



THE IMPACT OF COVID-19 PANDEMIC ON SOCIOLOGY LEARNING AT SMA NEGERI 2 KUPANG

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ABSTRACT: The purpose of this study was to determine the learning process in the classroom through the probing-prompting method. In this study, the method used a literature study which consisted of four stages, namely collecting literature data, selecting relevant literature, conducting a review, and concluding or providing a new interpretation. The data collection technique was carried out online by downloading literature in the form of journals or articles through Google Scholar with the keyword probing-prompting and obtaining 113 literature data. The results of this literature study stated that the probing-prompting method in classroom learning was more effective than conventional learning methods. Efforts made to achieve optimal learning in the classroom can be achieved through the foresight of teachers to choose learning methods that provide space for students to always actively participate and develop their potential. One of the appropriate methods is the probing-prompting method seen in the development of student communication, increased creative thinking, increased critical thinking, can instill learning concepts, and can improve student learning outcomes.

Keywords: Sociology learning, COVID-19

ABSTRAK: Tujuan kajian ini untuk mengetahui proses pembelajaran di kelas melalui metode probing-prompting. Dalam kajian ini, metode yang digunakan adalah studi literatur yang terdiri dari empat tahap yaitu mengumpulkan data literatur, melakukan penyeleksian literatur yang relevan, melakukan review, dan menyimpulkan atau memberikan interpretasi baru. Teknik pengumpulan data dilakukan secara online dengan mengunduh literatur berupa jurnal atau artikel melalui google scholar dengan kata kunci probing-prompting dan memperoleh data literatur sebanyak 113. Hasil studi literatur ini dinyatakan bahwa metode probing-prompting dalam pembelajaran di kelas lebih efektif dari pada metode pembelajaran konvensional. Usaha yang dilakukan untuk mencapai pembelajaran yang optimal di kelas dapat dicapai melalui kejelian guru untuk memilih metode pembelajaran yang memberikan ruang pada siswa untuk selalu berpartisipasi aktif dan mengembangkan potensi dirinya. Salah satu metode yang tepat adalah metode probing-prompting dilihat dari berkembangnya komunikasi siswa, meningkatnya berpikir kreatif, meningkatnya berpikir kritis, dapat menanamkan konsep-konsep belajar dan dapat meningkatkan hasil belajar siswa.

Kata Kunci: Pembelajaran sosiologi, COVID-19

INTRODUCTION

The COVID-19 pandemic has an impact on the learning process at all levels of education, so the learning process will be carried out online (Syahrul, Arifin, & Datuk, 2021). However, as online learning progresses, there are problems that occur, namely the decline in students' learning motivation. This causes learning loss, namely the decline in students' abilities. The cessation of regular learning and rooting activities due to the COVID-19 pandemic causes a greater decline in the ability of students than during school holidays and also has an impact on their psychology. The magnitude of the impact of this learning loss is that in 2021 the Ministry of Education and Culture plans limited face-to-face

learning. Of course, this limited face-to-face has a different learning process, namely "limited" (Djehalut, Kiko, Nurdin, & Syahrul, 2022).

The implementation of this limited face-to-face learning requires a lot of preparation that must be prepared from various layers in the realm of education (Almaiah, Al-Khasawneh, & Althunibat, 2020; Maatuk, Elberkawi, Aljawarneh, Rashaideh, & Alharbi, 2022; Matin, Looyeh, Afrooz, & Dezhkam, 2012). This is based on a joint decree of four ministers, namely the minister of education and culture, the minister of health, and the minister of religion regarding guidelines for the implementation of learning during the COVID-19 pandemic. According to the Minister of Education and Cul-

ture, there are two reasons why the face-to-face learning policy is implemented, the first is that educators and education personnel have been vaccinated and the second is to prevent loss of learning because education in Indonesia has lagged behind other countries during the pandemic (Syahrul, 2020, 2021; Zahrawati & Nurhayati, 2021).

As previously known, it has been approximately 2 years since the government implemented Distance Learning (PJJ) in which the interaction process between educators and students occurs in different places and is possible at different times. This is done to prevent the spread of COVID-19 (Lemay, Bazalais, & Doleck, 2021). However, distance learning that has been carried out so far has an impact on the declining quality of education. The government's policy to reopen schools by conducting face-to-face learning has forced schools to start planning effectively and efficiently regarding the implementation of face-to-face learning in the midst of a pandemic (Azubuike, Adegboye, & Quadri, 2021). Therefore, the government's program to reopen face-to-face learning can be carried out properly and avoid the transmission of COVID-19.

Face-to-face learning after the COVID-19 pandemic begins with the preparation of facilities and infrastructure that must comply with health protocols, vaccinations for teachers and staff in schools to obtaining permission from students' parents to allow their children to take part in face-to-face learning (Pattanang, 2021; Favale, Soro, Trevisan, Drago, & Mellia, 2020; Li, Ghosh, & Nachmias, 2020). Based on the background and direction of previous research, the question in this study is, how is the impact of the COVID-19 pandemic on sociology learning at SMA Negeri 2 Kupang? What are the efforts of sociology teachers in carrying out the learning process after the COVID-19 pandemic at SMA Negeri 2 Kupang?

METHOD

This type of research is qualitative research that uses a descriptive approach. This research was conducted at SMA Negeri 2 Kupang, with the consideration of choosing this location because this location has never been researched on the impact of the COVID-19 pandemic on sociology learning. At the location of SMA Negeri 2 Kupang, based on observations, it can be seen that the learning ability of students after the pandemic is very low so it attracts the attention of the author to conduct research. Data collection was carried out from January 21 to March 21, 2022. The subjects of this study were selected using a purposive sampling technique, namely the selection of research subjects intentionally by researchers using certain cri-

teria and considerations (Andriati, 2015). Data collection techniques are the methods taken to obtain data according to the type of data required. In this study, the data collection techniques used were observation, interviews, and documentation. Management and analysis of data in this study were carried out through 3 (three) joint activities, namely data reduction, data presentation, and inference. The technique of checking the validity of the data is carried out to obtain a level of confidence related to how far the truth of the research results is, revealing and clarifying the data with actual facts in the field.

RESULT AND DISCUSSION

In limited face-to-face learning after the pandemic, SMA Negeri 2 Kupang affects the continuity of the teaching and learning process, especially in the limited face-to-face learning process, so of course there are advantages and disadvantages in inhibiting the implementation of limited face-to-face learning activities in the classroom. Judging from the indicator, which is about the understanding and knowledge of students regarding this limited face-to-face learning. Based on the author's observations, it can be seen that in the limited face-to-face learning process at SMA Negeri 2 Kupang there are advantages and disadvantages.

The positive impact experienced by students is that they can learn again at school so they can interact directly with teachers and friends. Although the learning is not as usual as it was before the pandemic. The results of the interview with Mersiana Mina A student of class XI IPS 4 said that, the positive impact I feel right now, I can interact directly with the teacher, learn without using an application, collect assignments directly at school and if I don't understand the theory explained by the teacher then I can ask directly (interview, January 25, 2022).

Meanwhile, Stedy Juliano Djuma, a class XI IPS 4 student, said that, if the positive impact was to facilitate interaction during learning in the classroom, even though the learning was carried out in a limited manner, this goal was to improve online learning for approximately 2 years because during online learning there were many obstacles and problems. many friends do not participate because of technological limitations such as cellphones, with limited face-to-face learning the teacher can assess the extent to which students' understanding levels can be assessed directly in the classroom (interview January 20, 2022).

Meanwhile, the results of an interview with Jlyanti Para Ede, a student of class XI IPS 4, said that the positive impact I felt was that I felt happy

because I could save internet quota, could study back at school, meet directly with teachers and also with friends. In addition, if the teacher gives an assignment, you don't need to send it using the Google Classroom and WhatsApp applications, but gather directly at school when learning begins and I can also know how much the results of the assignments that were done at home were because the subject teacher checked immediately (Interview results, January 23, 2022).

The results of the interview are supported by the researcher's observation that, while in the school environment, the positive impact of post-pandemic learning carried out face-to-face is limited, it can be seen from the presence of students in the classroom. This is also supported by documentation at the time of observation seen from when learning in the classroom, students interact with subject teachers, interact directly with friends and collect assignments without going through an application.

Thus, it can be understood that students today really feel the positive impact of the limited face-to-face learning that is currently still running. The face-to-face learning process is limited, as it is known that students save internet quota, assignments are collected directly at school, and can study with friends. This is in line with Arifin (2021) who said that face-to-face learning has answered and is a solution to the boredom experienced by students in the learning process. Where with the implementation of limited face-to-face learning, students can return to school and interact directly with their peers, can directly receive learning from teachers, and can discuss related learning. This makes the learning process more fun and meaningful for students. Students can ask questions directly to the teacher if they are constrained in learning.

The negative impact felt by students in limited face-to-face learning after the pandemic, students complained more because they had a lot of assignments and limited time to study at school. The results of the interview with Mersiana Mina, a student of class XI IPS 4, said that the negative impacts of post-pandemic learning carried out face-to-face were limited, namely, the time was not long and the assignments piled up because in one week of studying at school was only 3 days and the rest was studying at home and hopefully learning back to normal without restriction (interview, January 25, 2021).

Meanwhile, Stedy Juliano Djuma, a student of class XI IPS 4, said that I myself did not understand the theory explained by the teacher because it had been online learning for a long time and suddenly face-to-face learning was limited which was divided per shift. Sometimes the material that you have

given me when asked again I do not understand because online learning is too long so the habit of studying at home is still carried over when face-to-face learning is limited (interview, January 25, 2022).

While the results of an interview with Jlyanti Para Ede, a student of class XI IPS 4, said that, if I think the implementation of face-to-face learning is good, but because the study time is limited, we still haven't received enough lessons because the teacher seems to be in a hurry and has time to discuss still too short. My hope is that learning will be carried out as before, namely learning at school without being limited (interview, January 25, 2022).

The results of the interview above are supported by the results of the researcher's observations that when in the classroom learning is less effective, and learning time in school is limited. This is also supported by documentation at the time of observation, seen from when the subject teacher explained the material, student understanding greatly decreased when the teacher asked questions related to the material that had been explained and the teacher seemed to be in a hurry and the discussion time was still too short.

Thus, it can be understood that the impact of post-pandemic learning conducted face-to-face is limited to students at SMA Negeri 2 Kupang that the impact on post-pandemic learning conducted face-to-face learning is limited as it is known that students are very enthusiastic because learning is done offline, but students are overwhelmed when face-to-face learning is limited, namely learning at school is limited and in 1 week it is only done 3 times and students feel dissatisfied with the learning and students want this limited face-to-face learning to return to normal as before the pandemic. This is in line with Orlov et al. (2021) says that the face-to-face learning process is limited, there are still impacts such as there are still students who do not take learning activities seriously, lack of understanding of students when given assignments by the teacher if their class does not enter, students also less focused, less active and less participating in the learning process so that it makes the limited face-to-face learning process less effective.

Sociology Teachers' Efforts in Implementing the Learning Process Post-Covid-19 Pandemic at SMA Negeri 2 Kupang. The COVID-19 pandemic has made teaching and learning activities online. Now, along with the declining number of COVID-19 cases, most regions have re-implemented limited face-to-face learning as an effort to restore lost student learning. The results of the interview with Maximilian as the school principal said that post-pandemic learning was carried out offline which was carried

out in limited face-to-face learning, and in the teaching and learning process, I as the principal of course always gave motivation to teachers by evaluating continuously with the aim of seeing the advantages and shortcomings where while improving and following up the policy of face-to-face learning is limited. However, the barriers to online learning during this pandemic are that the first thing is that children study at home for too long, so that the situation that has been carried over for 2 years, we have to re-pump their enthusiasm and interest in learning which has faded and advise teachers to build the character of students (interview January 24, 2022).

The results of the interview above are in line with Endang Eko Riny's saying that the current condition of learning is limited to my efforts as a sociology teacher to carry out the learning process in the classroom in accordance with the lesson plan that is prepared according to current conditions. Implementation by condensing the material, conveying important points and emphasizing on solving problems. In addition, the efforts that I make such as designing materials to spur learning that has faded and I always encourage students and give assignments to do at home. To spur back student interest in learning that has faded, of course, it is not easy to need assistance and always provide direction to students to keep learning and use the internet to look for theories that are always related to the subjects that have been explained at school because learning time at school is very limited (interview January 25, 2022).

The results of the interview above are supported by the observations of researchers at SMA Negeri 2 Kupang, that principals and subject teachers will always try to overcome the impact of limited face-to-face learning after the pandemic by always evaluating the extent to which the development of face-to-face learning is limited by looking at the advantages and disadvantages and while improving student interest in learning which has decreased, so that even though learning is limited, teachers always make good use of time to design the material to be studied. This is also supported by documentation at the time of observation seen from when the principal and teachers held a meeting together to discuss limited face-to-face learning. During the meeting, the principal of the school motivates the teachers to always encourage students.

The above is in line with Pandaleke & Tumbage (2022) who states that in learning in the new normal era, the teacher gives encouragement to students. The importance of student learning motivation is at the beginning of learning, learning processes, and outcomes, informing about the strength of the learning effort compared to peers,

directing learning activities, raising the spirit of learning, and holding a learning journey. Therefore, learning motivation is very important for students because of the motivation and encouragement to students so that students have enthusiasm for learning and can be more active in the teaching and learning process can be achieved. With the motivation to learn, students can get very satisfying learning outcomes as expected. The results of the interview with Mersiana Mina, a class XI IPS 4 student, said that, from me, my efforts to overcome the impact of post-pandemic learning, such as making the best use of time and studying, did not wait for orders, had to have my own initiative (interview 25 January 2022).

The results of the interview with Stedy Juliano Djuma, a student of class XI IPS 4, said that, as a student, the efforts I made to overcome the impact of post-pandemic learning were to use the internet to look for material related to the theory that had been explained by the teacher, because time at school was not enough. long (interview January 25, 2022).

The results of an interview with Jlyanti Para Ede, a student of class XI IPS 4, said that, as a student, the effort made to overcome this impact was that I used the internet to look for related materials because at school the learning time was not long. When there are problems, I ask the subject teacher directly (interview, January 25, 2022).

The results of the interview above are supported by the observations of researchers at SMA Negeri 2 Kupang that although in limited face-to-face learning after the pandemic, students are still enthusiastic in overcoming these impacts by trying in positive things such as using the internet to find materials related to learning at school and staying enthusiastic. study even though time at school is limited. This is in line with Ayoeningsih, Woelandhary, & Susanti (2022) saying that the way students learn in face-to-face learning is limited, namely making independent study schedules, making neat notes so that they are easy to understand when studying again, using the internet to look for additional material related to the material that has been discussed and organizing time between learning and playing.

CONCLUSION

Based on the results of research and discussion, it can be concluded that positive impacts such as students can return to school and interact with their peers, can directly receive learning from teachers, and can discuss related lessons learned. This makes the learning process more fun and meaningful for

students. The learning delivered by the teacher is easier to understand because the teacher explains directly not limited to giving assignments that this limited face-to-face learning is the right solution to the problems faced by students during online learning. While the negative impact is the addition of assignments for students so that they can still fulfill learning competencies. Efforts made by the teacher in overcoming these impacts by carrying out the teaching and learning process in the classroom in accordance with the learning implementation plan that is prepared according to the new normal conditions. Implementation by condensing the material, conveying important points and emphasizing the completion of practice questions, as well as evaluation/assessment.

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