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Learning Sociology in the Era of the Covid-19 Pandemic (Case Study at Eben Haezar Christian High School Manado)

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Abstract. This study aims to 1) analyze, describe, and interpret the effectiveness of learning Sociology at Eben Haezar Christian High School Manado during the Covid-19 Pandemic, 2) analyze, describe, and interpret the application of Sociology learning strategies at Eben Haezar Christian High School Manado during the Covid-19 Pandemic. The type of research used in this research is descriptive qualitative research with a phenomenological approach. Data collection techniques used are observation, interviews, and document studies. The research location was Eben Haezar Manado Christian High School with a research focus, namely exploring Sociology learning strategies for social studies class students at Eben Haezar Manado Christian High School during the Covid-19 Pandemic. The results showed that the implementation of Sociology learning at Eben Haezar Manado Christian High School had been carried out well, this was done by teachers and administrators using effective and efficient learning. Learning strategies using online applications during the Covid-19 pandemic can streamline Sociology online learning at Eben Haezar Manado Christian High School, shown from the learning outcomes of each assessment exceeding 80% of students getting KKM scores and the results of observations of students' activeness in learning activities increased significantly namely in the first observation, it reached 34% with a value of 2.40 in the less category while in the second observation it increased to 62% with a value of 3.00 in the good category. The selection of online learning applications as a medium for delivering information and materials to students has implications for the effectiveness of online learning during the Covid-19 pandemic, so it needs to be of great concern to educators.

Keywords. Sociology Learning, Learning Strategies, Covid-19 Pandemic

A. Introduction

Learning is a process for creating student interaction with educators, as well as being a source of knowledge in the learning environment (Isnaeni and Hildayah, 2020) [1]. Learning is also an assistance given to educators to achieve the process of acquiring knowledge and knowledge, mastery in skills, as well as building attitudes and trust in students (Pangalila et al., 2022) [2]. So it can be said that learning is a process to deliver students to learn well. Learning is a set of external events that aim to design and support several internal learning processes, learning is also formed to produce learning, external learning activity situations must be

designed in such a way and are effective in order to activate, support, and maintain the internal processes that occur in each learning event (Gasong, 2018) [3].

The form of information technology development that can be utilized as a learning medium is using e-learning. E-learning is an innovation that can be utilized in the learning process, not only in the delivery of learning materials but also changes in the abilities of various student competencies. Through e-learning, students not only listen to material descriptions from educators but also actively observe, perform, demonstrate, and so on. Teaching materials can be virtualized in various formats so that they are more interesting and more dynamic so that they can motivate students to go further in the learning process (Dinata, 2021) [4].

The situation during the pandemic was caused by Covid-19 which hit all countries in the world, one of which included Indonesia, which resulted in the complexity of handling the Covid-19 outbreak. Due to the Covid-19 pandemic, the Indonesian government has issued a policy, namely Large-Scale Social Restrictions or known as PSBB. This was determined to reduce the spread of Covid-19 in Indonesia. This causes many sectors whose activities are diverted to be carried out at home. As in the education sector with the enactment of Distance Learning (PJJ). Based on the circular from Nadiem Makarim as Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education in the Covid-19 Emergency Period [5].

Based on initial observations made by researchers at Kr Eben Haezar Manado High School by interviewing several subject teachers and homeroom teachers, it was found that learning had used an expository learning strategy because in direct learning students easily understood, accepted, and memorized the material given, but that everything is complicated by the arrival of the covid-19 virus that is currently endemic. The process of teaching and learning activities has not been effective because teaching and learning activities carried out in schools are limited by very minimal meetings, namely students only attend school one day a week for grades X, XI and XII. This indicates a social change experienced by the wider community, especially for students. Where before the Covid-19 pandemic they could freely learn face to face or communicate directly. But because of the enactment of Large-Scale Social Restrictions (PSBB), the learning that is being carried out both for school has moved to the digital world.

With this minimal meeting also causes a lack of motivation of students in learning, decreased student learning outcomes, some students are lazy to do the assignments given. Most of them do not care about learning Sociology, boredom and laziness envelop student learning activities, so that the learning outcomes of Sociologists are not maximized.

Based on the explanation above, there are many factors that affect the effectiveness of learning, namely the inactivity of students in the teaching and learning process such as the lack of interest or desire of students to learn in Sociology learning. So here the researcher wants to research "Sociology Learning in the Era of the Covid-19 Pandemic (Case Study of Eben Haezar Manado Christian High School)".

Based on the background of this problem, the focus of this research problem is the effectiveness and learning strategies of Sociology in the era of the Covid-19 pandemic. The formulation of the research problem is 1) How is the effectiveness of learning Sociology at Christian High School Eben Haezar Manado during the Corona Pandemic? ; 2) How was the Sociology study strategy implemented at Eben Haezar Manado Christian High School during the Corona Pandemic? This study aims to 1) analyze, describe, and interpret the effectiveness of Sociology learning at Eben Haezar Manado Christian High School during the Covid-19 Pandemic, 2) analyze, describe, and interpret the application of Sociology learning strategies at Eben Haezar Manado Christian High School during the Covid-19 Pandemic.

B. Literature review

Social Change Theory

Social change is a change that occurs in the structure of society that can affect the social system (Rosana, 2011) [6]. Kingsley Davis in Goa (2017) defines "social change as changes that occur in the structure and function of society" [7]. For example, the emergence of the organization of workers in a capitalist society causes changes in the relationship between workers and their employers which in turn causes changes in the organization of the political economy. Meanwhile, Mac Iver and Page in Rafiq (2020) say "social changes are changes in social relationships or as changes to the balance (equilibrium) of social relations" [8].

Social changes occur because community members at certain times feel dissatisfied with their old life conditions. Old norms and social institutions or means of livelihood are considered no longer adequate to meet the new needs of life. Selo Soemardjan and Soelaeman Soemardi (2003) say that in general the causes of socio-cultural change are divided into two major groups, namely 1) Changes originating from the community itself such as increasing population, conflict and rebellion and revolution, and 2) Changes originating from outside the community such as cultural influences, wars, natural disasters, and others [9].

Social Adaptation Theory

According to Soekanto (2007) in Dewi and Bima (2023), adaptation is the process of adjusting individuals, groups, or social units to norms, processes of change, or conditions created [10]. Meanwhile, Suparlan (1993) in Hutagaol (2018) states that adaptation is essentially a process to fulfill the basic requirements to continue life [11].

Sears (1985) in Apriansyah and Lindawati (2022) said that basically humans adapt for two reasons. First, the behavior of others provides useful information. For every individual who is in a new cultural environment, other people are an important source of information, often they know something we don't know; by doing what they do we can benefit from their knowledge of new surroundings for us. The second reason, humans adapt because they want to be accepted socially to avoid reproach. In a new environment, of course there are values or norms that are used in relationships between individuals, the individual's inability to understand and do what is the value or norm will certainly result in social rejection for the individual [12].

Culture Shock

The definition of culture shock was first put forward by Oberg (1960) who defined culture shock as anxiety arising from the loss of signs and symbols of familiar social relations. Another picture of culture shock was put forward by Gudykunst and Kim (2003) in Maizan et al. (2020) who said that in general individuals are not really aware of the culture that regulates and shapes their personality and behavior. When individuals are separated from their culture, both physically and psychologically, and face conditions that are different or contrary to the previously believed images and assumptions, then that's when the individual becomes fully aware of the control system of his culture that has been hidden so far [13].

Another definition of culture shock was put forward by Pedersen (1993) in Goldstein and Keller (2015) who defined culture shock as a process of initial adjustment to an unfamiliar social environment [14]. Apart from that, Samovar (2010) in Konrasi et al. (2020) said that culture shock reactions vary from one individual to another and can appear at different times. The reactions that occur in culture shock are hatred of the new social environment, experiencing self-disorientation, feelings of rejection, stomach upset and headaches, homesickness for the

old social environment, feeling a loss of status and social influence, withdrawing and considering people in the new culture insensitive [15].

Oberg (1960) in Lina and Setiawan (2017) explained that the characteristics of individuals who experience culture shock are having excessive worry about cleanliness, feeling helpless, appearing excessive concern about mild physical pain suffered, and fear of communicating. with a new culture [16].

Sociology Learning Strategy

Sociology is known as the science of society. Scholars, practitioners, or experts in the field of sociology are called sociologists. Society is a group of individuals who have relationships, have common interests, and have culture. Sociology wants to study society, people's behavior, and human social behavior by observing the behavior of the groups it builds. As a science, sociology is social knowledge which is composed of the results of scientific thought and can be controlled critically by other people or the general public.

According to Mulyasa in Krismanto and Halik (2015), "learning strategies are strategies used in learning, such as discussions, observations and questions and answers, as well as other activities that can encourage the formation of student competence" [17]. In learning, the teacher's most important task is to condition the environment so that it supports behavior change for students (Pangalila and Rattu, 2021) [18]. In short, the learning strategy basically includes four main things, namely: (1) Determination of teaching objectives: (2) Selection of a teaching and learning approach system: (3) Selection and determination of procedures, methods and teaching and learning techniques: and (4) Determination of success criteria for the learning process teaching from the evaluation carried out.

C. Method

The type of research method used in this research is a descriptive qualitative research with a phenomenological approach. Data collection techniques used are observation, interviews, and document studies. The research location was Eben Haezar Manado Christian High School with a research focus, namely exploring Sociology learning strategies for social studies class students at Eben Haezar Manado Christian High School during the Covid-19 Pandemic.

Data analysis techniques use the Miles and Huberman models. Miles and Huberman in Sugiyono (2010) found that, "activities in qualitative data analysis are carried out interactively and continue continuously until complete, so the data is saturated" [19]. The data validation technique is the process of triangulating three data consisting of observation data, interviews, and documents. The tools used to test the validity of the data consisted of four parts, namely source triangulation, data collection technique triangulation, time triangulation, and theory triangulation.

D. Results and discussion

The Effectiveness of Sociology Online Learning in the Covid-19 Pandemic Era at Eben Haezar Christian High School Manado

The results showed that the quality of learning or learning outcomes of social studies class students at SMA Kristen Eben Haezar Manado were generally in the high and very high score categories. high and very high, namely 25 people are in the high category and 3 people are in the very high category and there are no low and very low categories, then the results of daily assessments are also generally in the high and very high categories, namely in the high

category as many as 17 people and 3 people are in the very high category, 8 people are medium and there are no low and very low categories. Furthermore, the results of the Mid Semester Assessment show that 14 people are in the high category and 7 people are in the very high category, 7 people are in the medium category, there are no low categories and very low. While the results of the Semester End Assessment 14 people were in the high category and 8 people were in the very high category and 6 people were in the medium category. So the average (mean) final score is 75.71, that is, 6 people are in the very high category and 22 people are in the very high category, there are no students who get scores in the low and very low categories. Based on the data obtained by the researchers, the research results show that in each assessment during the even semester, namely the assessment of Basic Competency (KD) tasks studied, there is 100%, in the Daily Assessment (PH) it is also 92.86%, in the Mid Semester Assessment (PTS) 82.14%, and in the Final Semester Assessment (PAS) there were also 89.28% of students getting KKM scores. So the Final Score (NA) is 100% getting the Minimum Completeness Criteria (KKM). So in general students get scores that meet the Minimum Mastery Criteria (KKM) standards, which are more than 80% of students, while the effectiveness indicator in this study is that if there are 80% of students get the Minimum Mastery Criteria (KKM) score, it means that the criteria have been met and even more than expected, and the values obtained are generally in the high and very high categories.

Furthermore, the results of teacher observations regarding the suitability of learning levels, namely the extent to which teachers ensure the level of readiness and students receive new material. This. The results of teacher observations in carrying out online learning with the help of learning media such as power point and learning videos are set in such a way as to make the appearance attractive so that students feel satisfied and not bored learning, they enjoy learning so they get meaningful learning. Throughout the researchers' observations, the teacher carried out learning by carrying out preliminary activities, core activities and closing activities. In the preliminary activities the teacher starts learning by greeting and asking students to pray together, doing apperception by asking about material that has been studied at the last meeting to connect the learning that will be discussed. The teacher conveys basic competencies and learning objectives.

In the core activities the teacher instructs students to read material in power point and listen to explanations of material through learning videos. Then ask students to ask about material that is not clear. After that the teacher as a facilitator directs students to discuss, convey ideas and thoughts to get solutions to problems. The teacher conveys material according to the indicators and learning objectives that have been set in the Learning Implementation Plan (RPP), so that students are able to understand well. With a good understanding, students have the knowledge to discuss the material, besides that they still use various textbooks and online media to reinforce their assumptions. The activeness of students in discussing it is clear that they understand the material. In closing activities the teacher reflects or provides reinforcement of the learning material, then gives the opportunity for students to conclude the learning material. After that the teacher gives an evaluation in the form of a description test according to the indicators and learning objectives of the material that has been discussed. Then the teacher conveys the material that will be studied at the next meeting so that students prepare themselves to receive material at the next meeting, such as reading related materials in textbooks or in online media. The teacher ends the lesson by inviting students to pray and greet.

Meanwhile, the results of observing online Sociology learning activities show that there has been a significant increase. The first observation was carried out on Thursday, 27 May 2022 and the second observation was carried out on Thursday, 3 June 2022. The results of the

first observation and the second observation showed that there were 24 people who listened to the explanation of the material well and in the second observation there were 27 people, in the observation Initially there were 10 people who recorded important points in the explanation of the material and in the second observation there were 14 people, there were 2 and 18, there were 8 people asking questions on material that was not clear at the first observation and 9 people at the second meeting, there were 15 people using books/internet to complete the answers to the assignments given in the first observation while in the second meeting there were 26 people, in the first observation there were 5 people who expressed opinions in accordance with their understanding and in the second observation there were 26 people, responding to opinions submitted by their friends there were 3 people in the first observation and in the second observation there were 8 people, there were no students who concluded the learning material in the first observation and 1 person in the second observation, there were 13 people who did the tasks given in a timely manner on the first observation and on the second observation the second is 26 people and there are 15 people who do the tasks given properly and correctly in the first observation and 21 people in the second observation.

So the percentage of student activity in the first observation reached 34% while in the second observation it increased to 62%. Based on these data it can be concluded that learning activities experienced a significant increase in the second observation. After being converted according to the assessment criteria set by the researcher, the results of the first observation are quite good, if adjusted to the categorization of values in the value category table then it is in the less category and the results of the second observation are in the good category. This shows that the activeness of students in learning increases.

So it can be concluded that the effectiveness of learning from the readiness of students in receiving learning material increases. The readiness of students to receive material both physically and non-physically is an indication that they will take part in learning well, so that it has implications for their activeness in carrying out learning.

The results of this study are in line with the results of research by Dewi and Mubarak (2021) that online learning using Google classroom media can increase student learning activity [20]. Learning in Google Classroom can be known through observation or observation, as revealed by Iftakhar that Google Classroom can help to monitor students in learning. Teachers can see all student activities during learning on Google Classroom. The interactions between teachers and students are well recorded so that it makes it easier to find out the discussions that are taking place in the Google Classroom.

Creating effective learning is very important because the effectiveness of learning is measured by the results obtained, namely the achievement of learning objectives. Effective learning, of course, students are active and enthusiastic about learning, including carrying out learning tasks. Liveliness is the motor in learning activities, students are required to be active. The liveliness of the learning process that is able to empower students in the class can be measured through observing the activities of students in participating in class learning, with the indicators being a) Active learning by experiencing the process, meaning that students are guided to do it themselves, participate in learning by starting with the courage to ask , answer questions from friends and practice; b) Active learning that is formed in active learning events, learning events are activities that require maximum learning concentration from students. Active learning occurs through the process of solving problems so that there is a process of solving problems. When carrying out the learning process, especially practice material, there are students who do not understand the intentions of their colleagues, so that educational

interactions can occur between students. So what is assessed here is how students express their ideas and thoughts to find solutions to problems.

Based on the results of the research above, it can be concluded that learning Sociology at Eben Haezar Manado Christian High School has effectiveness. Online learning by using an online network from home is beneficial for students in preparing themselves to take part in learning. With readiness both physically and psychologically, it motivates students to take part in learning so that it has a positive effect on learning outcomes. Learning readiness in question is a condition that allows a person to learn. The principle of readiness includes: the maturity and growth of physical intelligence, background experience, standard learning outcomes, perceptual motivation and factors that enable a person to learn. Based on this principle of readiness it can be stated that 1) An individual will be able to learn best if the tasks assigned to him are closely related to his abilities, interests, background; 2) Readiness to learn must carry out an assessment of students' initial abilities before learning activities are carried out (learning needs analysis). This implies that, if a teacher wants to get a picture of the readiness of his students to learn something, then he must do a readiness test; 3) If an individual lacks readiness for a task, the task should be postponed until the student is ready to do the task, by means of which the teacher deliberately arranges the task according to the readiness of the student; 4) Readiness to learn reflects the type and level of readiness; 5) Materials, activities and assignments are expected to be varied to suit the cognitive, affective, psychomotor readiness factors of various individuals. Gunawan et al., explained that learning using online networks and online platforms and applications would be effective because they could see the level of errors made by students when solving the problems given, so that it became a reference.

Furthermore, the results of this study are in line with the results of Rohani and Zulfah's research (2021) which show that students' interest in learning by using e-learning google classroom with an average detailed interpretation is strong with an average breakdown of interpretation based on its aspects, namely: 1) feelings 60% happy with the happy category, 2) 50% student interest in the strong category, 3) 40% student attention in the very strong category, and 4) 50% active involvement in the strong category. From the results of the analysis, the indicator of feeling happy is the highest compared to other indicators as much as 60% [21].

The results of this study prove that online Sociology online learning by using learning applications increases students' interest in learning. So the conclusion of the researchers is that interest in learning is very closely related to the good response of students receiving the material, if students' interest is high then they will prepare themselves more intensely by responding to learning well.

Application of the Sociology Study Strategy for Eben Haezar Manado Christian High School During the Covid-19 Pandemic

The use of learning strategy applications both through applications and the teacher's teaching style in the Social Studies Class at Eben Haezar Manado Christian High School was carried out as expected, although at first there were still obstacles such as learning that was still not communicative, namely the teacher only posted material in the form of power points or learning videos obtained from YouTube but does not give students the opportunity to ask questions or express ideas and thoughts in response to the material that has been posted, so that there is no feedback or discussion in learning and there is no reflection on learning, after that the teacher gives assignments to find out the extent to which students understand the material the lessons that have been given.

Besides that, there are still students who make mistakes in doing and submitting assignments, such as doing assignments in the class comments column instead of in the private comments column and then submitting them, so that the teacher is constrained in documenting the results or grades of assignments that have been done and sent by students via comment column in google classroom. After carrying out several lessons in Google Classroom, the teacher took advantage of the discussion forum in the comments column. The discussion begins with the provision of material through power points and learning videos, after which the teacher instructs students to listen and understand the content of the material that has been posted by the teacher, after that a question and answer session opens, students ask questions about material that is not clear and other students are given the opportunity to answer questions posed by friends. The teacher as a facilitator directs the discussion and at the same time provides material reinforcement. Furthermore, students give conclusions about the material just discussed. Under these conditions, learning looks active and communicative.

In the implementation of Sociology learning through the Google Classroom application, subject teachers have utilized various features available in the Google Classroom application, such as a) Create and manage classes, invite students to join classes that have been made in Google Classroom by inviting via the class code sent to the whatsapp group or share the link to log in. b) Utilize the class assignment feature by clicking on material by adding material topics equipped with basic competencies in accordance with the lesson plan that has been made before, material can be in the form of uploading power point documents, YouTube videos. c) Utilizing the class assignment feature by clicking on questions by making assignments in the form of description questions to measure students' understanding of the learning material that has been explained. d) Check and give direct value to student assignments that have been submitted through comments. Grades that have been made can be downloaded comprehensively into excel format to make it easier for educators to document student grades.

By utilizing several google classroom features by Sociology teachers, students are motivated to learn, coupled with interesting power point material and videos to watch. Indeed, in principle, Google Classroom is one of the online learning applications that has been modified by experts with various features to make it easier for educators and students to carry out the learning process, including in giving grades. As far as the researcher's observation, there are weaknesses in the teacher's attendance in student attendance, namely not utilizing the Google Form facility provided in Google Classroom or by making an attendance list on Google Form before entering Google Classroom, then copying the link and pasting it into Google Classroom and then posting it together with the material to be taught. However, the teacher takes attendance by using the WhatsApp group, namely making a list of the names of students who are present or ready to take part in the lesson.

In implementing the Google Classroom application in online learning for Sociology subjects at Eben Haezar Manado Christian High School, the WhatsApp group is used as a communication medium that makes it easy for teachers and students. Such as sharing class codes or links to join classes and is useful for reminding students that learning will begin and directing them to enter Google Classroom to read material and listen to learning videos that have been posted by the teacher. After that the teacher directs students to ask questions about material that is not clear, discusses it with their friends, the teacher becomes a facilitator who directs the discussion and directs students to conclude learning material, after that the teacher reflects or provides reinforcement of the material, then gives knowledge assignments in the form of questions. -description questions and skill assignments in accordance with the basic competencies being taught.

The results of this study are in line with the research results of Albina Evarista Longa (2021) who works as a Mathematics teacher at SMA Negeri 1 Maumere, she revealed the results of her research that there is a positive effect of online learning using applications so that it can affect the improvement of student learning outcomes, so the conclusion his research is the use of application media can improve the learning outcomes of class X Social Sciences (IPS) 3 SMA Negeri 1 Maumere [22]. Furthermore, the results of this study are in line with the results of the research expressed by Putra et al. (2022), that there is a positive influence on the use of online applications and platforms on the quality of student learning in Economics class XI at MAN 1 in South Tangerang city with a t count $>$ t table ($2,357 > 2,045$) and a significance value of 0.025 [23].

According to the opinion expressed by Bahri and Zain in Abidin (2019) which states that the use of media in teaching is prioritized to enhance the quality of learning and assist students in capturing the understanding given by the teacher, in other words, using learning media, the learning outcomes achieved by students will last longer in the memory so that it has a high value [24]. In carrying out online learning or online learning it is hoped that educators will have initiative and a high willingness to know, then choose applications that are able to facilitate them to convey learning to students easily and efficiently. Optimizing the use of learning media can also lead to the effectiveness and efficiency of learning.

The success of learning in Google Classroom is due to the interest and motivation of students to learn and the skills and skills of teachers in managing learning from introduction to closing. The higher the teacher's skills in managing learning, the more motivated students will be to participate in the learning process because they enjoy learning and are not bored in participating in learning. Increasing the effectiveness of learning can be influenced by various factors, including the teacher's skills in making media presentations of material and teacher strategies in activating students in the learning process. Google classroom provides easy learning solutions so that students are motivated to carry out learning activities such as actively asking questions, responding to or discussing material that is not clear and then doing assignments given by the teacher, even though at first the ability of students to submit their assignments in the column is limited. assignments to be graded by the teacher. Some students are constrained in submitting assignments so that their assignments are sometimes included in class comments, making it difficult for the teacher to assess them. But over time this has passed, finally at the end of the meeting they sent assignments according to the facilities provided by the application or online platform used in online Sociology learning.

E. Conclusion

Based on the results of the research and discussion that have been described earlier, this research can be concluded as follows:

1. Sociology online learning was very effective during the Covid-19 pandemic. Online learning using learning applications is proven to increase student interest in learning. Interest in learning is very closely related to the good response of students receiving the material, if students' interest is high then they will prepare themselves more intensely by responding to learning well. The use of online applications for online learning in Sociology at Eben Haezar Manado Christian High School uses features such as forums, namely greeting students and directing students to study seriously. Online applications can streamline Sociology online learning at Eben Haezar Manado Christian High School, it is shown from the learning outcomes of each assessment exceeding 80% of students getting KKM scores and the results of observations of students' activeness in learning activities increased significantly, namely in the

first observation, reaching 34% with a score 2.40 is in the less category while in the second observation it increases to 62% with a value of 3.00 in the good category.

2. The use of learning strategy applications both through applications and the teacher's teaching style in the Social Studies Class at Eben Haezar Manado Christian High School was carried out as expected, although at first there were still obstacles such as learning that was still not communicative, namely the teacher only posted material in the form of power points or learning videos obtained from YouTube but does not give students the opportunity to ask questions or express ideas and thoughts in response to the material that has been posted, so that there is no feedback or discussion in learning and there is no reflection on learning, after that the teacher gives assignments to find out the extent to which students understand the material the lessons that have been given.

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