



TEACHING MATERIALS IN SOCIOLOGY LEARNING FROM VARIOUS VARIABLES IN HIGH SCHOOL

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ABSTRACT: This study aims to determine the presentation of Sociology teaching materials during the Covid-19 pandemic seen from various variables (gender, class, age, school location, and school status) in high school. The research uses a survey type quantitative approach. The population in this study were all high school students in Central Lombok district. The sampling technique was accidental sampling with a sample of 450. The data on the presentation of learning materials was collected with the help of google forms which had met the research requirements. All data were analyzed quantitatively using comparative analysis, namely non-parametric statistics, did not meet the analysis requirements. The results showed that the presentation of teaching materials tended to be contextual as seen in the indicators of facts, concepts, principles, and procedures during the Covid-19 pandemic, and there were differences in perceptions regarding the presentation of teaching materials from the variables of school location and school status while the variables of gender, age, and There are no differences in the class presentation of teaching materials during the Covid-19 pandemic. Therefore, the presentation of teaching materials during the Covid-19 pandemic should consider geographical characteristics (gender, age, class, school location, school status) in instructional design interventions.

Keywords: Teaching Materials, Sociology learning, High school

INTRODUCTION

The Covid-19 pandemic has had a significant impact on the education sector, shifting face-to-face learning to online learning (Putri et al., 2020). The delivery of materials is also significantly different from the pre-Covid-19 situation. In the implementation of bold learning, materials are delivered online (Mukhtar et al., 2020). However, problems that arose during Covid-19 were that the presentation of open materials was not delivered contextually, with many teachers providing more textbook-based materials (Jahodova Berkova & Nemec, 2020; Allo, 2020). Sometimes the focus was on the content of the applicable curriculum structure, but it was not contextualized to the Covid-19 pandemic situation, so teachers only focused on textbooks (Daniel, 2020; Reimer et al., 2021). Furthermore, research by Hamid et al. (2020) found that during the Covid-19 era, teachers only gave assignments and summarized the material. This pattern of material delivery led to a lack of student curiosity in learning and expressing ideas (Yustina et al., 2020). This is due to teachers' unpreparedness for the rapid changes in the learning process (Zhang et al., 2020). Furthermore, teachers are less able to design materials that engage students' interest and motivation during learning due to limited creativity

(Ntshwarang et al., 2021; Morison et al., 2021), and limited infrastructure (Ozili, 2021). Therefore, it is important to address these issues so that Sociology learning materials during the Covid-19 pandemic are implemented properly and contextually and programmed according to the curriculum.

In relation to the aforementioned issues, the presentation of online teaching materials should ideally be contextualized with the curriculum design regarding objectives, measurable content, appropriate strategies, and methods (Sun & Chen, 2016). Several previous studies have found that contextual presentation of materials during the COVID-19 pandemic can increase learning motivation (Yustina et al., 2020) and student learning outcomes (Susanti et al., 2020). According to Muhfahroyin and Lepiyanto (2021), contextual teaching materials during the pandemic era can improve coherent and adequate thinking, not just memorization of material, but also observation of actual environmental conditions and critical thinking. Long before COVID-19, teaching materials developed from the potential of everyday life had high contextual value for learning in schools (Richards, 2019). Similarly, Dijkstra and Bakker (2017) stated that delivering contextual teaching materials can reduce difficulties in learning

Sociology because it is linked to students' social lives. Furthermore, Erianjoni (2018) stated that material taught contextually will be meaningful to students because it relates to the surrounding environment, experiences, and socio-cultural context of the community. Research by Aryaningsih (2021) found that contextual presentation of Sociology material, including facts, always exemplified by the COVID-19 pandemic, motivates students to learn. Therefore, contextual presentation of teaching materials takes into account student needs and the characteristics of the social environment (Sinuraya et al., 2020).

The above research has not focused much on the contextual presentation of material during the Covid-19 pandemic, as seen from the many variable characteristics, and there has not been much presentation of teaching materials related to the Covid-19 pandemic situation. This is because according to the results of research by Noviana et al. (2020), it states that geographical characteristics in the learning process differ from one another, especially when seen from the variable of school location, as well as the presentation of material during the online learning process during the Covid-19 pandemic. The presentation of teaching materials if contextual is very meaningful for students to understand the material because learning time is flexible (Syahrir et al., 2019). Therefore, it is important to examine differences in geographical characteristics such as school location (Iwaniec, 2020); gender (Ku & Chang, 2011); age (Sojitra et al., 2018); class (Lee et al., 2018); and school status (Ibáñez et al., 2020). These geographical characteristics are very important to study, especially in the Covid-19 era when our curriculum refers to the emergency curriculum. Based on these differences, the novelty of this research lies in the variables (gender, age, grade, school location, and school status). This is because rural schools differ from urban schools in terms of network, services, teacher instruction, and provision of teaching materials (Iwaniec, 2020). Therefore, the purpose of this study is to examine the contextual presentation of Sociology learning materials in high schools during the Covid-19 era, as seen from various variables.

METHOD

The study used a quantitative approach using surveys and interviews. The survey method involves systematic, in-depth, and comprehensive information analysis (Ary et al., 2010), while the interview method was used to support student perception data. Surveys quantitatively describe several tendencies, behaviors, or opinions of a population by examining a sample of that population (Creswell, 2019). The population in this study was

all public and private high school students in Central Lombok Regency, totaling 13,626 (Kemendikbud, 2020). Therefore, the sampling technique used accidental sampling. The Slovin formula was used to obtain a minimum sample of 389. The number of respondents who completed the questionnaire was 450, with 176 male respondents and 274 female respondents.

The data collection technique in this study used a questionnaire, consisting of indicators of facts, concepts, principles, and procedures (Haerudin et al., 2021). All instruments used a Likert scale with four options (score 1 = never to 4 = always). The results of the instrument validity test using the Pearson product-moment correlation coefficient (r), obtained 20 valid items. Then, the results of the reliability test using the Cronbach's Alpha formula obtained a correlation coefficient of 0.91, which is considered very high. The data presentation of the material was analyzed using descriptive statistics. Analysis requirements tests used the Kolmogorov-Smirnov to determine whether the data was normal or not and the Lavene statistic for homogeneity. Hypothesis testing in this study used comparative analysis, namely non-parametric statistics because it did not meet the analysis requirements. The entire analysis was assisted by the computer program SPSS version 22.00 for Windows.

RESULT AND DISCUSSION

Descriptive Statistics

The results of the study on the presentation of open materials during the Covid-19 pandemic in Central Lombok Regency are as follows:

Table 1. Student Perceptions of the Results of Teaching Material Presentation During the Covid-19 Pandemic

Indicator	Opinion			
	Always	Often	Sometimes	Never
Facts	34.8%	35.7%	23.9%	5.6%
Concepts	31.9%	35.8%	23.0%	9.3%
Principles	30.3%	34.4%	27.9%	7.4%
Procedures	32.0%	39.0%	25.3%	3.7%

Source: Primary Data Processing

Based on the data above, it can be concluded that there are differences in the presentation of Sociology teaching materials during the Covid-19 pandemic in high schools, namely seen from the components of facts, concepts, principles, procedures. With the average respondent's answer regarding the presentation of teaching materials during the Covid-19 pandemic, it is presented contextually, such as in the components of facts about social problems and

social conflicts which are always linked and exemplified by the Covid-19 pandemic situation and students are directed to always watch videos about the material on YouTube and the material concepts always make students quickly understand the material presented by the teacher.

The results of the descriptive statistical analysis of the presentation of teaching materials from various variables are presented in the table below.

Table 2. Descriptive Statistics Results of Teaching Material Presentation Data

Variabel	N	Min	Max	Mean	Std
Gender					
Female	274	26	75	45.83	12.829
Male	176	24	75	45.53	12.773
Age					
15 year old	35	20	75	47.26	15.808
16 year old	141	28	73	47.14	13.293
17 year old	194	22	74	44.06	12.352
18 year old	80	20	75	46.09	11.205
Class					
X	137	28	74	47.26	12.350
XI	172	20	75	45.42	13.190
XII	141	24	73	44.32	12.650
School Location					
Remote	57	28	71	44.39	13.056
Rural	98	22	75	46.48	13.408
Urban	295	20	75	45.59	12.558
School Status					
Private	32	20	69	47.00	10.395
Public	418	26	75	45.53	12.965

Source: Primary Data Processing

Requirements Analysis Test

The prerequisites for analysis in this study were tested for normality and homogeneity. The results of the normality test were determined using the Kolmogorov-Smirnov test, and the homogeneity of variance test using the Levene statistic. The normality tests are shown in the table below.

Table 3. Results of Normality Test

Variables	Sig.	A	Explanation
Presentation of Teaching Materials	0.000	0.05	Not normal

Source: Primary Data Processing

The normality test results showed a probability of $0.000 < 0.05$. From these results, it can be concluded that the data presented in Sociology teaching materials during the Covid-19 pandemic were sampled from a non-normally distributed population. Therefore, a homogeneity test was not conducted in this study.

Hypothesis Test

The results of the data analysis requirements test showed that the data were not normally

distributed, so hypothesis testing was conducted non-parametrically using the Mann-Whitney test and the Kruskal-Wallis test. The hypothesis results are as follows.

Table 4. Result of Hypothesis Test

Variables	Category	N	Mean	Std.	MW/KW	p-value	α	Explanation
Gender	Male	176	45.83	12.829	-3.437	0.662	0.05	H_0 accepted
	Female	274	45.53	12.773				
Age	15 year old	35	47.26	15.808	5.313	0.236	0.05	H_0 accepted
	16 year old	141	47.14	13.293				
	17 year old	194	44.06	12.352				
	18 year old	80	46.09	11.205				
Class	X	137	47.26	12.350	1.837	0.399	0.05	H_0 accepted
	XI	172	45.42	13.190				
	XII	141	44.32	12.650				
School Location	Urban	295	45.59	12.558	3.948	0.013	0.05	H_0 rejected
	Rural	98	46.48	13.408				
	Remote	57	44.39	13.056				
School Status	Public	418	45.53	12.965	-3.840	0.002	0.05	H_0 rejected
	Private	32	47.00	10.395				

Source: Primary Data Processing

Based on the summary in Table 4, the following explanation can be given.

H1: There is no difference in perceptions regarding the presentation of Sociology teaching materials during the Covid-19 pandemic in high schools based on gender. The results of the SPSS test yielded a Mann-Whitney test of -3.437, with a probability value of $0.662 > 0.05$. Based on these results, it can be concluded that there is no difference in perception between genders (female and male) regarding the presentation of Sociology teaching materials during the Covid-19 pandemic. This difference is considered significant based on this probability value.

H2: It is suspected that there is no difference in perception regarding the presentation of Sociology teaching materials during the Covid-19 pandemic in high schools based on age. Based on the test results using SPSS, the Kruskal-Wallis test value of the study was 5.313 with a probability value of $0.236 > 0.05$. Based on these results, it can be concluded that there is no difference in perception between ages (15 years, 16 years, 17 years, and 18 years) regarding the presentation of Sociology teaching materials during the Covid-19 pandemic. This difference is considered significant based on the probability value.

H3: It is suspected that there is no difference in perception regarding the presentation of Sociology teaching materials during the Covid-19 pandemic in high schools based on class. Based on the results of the test using SPSS, the Kruskal-Wallis test value of the study was 1.837 with a probability value of $0.339 > 0.05$. Based on these results, it can be concluded that there is a difference in perception between classes (X, XI, and XII) regarding the presentation of teaching

materials during the Covid-19 pandemic. This difference is considered significant based on the probability value.

H4: There are suspected differences in perceptions regarding the presentation of teaching materials during the Covid-19 pandemic in high schools based on the school's location. Based on the results of the test using SPSS, the Kruskal-Wallis test value of the study was 3.948 with a probability value of $0.013 < 0.05$. Based on these results, it can be concluded that there are differences in perceptions between school locations (City, Suburb, and Remote) regarding the presentation of teaching materials during the Covid-19 pandemic. This difference is considered significant based on the probability value.

H5: There are suspected differences in perceptions regarding the presentation of Sociology teaching materials during the pandemic in high schools based on school status. Based on the results of the test using SPSS, the Mann-Whitney test value of the study was -3.840 with a probability value of $0.002 < 0.05$. Based on these results, it can be concluded that there are differences in perceptions between school statuses (public and private) regarding the presentation of Sociology teaching materials during the Covid-19 pandemic. This difference is considered significant based on the probability value.

Based on the results of the hypothesis, it can be concluded that there are differences in perceptions regarding the presentation of Sociology teaching materials during the Covid-19 pandemic from the variables (school location and school status) and there are no differences in perceptions regarding the presentation of Sociology teaching materials during the Covid-19 pandemic from the variables (gender, age, class) in high schools.

Based on the research data above, it can be concluded that the presentation of teaching materials during the Covid-19 pandemic tends to be contextual, seen from the components of facts, concepts, principles, and procedures. This result is supported by the opinion of Cahyadi (2019) that contextual teaching materials based on indicators of facts, concepts, principles, and procedures can improve students' understanding and diverse activities. The results of Purnomo's research (2011) that teaching materials in the form of facts, concepts, principles, and procedures when linked to the real world as a means of developing creative thinking that is very necessary in the 21st century. Research by Jundu et al. (2020) that contextual-based teaching

materials can help students understand science concepts. Teaching materials carried out contextually have advantages for students, influencing student experience and reducing boredom which can have an impact on better learning outcomes (Jundu et al., 2020; Danis et al., 2017; Surdin, 2018); interest in learning (Mukhtar et al., 2020). During the pandemic, teachers are required to design meaningful and relevant teaching materials so that students can connect the material learned to their daily lives, especially given the COVID-19 pandemic, which has changed in all aspects (Muhfahroyin & Oka, 2021). Through contextual teaching materials, learning will be more meaningful. Learning is not limited to the classroom but can also occur in the surrounding environment (Aboagye et al., 2021; Yuniastuti, 2013). Therefore, contextually applied teaching materials are highly suitable for implementation during the COVID-19 pandemic and prevent learning loss.

Furthermore, the results showed differences in perceptions regarding the presentation of teaching materials seen from various variables during the Covid-19 pandemic (school location and school status), while in the variables of gender, class, and age there were no differences in perceptions regarding the presentation of teaching materials. This result is supported by the results of a study by Noviana et al. (2020) that the location of remote, suburban, and urban schools differs in terms of the learning process as well as the delivery of materials. The presentation of materials in remote schools lacks access to download materials, watch learning videos, while urban schools due to complete facilities and signal strength very easily access materials and materials delivered contextually (Dube, 2020). This is caused by teacher and student facilities (Purwanto et al., 2020); the location of the student's area (Chand & Mohan, 2019; Alea et al., 2020; Tran et al., 2020). There are also differences in the school status variable, that public schools are better at presenting teaching materials and contextually during the Covid-19 pandemic than private schools. According to Humairo (Noviana et al., 2020), public schools differ in teaching patterns, programs and curricula, learning methods, output quality, and available infrastructure, which influence the learning process and acceptance of learning materials. However, a different study by Ibáñez et al. (2020) found that AR-based learning models and contextual content presentation increased learning motivation in private schools more than in public schools in Mexico, but learning

achievement was better in public schools. In this study, the sample size from private schools was significantly different from the number of respondents from public schools, and this is a limitation of this study.

The results of the gender variable study indicate that there is no difference in the presentation of teaching materials during the pandemic based on gender. In terms of indicators of facts, concepts, principles, and procedures, female students are equally able to gain contextual knowledge in the Covid-19 era. These results are supported by previous research by Ferraro et al. (2020) that female and male students have no differences in perceptions regarding distance learning, material delivery, and understanding. This is because during the Covid-19 pandemic era, female and male students studied independently, under parental control, thus gaining the same learning experience (Ferraro et al., 2020; Mulya et al., 2020; Mayhew & Weigle, 2018; Landry et al., 2017). A different opinion is that during the Covid-19 era, female students were more aware of responsibility in learning and the use of technology than males (Endendijk et al., 2016).

The results of the age variable study indicate that there is no difference in the presentation of teaching materials during the pandemic based on age. Both ages 15, 16, 17, and 18 years. The presentation of material from the perception of the age variable is equivalent to gaining understanding of the material learned based on indicators of facts, concepts, principles, and procedures. According to Roller et al. (2001), age does not show differences in sensorimotor adaptation. However, the results of the study by Seidler (2006) that the higher a person's age, there is a decline and greater difficulty in learning motor skills. The results of a different study by Becirovic and Huric-Becirovic (2017) that there is a significant difference in learning motivation based on age factors. At the stage of entering young adulthood, namely 18-29 years (CDC, 2009). At this age, cognitive function begins to decline, especially in associative memory (the ability to learn and remember relationships between unrelated things), which affects a person's learning ability (Birdsong, 2006).

The results of the class variable study indicate that there is no difference in the presentation of teaching materials during the pandemic based on class. This is evident from the fact that classes X, XI, and XII are equivalent in delivering material. This is because the same teacher teaches, the material taught is relatively the same, and the

material is always presented with learning videos before or after learning to strengthen student understanding. These results are supported by the results of the study by Burić and Kim (2020) based on the results of the study of grades X, XI, and XII, all providing the same quality of instruction, material presentation, and design with the same pattern without differentiating between classes. As expected, instructional quality is positively related to students' motivational beliefs (Burić & Kim, 2020). A different study by Nayir (2017) found that there are significant differences in student engagement in the learning process based on class, this is caused by changes in motivation as the class level increases. This difference in motivation affects student engagement and is an important prerequisite for participating in the learning process (Ryan & Deci, 2009).

The results of student perceptions regarding the presentation of teaching materials are supported by the results of interviews conducted with nine teachers divided into three teachers from remote schools, three teachers from suburban schools, and three teachers from urban schools. The three remote school teachers' perceptions during the Covid-19 pandemic in the presentation of teaching materials were still textbook-based, still copying material from student worksheets (LKPD), and not connecting the material to the pandemic situation due to teachers' limitations in material design and limited facilities from the students' perspective. Furthermore, three teachers from suburban schools and three teachers from urban schools stated that they were able to design contextual teaching materials by still inserting videos for each material even though they were still based on the textbooks held by teachers and students. The presentation of contextual teaching materials where the material is usually published first on Google Classroom, then the teacher provides material that is appropriate to the main material being studied, for example regarding social issues, the teacher links it to social problems in the surrounding environment and social problems in the Covid-19 pandemic situation. This perception is in line with the results of research by Purwanto and Rizki (2015) that the average student learning outcomes increased and were more interesting for students with the presentation of teaching materials contextually assisted by learning videos. In line with this, according to Riyana (Jundu et al., 2020) that learning videos can help students in learning, especially in understanding certain concepts

because learning videos contain concepts, principles, procedures, and theories. Furthermore, contextually developed teaching materials in the form of problems that must be solved through experiments in students' real-world situations are needed to create chemistry and critical thinking (Taufik et al., 2010). Thus, it is highly recommended to present teaching materials contextually with the real world of students, increasing the meaningfulness of students in learning, understanding concepts, examining facts in the environment around students and of course students are more sensitive in seeing problems in their environment as well as increasing students' critical thinking which is very suitable to be applied during the Covid-19 pandemic or normal.

CONCLUSION

Based on the results of the data analysis and discussion that has been done, it can be concluded that the presentation of teaching materials during the Covid-19 pandemic is presented contextually both from the components (facts, concepts, principles, procedures) and there are differences in perceptions of the variables of school location and school status and there are no differences in perceptions regarding the presentation of teaching materials seen from the variables of gender, age, and class. The presentation of teaching materials from the variable of school location that urban and suburban schools are included contextually while remote schools are not contextually. And on the variable of school status, that public schools in the presentation of teaching materials are contextual and private schools are still classified as textbooks. Through the results of this study, that the presentation of teaching materials contextually during the Covid-19 period should consider geographical characteristics (gender, age, class, school location, school status) in the design of learning interventions. This study has many limitations, therefore in further research it is necessary to examine the dimensions of other curriculum components such as the components of objectives, methods, models, and evaluation. Further research is very necessary to achieve the expected curriculum goals especially with the Covid-19 pandemic.

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