The number of positive cases of Covid-19 has continued to increase, so the impact has been felt in almost various fields, both in Indonesia and other countries.

One of the impacts of Covid-19 that have been felt is in the education sector. The Covid-19 outbreak prevented the learning system from being carried out generally, so a suitable learning model was needed to support the learning process. This learning model is an online model/system (in a network) that utilizes technology (Puspitasari et al., 2020). Now many innovations are also available in learning models in the form of technology applications. These applications include Zoom, Google Meet, Edmodo, and Whatsapp (Alami, 2020). The hope is that learning media will become a technological breakthrough as a learning medium that can be used until later after the pandemic. Maybe online technology is indeed efficient enough to be used in the future, but what about character education, which is challenging to implement in an online environment? Online learning will be challenging in building student character because students cannot adapt directly to their friends around them. For those who are quiet and rarely seen, this will make them even less visible, especially when off-cam students are often involved in learning, which makes character-building more difficult because the teacher or other friends cannot know whether the student is following the lesson or only the account is participating. Suriadi et al. (2021) stated that online education results in problems with student character development. Many students become confused and depressed, and their interest in learning decreases during online lessons. However, we should be grateful that the pandemic is becoming an endemic due to the government's intensive vaccination campaign (Joyosemito et al., 2021). Therefore, now is the resilience phase of the pandemic. Many new learning cultures acquired during the pandemic must continue to be used and developed to be integrated with learning carried out before the endemic so that learning can achieve its goals optimally.

Definition of Resilience

Resilience is a process of individual adaptation efforts to deal with pressures in their life circumstances. This resilience helps individuals recover and rise from adversity (Rutter, 2006). The existence of resilience itself is not only influenced by individual circumstances but can also be influenced by environmental conditions and culture. Individuals can rise from the trauma they face if they have good resilience. The individual learns that failure is not the end. This situation can make individuals look for new and more challenging experiences. Individuals view failure as a meaningful lesson for the next life. During the Covid-19 pandemic, individual, environmental, and cultural conditions changed significantly. This

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significant change shows the need for resilience, especially for the community and students. In this case, resilience can be achieved through mastery of science and technology development. The ability to develop science and technology will make people and students affected by Covid-19 rise and adapt to new things happening around them.

Resilience consists of several aspects. First, emotion regulation (emotion regulation) is an aspect of resilience that shows the ability to remain calm under any circumstances. At the beginning of the Covid-19 pandemic, many people, and also students, were not quiet and were often overly anxious because there was a lot of news that was not true and also did not match the circumstances. Therefore it was necessary to have the ability to control calm in the resilience process. Second, impulse control is an aspect of resilience in which a person can control the pressure within himself. Third, optimism (optimism) is an aspect of resilience in which this aspect requires optimism for future progress. At this time, much technology supports people's lives and students during the Covid-19 pandemic. This makes the community and students in the future more optimistic about the technology that will develop further. Fourth, causality analysis (causal analysis) is an aspect of resilience where there is a logical and precise analysis of the conditions to be faced. Since the emergence of the Covid-19 virus, many people have started to analyze the requirements currently happening to them. This analysis that they do leads them to a feeling of wanting to change for the better and also survive in worse conditions in the future. Fifth, empathy is an aspect of resilience where there is a sense of sharing between individuals, where each individual understands what others feel. An example of what happened during this pandemic is that many people think what others feel. For example, when there is an independent quarantine, everyone will automatically feel parted from the people they love. That's what might have happened to other people before. Sixth, self-efficacy is an aspect of resilience where a person desires to solve a problem. In this case, many technological innovations are present during the threat of the Covid-19 virus. Seventh, reaching out is an aspect of resilience in terms of getting out of trouble and getting up to live a better life, rising from problems, creating new things, and improving what has previously happened (Ulfah et al., 2018). These seven aspects are in the process of resilience in the lives of people and students in the pandemic era, which is applied to the development of science and technology.

Use of Science and Technology as an Effort for Student Resilience in the Pandemic Era

In the era of the Covid-19 pandemic, which is currently hitting various countries in almost the entire world, has indeed slightly hampered human activities in almost multiple fields. This problem also impacts students, one of which is experienced in Indonesia. Quoting the words of the charity Save the Children on July 13, 2020, it said that the Covid-19 pandemic had caused an "unprecedented educational emergency." The covid-19 Pandemic could make nearly 9.7 million children drop out of school permanently because many students will be dismissed to suppress the increasing spread of Covid-19. Quoting data from UNESCO, in April 2020, as

many as 1.6 billion students, which is a number that almost touches 90% of the world's student population, are on vacation. These problems do not just stop there; other issues arise from the existence of distance learning.

Several previous studies discuss distance learning during Covid-19. One of them is research from (Dewi, 2020), which concluded that distance learning during Covid-19 would run smoothly if coordination between educators, students/students, and parents went well. Another study conducted by Wahyono et al. (2020) also tried to explain that distance learning still found several obstacles experienced by students related to infrastructure and technical implementation. Based on these two studies, distance learning due to Covid-19 can provide a positive side so that students can master and improve their abilities in science and technology (Puspitasari et al., 2020). Moreover, digital platforms are needed to support distance learning (Kurniati et al., 2020). Digital platforms often used to support the distance learning process include WhatsApp groups, google classroom, Edmodo, Google Meetings, and Zoom. This platform makes teachers and students feel like they are in one room even though laptop screens and cell phones separate them. Indeed, the impression generated is different between direct face-to-face learning and distance learning. However, it is hoped that under these conditions, educators will be able to be more creative and innovative in making online classes attractive and making students more enthusiastic about learning.

Using an online learning platform for students is an exciting breakthrough to be encouraged. However, it cannot be denied that no matter how sophisticated the use of technology is, problems will always occur. This problem, for example, is that students' understanding is less than optimal due to the absorption of material presented by the teacher, which is not well received compared to when learning is done in class. In addition, the teaching materials delivered do not necessarily follow the learning needs of students classified as "special," such as persons with disabilities. Of course, this needs to be addressed wisely. Educators should also be more careful in imparting knowledge and technology to their students (Syaharuddin & Mutiani 2020).

Teachers should also play a role and, at the same time, make the Covid-19 pandemic one of the evaluation materials and learning resources in social studies subjects. Teachers can present material related to the Covid-19 pandemic to be studied and studied regarding its causes and impacts and raising awareness of the dangers of Covid-19 for the community. Students are also expected to be able to find out information about Covid-19 through an online search platform on the internet site. On the other hand, parents also play an essential role in accompanying children, primarily when learning is held at home. Parents who usually only take care of homework now must be added to guide their children to study at home. These difficulties can be felt, especially if the parents do not have particular expertise in teacher education. Therefore, parents and teachers need to cooperate in maintaining students' learning motivation and reducing the impact of stress due to online learning, coupled with the right and accessible technology, so that it can support the online learning process during the pandemic.

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CONCLUSION

The pandemic around the world suddenly forced people to make changes in their daily lives, even in the field of education. This condition encourages innovation in all areas, including teaching and learning. System changes in this learning media make a difference that results in good or bad things. One of the changes that have occurred impacts social studies learning. Social studies learning is related to the social world, which requires direct interaction to understand it in more depth, whereas direct interaction cannot be done in distance learning. From this, innovation emerges as a form of resilience in dealing with existing problems. This resilience is in the form of the invention in science and technology. From this, innovation appears as a form of resilience in dealing with existing issues. This resilience is in the form of innovation in science and technology. The role of science and technology is to support community resilience so that it can collaborate to become a very effective support for learning media that can be collaborated with pre-existing learning methods to bring out learning methods appropriate to students' conditions.

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