SOCIAL SCIENCE LEARNING EFFECTIVITY IN A POST-PANDEMIC THROUGH ACTIVE LEARNING METHOD AT AL-MA'ARIF JUNIOR HIGH SCHOOL IN JOMBANG 2022

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Abstract: Since the World Health Organization (WHO) designated the novel coronavirus disease (Covid-19) a pandemic, a significant proportion of activities across all domains of life have encountered challenges, including those pertaining to education. The Indonesian learning process is confronted with a series of alterations that require the ingenuity of educational institutions to mitigate the consequences of the pandemic caused by the novel coronavirus (Covid-19). One of the most efficacious methods is the implementation of active learning. The objective of this paper is to identify the types of active learning methods that can be employed, the active learning process itself, and the outcomes of active learning. The focus of this paper is Al-Ma'arif Junior High School, situated in Jombang-Jember. It can thus be concluded that the active learning methods implemented are group discussion, social observation, inductive learning, contextual, presentation, problem-solving, and demonstration. Furthermore, the active learning process is comprised of three stages: planning, implementation, and evaluation. Finally, the results of this method are evidenced by the development of students' abilities in the cognitive, affective, and psychomotor domains.

Keywords: Social Science Learning, Post-Pandemic, Active Learning Method.

Introduction

Since the World Health Organization (WHO) declared the novel coronavirus disease (Covid-19) a pandemic in May 2020,[1] numerous changes have occurred. One notable consequence has been a shift in stability, which has had a detrimental impact on various aspects of global life. The pandemic has led to a neglect of numerous domains, including economic, social, and cultural aspects.[2] The global pandemic has had a detrimental impact on education, particularly in terms of direct interaction, which is a fundamental aspect of effective education. This limitation has resulted in challenges, including learning loss at the primary[3] and secondary education levels.[4] Additionally, non-formal educational institutions such as TPA have also been affected by the pandemic.[5]

One strategy for addressing this critical situation is the utilisation of technology. The incorporation of educational technology during the current pandemic can mitigate the impact of the pandemic on education. However, it is important to recognise that the educational process, particularly the teaching and learning process, may not be as effective as face-to-face learning. Nevertheless, online learning can facilitate continued learning and personal development for students.[6] The introduction of digital learning habits has resulted in minor alterations to students' behaviour, understanding and abilities. This is due to the fact that the study routines are different from those previously employed. Students are able to learn a great deal with the aid of screens, study while lying down and often experience difficulties in maintaining concentration.

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[1] Halodoc, "WHO Resmi Nyatakan Corona Sebagai Pandemi," 11 Maret, 2020.

[2] Rahmad Aminuddin, "Dampak-Dampak Dari Pandemi Covid" (Universitas Jember, n.d.).

[3] Cally Ardington, Gabrielle Wills, and Janeli Kotze, "COVID-19 Learning Losses: Early Grade Reading in South Africa," *International Journal of Educational Development* 86 (2021): 102480.

[4] Felipe J Hevia et al., "Estimation of the Fundamental Learning Loss and Learning Poverty Related to COVID-19 Pandemic in Mexico," *International Journal of Educational Development* 88 (2022): 102515.

[5] Sufirmansyah Sufirmansyah, Mohammad Abdul Aziz, and Nita Novita Sari, "Pendampingan Optimalisasi Pembelajaran Al-Qur'an di TPA Al-Ichsan Burengan Kota Kediri Era Post-Covid-19," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 1, no. 2 (October 15, 2022): 69–76, https://doi.org/10.31004/jerkin.v1i2.14.

[6] Rafi Abdullah, *Dampak Pandemi bagi Pendidikan dan Cara Mengatasinya* (Banyuwangi: Blambangan Pers, n.d.).

Consequently, this can become a new habit that is not sufficient in itself.

As the 2022/2023 academic year commences, the teaching and learning process is becoming less rigid, with a shift towards a more face-to-face approach. This is largely attributed to the advent of vaccines and the growing capacity of communities to respond to the pandemic. The ongoing pandemic has necessitated a shift towards hybrid learning models. During this transitional phase, several challenges have emerged, largely pertaining to the varying levels of comprehension and learning styles. It is therefore crucial to prioritise creativity and innovation in the learning process. One potential solution to the challenges posed by the transition period is the implementation of active learning methods. These methods offer a range of techniques that can be adapted to suit different needs and circumstances, providing a valuable approach to navigating the complexities of this transitional phase.

Educational institutions, including junior high schools, employ active learning methods during this transitional period. This approach was observed at Al-Ma'arif Junior High School in Jombang, where it was implemented in the second semester of the 2021/2022 academic year. This institution was selected for research purposes due to its exemplary implementation of active learning in social science subjects. This study aims to determine the various active learning methods employed in the learning process, to ascertain the active learning process itself, and to determine the results of active learning in social science subjects. It is hoped that this research will prove useful both theoretically and practically, and that it will contribute to the creation of a superior educational system, particularly in regard to social science learning methods in the post-pandemic period.[7]

The ongoing SARS-CoV-2 pandemic has entered a new phase, the so-called "New Normal Era" which has had a detrimental impact on education, resulting in significant learning loss. This research examines the implementation of e-learning to address learning loss in Islamic Education (PAI) subjects at al Ma'arif Junior High in Jombang Jember. This research employs a qualitative approach to examine case types and analyse data through the interactive technique of Miles, Huberman, and Saldana. This research concludes that the implementation of e-learning at al Ma'arif Junior High in Jombang

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[7] Observation, January 2022.

Jember to address learning loss is focused on two key areas. Firstly, the upgrading of the learning technology at al Ma'arif Junior High in Jombang Jember is centred on the maximisation of the school's web role. Secondly, the increase in students' learning motivation to follow the e-learning process implemented by al Ma'arif Junior High in Jombang, Jember. The implementation of e-learning can be considered as one of the solution options that can be carried out by educational institutions to deal with the phenomenon of learning loss during the New Normal Era.[8]

The issues associated with online-based learning have implications for the integrity of the educational outcomes in Islamic religious education. The online-based learning process is still beset with numerous challenges. The issues pertain to the preparedness of human resources for the utilisation of technology, which remains in its infancy (*gaptek*). Nevertheless, it is imperative that online learning be employed as a means of maintaining the continuity of the learning process, particularly in light of the government's endorsement of distance learning. In terms of online learning readiness, educators and learners alike encounter a number of challenges. For students, the lack of a fixed schedule, unlike that of traditional schooling, poses a significant obstacle to their ability to start and end their learning activities at consistent times. Additionally, the low specifications of mobile devices, the economic impact of the pandemic on the community, the limited data packages available, and other technical issues further complicate the learning process.[9]

It is anticipated that the urgency of this research will facilitate the development of a comprehensive framework for the planning, implementation and evaluation of basic social science learning in high school education. This research will reveal three key aspects: (1) the efficacy of social science learning planning in a post-pandemic context through active learning in junior high school; (2) the efficacy of social science learning implementation in a post-pandemic context

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[8] Sahlan, M., Mursalim, M., Umam, K., & Subakri, S. (2022). The Implementation Of E-Learning to Overcome Learning Loss in Covid-19 Post-Pandemic in Islamic Education at Al-Ma'arif Junior High Jombang-Jember. *International Journal of Educational Research & Amp; Social Sciences*, *3* (3): 1138–1144. https://doi.org/10.51601/ijersc.v3i3.388

[9] Eddy Saputra, Rayung wulan, Problematika pembelajaran berbasis daring implikasinya terhadap kemurnian hasil belajar pendidikan agama islam, Teknik Informatika Universitas Indraprasta PGRI Jakarta, 2022

through active learning in junior high school; and (3) the evaluation of social science learning effectiveness in a post-pandemic context through active learning in junior high school.

This research employs a descriptive qualitative approach, which entails the translation of the condition of the object of research into words. This approach is complemented by the use of a case study form, which is a research method that utilises events in the field as the basis for comprehensive and detailed description.[10] In this study, data were collected using three techniques: interviews, observation, and documentation. The data analysis employed the Miles and Huberman method, which entailed an interactive and continuous process of data reduction, presentation, conclusion drawing, and verification until the data set was fully analysed.[11]

Social Science Learning in the Post-Pandemic

The term "online learning" is commonly used to refer to what is known as "Pembelajaran Jarak Jauh/PJJ," which stands for "distance learning" in Indonesian. This is defined as a teaching and learning process conducted remotely through the utilisation of an array of communication media.[12] Online learning is defined as a learning process that is conducted without direct, face-to-face interaction between students and their instructors (teachers), where the two parties are situated in different locations. In such cases, an interactive telecommunication system is required to facilitate communication between teachers and students, and the use of complementary media is essential. It is feasible to achieve educational standards through the utilisation of information technology, specifically computer devices or gadgets that facilitate connectivity between students, teachers and lecturers. This enables the continuation of the learning process in an appropriate manner during the ongoing pandemic.[13]

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[10] Abdul Wahab and Lies Amin Lestari, Menulis Karya Ilmiah (Surabaya: Airlangga University Press, 1999).

[11] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (CV. Alfabeta: Bandung, 2008), 25.

[12] Kemendikbud, "Peraturan Menteri Pendidikan dan Kebudayaan RI No. 109," 2013.

[13] Nur Harizah Zain, Ika Candra Sayekti, and Rita Eryani, "Problematika Pembelajaran Daring pada Peserta Didik di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2021): 1840–46.

In the Indonesian Dictionary, Sunendar et al. define the term "offline" as an acronym for "outside the network," indicating a state of disconnection from the computer network.[14] In offline learning, students engage with educational materials that are not connected to the internet. These materials may include radio, television, books, and other forms of media. In contrast to online learning, offline learning often involves face-to-face interactions between teachers and students. This format allows teachers to supervise students more effectively. Additionally, offline learning encourages students to take an active role in the learning process. This approach makes learning more dynamic and allows for the generation of feedback, which can then be used by teachers as an evaluation tool.

Hybrid learning is defined as a method of instruction that combines face-to-face and online learning. This approach suggests a 50:50 ratio of in-person to online learning.[15] Following the global pandemic caused by the SARS-CoV-2 virus, hybrid learning has emerged as a prominent approach to education. The benefits of this method include enhanced effectiveness in the learning process, particularly in the context of the ongoing pandemic, positive impacts on students' learning abilities, improved learning outcomes, and alignment with contemporary educational trends.[16]

The post-pandemic learning process has three stages to succeed in the active learning method by doing those stages systematically, they are:

1. Planning

Planning is a rational document that is compiled based on the results of a systematic analysis of the development of students. The objective of this analysis is to make learning more effective and efficient, in accordance with the demands and needs of students and the community. The implementation of effective learning activities is contingent upon the quality of the programme planning.

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[14] Dadang Sunendar, "Kamus Besar Bahasa Indonesia," in *KBBI* (Jakarta: Badan Pengembangan dan Pembinaan Bahasa: Kementerian Pendidikan dan Kebudayaan, 2021).

[15] Helleni Febnesia et al., "Pengaruh Model Pembelajaran Hybrid Learning dengan Metode Tutor Sebaya Terhadap Hasil Pengelasan pada Siswa SMKS Yabhinka," *Research and Development Journal of Education* 7, no. 2 (2021): 532–43.

[16] Suwarna Dwijonagoro and Suparno Suparno, "Pranatacara Learning: Modeling, Mind Mapping, E-Learning, Or Hybrid Learning?," *Jurnal Cakrawala Pendidikan* 38, no. 1 (2019): 156–73.

Consequently, the success of students is largely determined by the plans that are made by the teacher. For this reason, the preparation of learning plans is an essential component of the teacher's duties in the context of teaching students.[17]

2. Implementation

The implementation of learning represents a process of external factors that facilitate the occurrence of the learning process in individuals. This interpretation positions the implementation of learning as the core process of learning activities.

3. Evaluation

Evaluation according to Carl H. Witherington is "*an evaluation is a* declaration *that something has or does not have value*" same thing was also stated by Wand and Brown that evaluation means "*refer to the act or process to determine the value of something*". Both of these opinions emphasize the importance of value in evaluation. So evaluation is a process to describe students and weigh them in terms of value and meaning.[18]

Active Learning Method on Social Science Learning in the Post-Pandemic

The term 'active learning' is used in the field of education to describe a teaching and learning strategy that aims to enhance the quality of education and to facilitate student involvement in order to achieve effective and efficient learning outcomes.[19] Melvin L. Silberman defines active learning as a unified source of a comprehensive collection of learning strategies that includes various methods of engaging students.[20]

Active learning approach components consist of the following items, they are:[21]

1. Experience

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[17] Hanun Asrohah and Ali Mustofa, *Perencanaan Pembelajaran* (Surabaya: Kopertais IV Press, 2013).

[18] Zainal Arifin, *Evaluasi Pembelajaran: Prinsip Teknik Prosedur*, (Bandung: PT. Remaja Rosdakarya, 2017).

[19] Hamdani, *Strategi Pembelajaran* (Surabaya: Apollo, 2019).

[20] Siti Aisah, "Penerapan Active Learning Strategi Konstruktivisme Pada Pembelajaran Alqur'an Hadis Di Madrasah Tsanawiyah Negeri 2 Labuhan Batu" (Universitas Islam Negeri Sumatera Utara, 2019).

[21] Atep Sujana and Wahyu Supandi, *Pembelajaran Inovatif* (Depok: Raja Grafindo Persada, 2020).

Students will gain a great deal of knowledge through direct experience, which engages more senses than just hearing. In order for students to gain an understanding of the concepts of sinking and floating in water, it is essential that they have the opportunity to experience these concepts first-hand, rather than simply accepting the teacher's explanation.

2. Interaction

The quality of learning is enhanced when students engage in discussion, inquiry, and collaborative questioning and explanation. When students are prompted to articulate their actions, they are motivated to engage in deeper reflection and to articulate their opinions with greater clarity, thereby enhancing the quality of their contributions.

3. Communication

The disclosure of thoughts and feelings, both orally and in writing, is a fundamental requirement for students to express themselves and achieve satisfaction. The expression of thoughts, both in articulating their own ideas and in evaluating the ideas of others, serves to reinforce students' comprehension of the subject matter under study.

4. Reflection

The act of expressing ideas to others and receiving feedback prompts students to engage in a process of reflection, enabling them to identify areas for improvement and refine their concepts. Reflection may be prompted by interaction and communication. Feedback from educators or fellow students on a student's work, presented in a thoughtful and constructive manner, can prompt students to engage in reflection on their thoughts and learning.

In the context of post-pandemic social science education, institutions are striving to enhance the effectiveness of learning. One approach is the implementation of active learning methods, which encompass a range of effective teaching techniques. The use of active learning methods in educational institutions can be elucidated as follows:

1. Active Learning in 7th Grade

In the seventh-grade social science lesson in the second semester of the 2021/ 2022 academic year, there are two chapters studied, namely chapter three which discusses human activities in

meeting needs, and chapter four which discusses Indonesian society in the pre-literate, Hindu-Buddhist, and Islamic eras.

In chapter three, which addresses the role of human activities in meeting basic needs, the instructor employs a variety of pedagogical techniques, including lectures, group discussions, and social learning. The lecture method is employed to elucidate the fundamental concepts and comprehension of the material, which serves as the foundation for subsequent cognitive processes in the development of the material. The social learning method is utilized for the advancement and deepening of this material. Social learning is conducted by students through observation of the social conditions within their immediate environment. Subsequently, students will be required to compose written responses on the subject of community activities in meeting needs, including, but not limited to, economic activities, social interaction, and collaboration. Following the collection of data pertaining to the aforementioned subject matter, students will be tasked with conducting group discussions on the data they have gathered. This data will then be subjected to further analysis and refinement by the instructor.

In chapter four, which discusses Indonesian society in pre-literate, Hindu-Buddhist, and Islamic times, the teaching methods employed are lectures, inductive learning, and group discussions. Lectures are used to provide an introduction and basic understanding of the material, while inductive learning is used in the process of deepening the material and strengthening insight. The objective is to enhance the material and reinforce insight. In the process, students are provided with an introduction and a general understanding of the material. Subsequently, students are tasked with identifying additional material from various sources related to the material. The sources referenced include books obtained from school libraries, mass media, and other sources. Once all students have completed their research, they are asked to form groups and engage in discussion to derive conclusions from the material.

2. Active Learning in 8th Grade

The eighth-grade social science curriculum for the 2021/2022 academic year comprises two chapters. The first, chapter three, addresses the advantages and limitations of spatial arrangements in Indonesia and the Association of Southeast Asian Nations (ASEAN) with respect to socio-cultural-economic activities. The second,

chapter four, examines the transformations in Indonesian society during the colonial era.

In chapter three, social science teachers at institutions employ lecture and contextual learning methods. Initially, the teacher will present fundamental concepts and a general understanding of the advantages and limitations between spaces and their effects on socio-cultural-economic activities in Indonesia and ASEAN. Subsequently, students will be required to learn and describe in a contextual manner, and ultimately, a conclusion will be reached.

In chapter four, which addresses the transformations in Indonesian society during the colonial era, the pedagogical approach entails group discussion and presentation. The instructor initially assembles a group and furnishes them with comprehensive material, comprising books and other references, for analysis and discussion. Subsequently, the findings of the group are presented and subjected to inquiry through a process of question and answer between groups of students.

3. Active Learning in 9th Grade

The ninth-grade social science curriculum for the second semester of the 2021/2022 academic year comprises two chapters: chapter three, which addresses international trade, and chapter four, which focuses on Indonesia during the period of independence to reformation.

In chapter three on international trade, the pedagogical approach is problem-based and experiential. Initially, students are tasked with identifying existing knowledge. Subsequently, the instructor presents trade-related problems, which are then addressed by student groups through problem-solving and demonstration activities within the context of the trade process.

In chapter four, which addresses the period from Indonesia's independence to its reformation, the pedagogical approach is based on group discussions and presentations. The instructor initiates the formation of groups and furnishes each with comprehensive materials, including books and other references, for analysis and discussion.

Lesson Plans of Active Learning on Social Science in School

The process of learning planning is the preparation for learning. The implementation of this activity is intended to facilitate the more

efficient and effective attainment of the desired learning outcomes, thereby ensuring the development of a comprehensive and effective learning plan in accordance with the institution's objectives. Two models of active learning lesson plans are currently in use in schools. These are programme planning and administrative planning. Programme planning is a plan that expresses ideas or thoughts regarding active learning lesson plans so that they run well. In programme planning, the social science teacher is required to carry out at least six points in order to develop good learning. These six points are as follows:

1. Analysis of student abilities

The analysis of students' initial abilities is an activity that enables social science teachers to observe and identify the conditions of their students. This is done so that the social science teacher is aware of the specific circumstances of each student, recognising that each individual may have different needs and abilities. By gaining a deeper understanding of each student, it becomes easier to develop more tailored plans and support.

2. Mapping of core competency (*Kompetensi Utama*) and Basic Competency (*Kompetensi Dasar*)

This stage is concerned with the mapping of core and basic competencies. In this context, the social science teacher is required to map competency values in accordance with existing conditions and situations. The core competencies in question are spiritual competence, affective competence, cognitive competence and psychomotor competence.

3. Material planning as a process of planning learning materials to be used.

Social science teachers find and map out the right material plans to fit the existing situation and conditions.

4. Strategic plan

Strategic plan, is the process of social science teacher planning learning strategies by looking at existing situations and conditions.

5. Media plan

A media plan is a strategy for the optimal utilisation of media in an educational context, ensuring suitability and efficacy. A social science instructor may employ a range of learning media, including audio, visual, and audio-visual resources, as appropriate.

6. Assessment plan

Assessment plan, is a plan to measure student learning outcomes. At this stage, the social science teacher prepares an assessment that would fit the existing conditions.[22]

Active Learning Implementation on Social Science in School

The implementation of learning represents a fundamental aspect of the learning process. The efficacy of learning can be deemed questionable in the absence of appropriate implementation. Schools, as institutions of learning, are acutely aware of the importance of implementing active learning effectively. Social science teachers emphasise the necessity of three key components in the implementation of learning: the principle of learning, the alignment of learning with lesson plans and the sequence of learning activities.[23]

The principle of implementing learning represents a fundamental tenet and a guiding mindset for social science educators in the design and delivery of instruction. Social science teachers elucidate that there are three core principles that underpin the implementation of active learning in this subject area. These principles are:

1. Process

The initial premise is that learning is a process. The social science instructor views this learning as a progression for more mature students. By applying this principle, social science instructors can demonstrate to their students that they are not easily satisfied and can educate their students to be more patient and more optimal.

2. Behavior

The behaviour principle is a fundamental tenet of social science pedagogy. It is a key consideration in the development of learning outcomes, which are designed to enhance knowledge, reinforce beliefs and improve behaviour. In this context, the role of behaviour as a benchmark in the learning process is of paramount importance.

3. Interaction

It is the contention of those engaged in the teaching of social sciences that the establishment of a positive interaction pattern, whether between social science teachers and their students or between students themselves, will serve to enhance the efficacy of active learning in the educational environment.

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[22] Interview with Miskat Widodo, February 2022.
[23] Interview with school headmaster, Abd. Rohim, January 2022.

Learning Evaluation of Social Science in School

The evaluation of learning is a reflective process that enables
the identification of both the limitations and the strengths of the
learning that occurs within educational institutions. It is considered a
valuable exercise because it allows for the improvement of active
learning in schools by enabling the correction of identified
shortcomings and the enhancement of identified advantages. With
regard to this evaluation process, educational institutions have two
fundamental guidelines to inform their evaluation practices: the first is
the evaluation procedure and the second is the evaluation
instrument.[24]

The evaluation procedure represents a crucial step in ensuring
the efficacy and structure of the evaluation process, ultimately
enhancing the probability of a favourable outcome. In the context of
educational institutions, five distinct evaluation procedures are
commonly employed:

1. Plans.

Plans are a stage of preparing evaluations at this stage social
science teachers make what needs to be prepared in the evaluation

2. Implementation.

This stage is the execution stage where the evaluation is carried
out, here the evaluation is carried out according to the plan and
consequently

3. Data processing.

After the data is obtained through implementation, the social
science teacher processes this data into data that is ready to be used

4. Reports.

Reports are a process in which the results of this evaluation are
reported to the rightful person which in this case is school leaders,
homeroom teachers, and homeroom teachers.

5. The use/utilization.

Use and utilization is a stage where the Social science teacher
utilizes the evaluation results to develop active learning in the future.

The evaluation instrument serves as a benchmark for the
successful or unsuccessful execution of an evaluation. With regard to
educational institutions, two distinct evaluation instruments are
employed: tests, which are assessment instruments comprising
questions posed orally (oral test), in written form (written test), or in

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[24] Interview with Muslim, January 2022.

the form of action (action test). Tests are typically employed for the purpose of assessment and measurement. Two principal types of test may be distinguished: description tests (which are subjective) and objective tests. The description test comprises free descriptions, limited descriptions and structured descriptions. The objective test is composed of a number of forms, including true or false questions, multiple choice with numerous variations, matching and short or complete entries. The non-test instrument is of significant value in evaluating the affective and psychomotor domains, in contrast to the test instrument which places emphasis on cognitive aspects. There are a number of types of non-test instruments, including observation, interviews and questionnaires.

Conclusion

The findings of the research demonstrate that the most efficacious method for facilitating social science learning in the post-pandemic era is through the implementation of active learning strategies. These encompass a range of techniques, including lectures, group discussions, social observations, inductive learning, contextual presentations, problem-solving, and demonstrations. The process of active learning in an educational setting can be divided into three stages: planning, implementation, and evaluation. The learning planning process comprises two distinct plans: the programme plan, which incorporates an analysis of student capabilities, and the core competency plan. The mapping of Basic Competency (Kompetensi Dasar), the formulation of material plans, the creation of strategic plans, the development of media plans, the design of assessment plans, and the formulation of administrative plans, which encompass educational calendars, effective lesson plans, weekly, annual programs, a semester program, and syllabi, are all essential elements of the learning process.

The implementation of learning is based on a set of principles and stages, as follows. The aforementioned principles pertain to process, behaviour, and interaction, whereas the relevant stages are the opening of the content and the closing. The evaluation of learning is comprised of two elements: procedures and instruments. The procedures commence with the formulation of a plan, the subsequent implementation of that plan, the processing of data, the generation of reports and the utilisation of the data and reports. The instruments

themselves comprise both test and non-test items. With regard to the outcomes of this learning approach in the social sciences, there is a discernible enhancement across all three domains: cognitive, affective and psychomotor. With regard to cognitive outcomes, there is a notable increase in students' scores. With regard to affective outcomes, there is a discernible enhancement in students' behaviour. With regard to psychomotor outcomes, students evince greater creativity and activity in movement.

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