

**THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL
STUDIES SUBJECTS DURING COVID-19 PANDEMIC IN
CLASS VIII MTSN 2 MALANG**

THESIS



Written by:

Talita Rachmata Candra Dewi

NIM. 16130068

**DEPARTMENT OF SOSIAL SCIENCE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

2020

**THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL
STUDIES SUBJECTS DURING COVID-19 PANDEMIC IN
CLASS VIII MTSN 2 MALANG**

THESIS

*To Compile a Thesis on Strata One Program (S-1) Department of Sosial Science
Education Faculty of Tarbiyah and Teacher Training Islamic State University of
Maulana Malik Ibrahim Malang*



Written by:

Talita Rachmata Candra Dewi

NIM. 16130068

**DEPARTMENT OF SOSIAL SCIENCE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

NOVEMBER, 2020



STATE ISLAMIC UNIVERSITY OF
MAULANA MALIK IBRAHIM MALANG
FACULTY OF TARBIYAH AND TEACHER TRAINING
Gajayana Street No.50 Telepon (0341) 552398
Website : www.fitk.uin-malang.ac.id. Faksimile (0341) 552398

APPROVAL SHEET

THESIS EXAMINATION

Name : Talita Rachmata Candra Dewi
NIM : 16130068
Department : Social Science Education
Title : THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL
STUDIES SUBJECTS DURING COVID-19 PANDEMIC IN
CLASS VIII MTSN 2 MALANG

After finishing and correcting, the Thesis with the title as above was approved.

Acknowledge by,

The Head of Social Science
Education Department

Advisor

Dr. Alfiana Yuli Efiyanti, MA

NIP.197107012006042001

Prof. Dr. H. M. Zainuddin, MA

NIP.196205071995031001

LEGITIMATION SHEET

**THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL STUDIES
SUBJECTS DURING COVID-19 PANDEMIC IN CLASS VIII MTSN 2
MALANG**

THESIS

Written by:

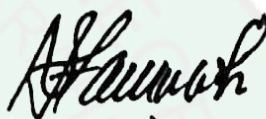
Talita Rachmata Candra Dewi (16130068)

Has been defended and approved by the board examiners on 25 November 2020
as the requirement for the degree of *Sarjana Pendidikan* (S.Pd)

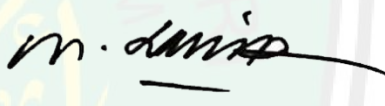
The Board of Examiner

Signature

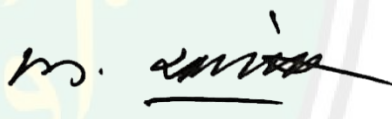
Chair Examiner,
Nailul Fauziyah, M. A
NIP. 19841209 20180201 2 131

: 

Secretary,
Prof. Dr. H. M. Zainuddin, MA
NIP.196205071995031001

: 

Advisor,
Prof. Dr. H. M. Zainuddin, MA
NIP.196205071995031001

: 

Main Examiner,
Dr. H. Abdul Bashith, M.Si
NIP. 19761002 200312 1 003


: 

Approved by,

Dean of Tarbiyah and Teacher Training Faculty

State Islamic University of Maulana Malik Ibrahim Malang




Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

DEDICATION

Thank you to Allah SWT who always gives the best to me until now, I dedicate this work to the people I care about:

A big thanks to **Mr. Dasar** and **Mrs. Khusnul Khotimah** who always accompanied me with prayers and supported me until now.

For the one and only my brother **Tantra DharmaKerti Parikesit** who always supports, cherishes and accompanies your sister.

For my cats named **Gendut (Bim-Bim)**, **Simba**, **Kumba**, **Wakanda**, **Romla**, and **Romli** who are always become my mood boosters.

Lastly for myself, thank you for struggling and trying so far, you are doing a great job. Thanks for all the good that I have and all the good thing to come.

MOTTO

إِنَّ اللَّهَ لَا يَغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يَغَيِّرُوا مَا بِأَنفُسِهِمْ

“sesungguhnya Allah tidak mengubah keadaan suatu kaum sebelum mereka mengubah keadaan diri mereka sendiri” (Al-Qur’an, Ar-Ra’d [13] : 11)

“Kehidupan bukanlah perlombaan, karena setiap dari kita adalah pemenang” [Rhaka Ghanisatria]



Prof. Dr. H. M. Zainuddin, MA

Lecturer of Tarbiyah and Teacher Training Faculty

State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Talita Rachmata Candra Dewi

Appendixes : 4 (Four) Exemplars

Dear,

Dean of Tarbiyah and Teacher Training Faculty

State Islamic University of Maulana Malik Ibrahim Malang

Assalamualaikum Wr. Wb.

After carrying out several times for guidance, both in term of content, language, and writing techniques, and after reading the following thesis:

Name : Talita Rachmata Candra Dewi

NIM : 16130068

Department : Social Science Education

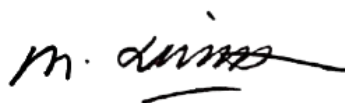
Title : The Effectiveness of Online Learning on Social Studies Subjects During Covid-19 Pandemic in Class VIII MTsN 2 Malang

As the advisor, I considered that this thesis is qualified to be proposed in the examination.

Walaikumsalam Wr. Wb.

Malang, 13th November 2020

Advisor



Prof. Dr. H. M. Zainuddin, MA

NIP.196205071995031001

CERTIFICATE OF THESIS AUTHORSHIP

I declare that in this thesis there is no work that has been submitted to obtain a bachelor's degree at a college, and to the best of my knowledge, there are also no works or opinions that have been written or published by other people, unless written in this manuscript and mentioned in the list of references.

Malang, 13th November 2020



Talita Rachmata Candra Dewi
NIM. 16130068

FOREWORD



Praise the author's pray to the presence of Allah SWT for all his gifts so that this thesis proposal can be completed. Our blessings and greetings may always be bestowed upon the Prophet Muhammad, his family, friends, and followers who have brought the instructions of truth, to all mankind, which we hope for their intercession in the hereafter.

This thesis proposal is one of the tasks that must be taken by students, as one of the final assignments of study at Islamic State University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, Department of Social Sciences Education.

This thesis proposal was compiled with the knowledge that is limited and far from perfection, so that without help and guidance from various parties, it is difficult for writers to complete it. Therefore, with all humility and gratitude, the authors thank:

1. Prof. Dr. Abdul Haris, M.Ag as the Rector of State Islamic University of Maulana Malik Ibrahim Malang.
2. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training faculty, State Islamic University of Maulana Malik Ibrahim Malang.
3. Dr. Alfiana Yuli Efiyanti, MA as the Head of Social Science Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang.

4. Prof. Dr. H. M Zainuddin, MA as the Thesis Advisor who has guided and directed me in completing the preparation of this thesis.
5. Lecturers of the Department of Social Sciences Education, Faculty of Tarbiyah and Teacher Training, who have provided knowledge to writers since they were in college.
6. All of the teacher and staff MTsN 2 Malang who gave support as well as accompanying and guiding me in the processing of finishing this thesis.
7. My friends are alumni and friends in the Department of Social Sciences Education, especially my friends at the International Class Program of Social Science Education 2016 and other departments who have given me enthusiasm for studying.
8. My Family of MAKBI MAN 3 Malang, Specially Angkatan 24 who always giving support to complete this thesis.
9. Dania, Lisantiya, Sa'diyah, Nabila, Izzatun, and Titi who have helped me complete this thesis, ranging from lending a laptop, taking care of filing, providing a place to rest, and as friends to talk or just tell a story.
10. Ridhotul Rizki Maulana who has helped and supported me to complete this thesis.
11. All parties who have helped the completion of this thesis writing.

May Allah SWT, bestow His mercy and gifts on us all. The author is fully aware that in this world nothing is perfect. Likewise with the writing of this thesis proposal, which did not escape the shortcomings and mistakes. The authors present

this work to all readers, with the hope of constructive suggestions and criticism for improvement. Hopefully, this work is useful. Amen.

Malang, 27th October 2020

Author



TRANSLITERATION GUIDANCE

A. General

The transliteration guidance which is used by the Sharia Faculty of The State Islamic University of Maulana Malik Ibrahim Malang is the EYD (*Ejaan Yang Disempurnakan*). This usage is based on the Consensus Directive (SKB) from Religious” Ministry, Education Ministry and Culture Ministry of the Republic of Indonesia, dated 22 January 1998, No. 158/1987 and 0543.b/U/1987, which is also found in the Arabic Transliteration Guide book, INIS Fellow 1992.

B. Consonants

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	‘
ث	Ts	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Dz	م	M
ر	R	ن	N
ز	Z	و	W

س	S	ه	H
ش	Sy	ء	‘
ص	Sh	ي	Y
ض	Dl		

C. Dipthongs Vocal

In every written Arabic text in the latin form, its vowels *fathah* is written with “a”, *kasrah* with “i”, and *dlommah* with “u”, whereas elongated vowels are written as such:

Elongated (a) vowel = â	example قال becomes <i>qâla</i>
Elongated (i) vowel = î	example قيل becomes <i>qîla</i>
Elongated (u) vowel = û	example دون becomes <i>dûna</i>

Specially for the pronouncing of *ya’ nisbat* (in association), it cannot represent by “i”, unless it is written as “iy” so as to represent the *ya’ nisbat* at the end. The same goes for sound of a difting, *wawu* and *ya’* after fathah it is written as “aw” da “ay”. Study the following example:

Diftong (aw) = و	example قول becomes <i>qawlun</i>
Diftong (ay) = ي	example خير becomes <i>khayrun</i>

D. Ta’ Marbûthah (ة)

Ta’ marbûthah is transliterated as “t” if it is in the middle of word, but if it is *Ta’ marbûthah* in the end of word, it transliterated as “h”. For example:

الرسالة المدرسة will be *al-risalat li al-mudarrisah*, or in the standing among two words that in the form *mudlaf and mudlafilayh*, is transliterated as “t” which is enjoined with the previous word, for example في رحمة الله *fii rahmatillah*.

E. Auxiliary Verb and Lafadh al-Jalalah

Auxiliary verb “al” (لا) writte with lowercase form, except if it located at the beginning of word, while “al” in *lafadh al-jalalah* wich located in the middle of two words or being or become *idhafah*, it removes from writing. Study the following:

1. Al-Imâm al Bukhâriy said...
2. Al- Bukhâriy explains, in the prologue of his book...
3. *MasyâAllâhkânawamâ lam yasya” lam yakun.*
4. *Billâhi ,azzawajalla.*

LIST OF TABLE

Table 1. 1 The equation, the difference and originality research.....	9
Table 2. 1 Persistence of various types of coronavirus on inanimate surfaces.....	30
Table 3. 1 Interview guidelines	47
Table 4. 1 Number of Teachers and Employees of MTsN 2 Malang	64
Table 4. 2 Number of classrooms and students at MTsN 2 Malang	64
Table 4. 3 Facilities and Infrastructure at MTsN 2 Malang	65
Table 4. 4 Evaluation Results of Online Learning for Social Studies Subjects....	71



LIST OF PICTURE

Picture 2. 1 Struktur genom virus	28
Picture 2. 2 Framework Thingking	41
Picture 4. 1 Organisation Structure MTsN 2 Malang	63



APPENDICES

- Attachment 1: Research Permit Letter
- Attachment 2: Letter of Having Conducted Research
- Attachment 3: Interview Transcripts
- Attachment 4: Students and Parents Interview Document
- Attachment 5: RPP Documentation
- Attachment 6: Research Documentation
- Attachment 7: Consultation Sheet
- Attachment 8: Student Biodata

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
DEDICATION.....	iii
MOTTO	v
ADVISOR OFFICIAL NOTE	vi
CERTIFICATE OF THESIS AUTHORSHIP	vii
FOREWORD.....	viii
TRANSLITERATION GUIDANCE.....	xi
LIST OF TABLE.....	xiv
LIST OF PICTURE	xv
APPENDICES	xvi
TABLE OF CONTENTS	xvi
ABSTRACT	xx
مجردہ.....	xxi
 CHAPTER I INTRODUCTION	
A. Research Context	1
B. Problem of The Research	5
C. Objectives of The Research.....	5
D. Benefits of The Research	6
E. Originality of The Research.....	6
F. Operasional Definition.....	12
G. Systematic Discussion.....	14
 CHAPTER II THEORY PERSPECTIVE	
A. Theoretical Basic.....	16
1. The Effectiveness of Learning.....	16
2. Online Learning.....	26

3. Coronavirus Diseases	27
4. Social Science Subjects	34
a. The Definition of Social Sciences	34
B. Framework Thingking	41

CHAPTER III RESEARCH METHOD

A. Type of Research	42
B. The Presence of Researchers	42
C. Research Location	43
D. Data and Data Source	43
E. Data Collection Techniques	45
F. Data Analysis	49
G. Checking of data validity	50
H. Research Procedures	55

CHAPTER IV DATA EXPOSURE AND RESEARCH RESULTS

A. Data Exposure	57
1. Descriptiom of The Research Object	57
2. History of MTsN 2 Malang	58
3. Vision and Mission of MTsN 2 Malang	61
4. Organisation Structure	63
5. Condition of Teachers and Employees	63
6. Condition of Students	64
7. Facilities and Infrastructure of MTsN 2 Malang	64
B. Research Result	65
1. The Effectiveness of Online Learning in Social Studies Subjects during the Covid Pandemic at MTsN 2 Malang	65
2. Implementation of Online Learning in Social Studies Subjects during the COVID-19 Pandemic at MTsN 2 Malang	73
3. Supporting Factors and Inhibiting Factors of Online Learning in Social Studies Subjects During the Covid-19 Pandemic at MTsN 2 Malang	76

CHAPTER V DISCUSSION

- A. Effectiveness of Online Learning in Social Studies Subjects during the Covid-19 Pandemic in Class VIII MTsN 2 Malang81**
- B. Implementation of Online Learning in Social Studies Subjects during the Covid-19 Pandemic in class VIII MTsN 2 Malang.....84**
- C. Supporting Factors and Inhibiting Factors of Online Learning in Social Studies Subjects during the Covid-19 Pandemic in class VIII MTsN 2 Malang.....86**

CHAPTER VI CLOSING

- A. Conclusion90**
- B. Suggestion91**

REFERENCES 92

APPENDICES 95

ABSTRACT

Dewi, Talita Rachmata Candra. 2020. The Effectiveness of Online Learning on Social Studies Subjects During Covid-19 Pandemic in Class VIII MTsN 2 Malang. Thesis, Department of Sosial Science Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Supervisor: Prof. Dr. H M Zainuddin, MA.

Keywords: Effectiveness, Online Learning, Social Studies Subjects

The effectiveness of learning is a measure of the success of an interaction process between students or between students and teachers in teaching and learning activities to achieve learning objectives. The effectiveness of learning can be seen from student activities during learning, student responses to learning and students' mastery of concepts. To achieve an effective and efficient learning concept, it is necessary to have a reciprocal relationship between students and teachers to achieve a common goal, besides that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help achieve all aspects of students development.

The research was carried out with the aim: (1) To know the effectiveness of online learning on sosial studies subjects during covid-19 pandemic in class VIII MTsN 2 Malang. (2) To find out the implementation of online learning in social studies subjects during the Covid-19 pandemic in class VIII MTsN 2 Malang. (3) To find out supporting factors and inhibiting factors that affect the effectiveness of online learning on sosial studies subjects during the covid-19 pandemic in class VIII MTsN 2 Malang.

This study uses a qualitative research method with a descriptive approach. Data collection techniques by, namely: observation, interviews, documentation. Data analysis techniques used data reduction, data display, and conclusions drawing. Type of respondent retrieval using random sampling technique.

The results of this study indicate that: (1) Online learning on social studies subjects during the covid-19 pandemic in class VIII MTsN 2 Malang was carried out, but not yet effective. (2) Implementation of online learning in social studies subjects during the Covid-19 pandemic in class VIII MTsN 2 Malang using e-learning, youtube, google form, and group WhatsApp, as well as implementing offline learning once a month. (3) Supporting factors come from student awareness, parent motivation, teacher motivation, and adequate facilities. Meanwhile, the inhibiting factors come from students' backgrounds, internet network conditions, internet quota, and existing facilities.

مجرده

ديوي، تاليتا راشماتا كاندرا. 2020. فعالية التعلم عبر الإنترنت في مدة العلم الاجتماع في اثناء وباء الكوفيد 19 في الصف الثامن مدرسة الثانوية الحكومية الثانية مالانغ. بحث ، قسم التربية الاجتماعية، كلية العلوم تربية والتعليم، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ. المحاضر المشرف البحث: الأستاذ الدكتور م زين الدين، م أ.

الكلمات الرئيسية: الفعالية، التعلم عبر الإنترنت، علم الاجتماع

إن فعالية التعلم هي مقياس لنجاح عملية التفاعل بين الطلاب وبين الطلاب والمعلمين في تدريس أنشطة التعلم لتحقيق أهداف التعلم. ويمكن رؤية فعالية التعلم من خلال أنشطة الطلاب أثناء التعلم، واستجابات الطلاب للتعلم وإتقان مفاهيم الطلاب. من أجل تحقيق مفهوم تعلم مؤثر والفعال يجب أن تكون هناك علاقة متبادلة بين الطلاب والمعلمين لتحقيق هدف معاً، بالإضافة إلى أنه يجب أيضاً أن تتكيف مع ظروف البيئة المدرسية والمرافق والبنية التحتية، فضلاً عن وسائل الإعلام التعليمية اللازمة للمساعدة في تحقيق جميع تطوير الطلاب .

وقد أجري البحث بهدف: (1) معرفة مدى فعالية التعلم عبر الإنترنت في مدة العلم الاجتماع في اثناء وباء الكوفيد 19 في الصف الثامن مدرسة الثانوية الحكومية الثانية مالانغ. (2) التعرف على تنفيذ التعلم عبر الإنترنت في مدة العلم الاجتماع في اثناء وباء الكوفيد 19 في الصف الثامن مدرسة الثانوية الحكومية الثانية مالانغ. (3) تحديد العوامل الداعمة والعوامل المثبطة التي تؤثر على فعالية التعلم عبر الإنترنت في مدة العلم الاجتماع في اثناء وباء الكوفيد 19 في الصف الثامن مدرسة الثانوية الحكومية الثانية مالانغ.

يستخدم هذا البحث أساليب البحث النوعي مع نوع من المنهج الوصفي. تقنيات جمع البيانات بطريقة ، وهي: المراقبة، المقابلة، التوثيق. تستخدم تقنيات تحليل البيانات تقليل البيانات وعرض البيانات واستخلاص النتائج. أنواع الماخذ المجيبين من تقنيات أخذ العينات العشوائية.

وتبين نتائج هذه الدراسة أن: (1) تم تنفيذ التعلم عبر الإنترنت في مدة العلم الاجتماع في اثناء وباء الكوفيد 19 في الصف الثامن مدرسة الثانوية الحكومية الثانية مالانغ. ، ولكن لم يكن فعالاً بعد. (2) تنفيذ التعلم عبر الإنترنت في مدة العلم الاجتماع في اثناء وباء الكوفيد 19 في الصف الثامن مدرسة الثانوية الحكومية الثانية مالانغ. باستخدام وسائل الإعلام التعلم الإلكتروني، يوتيوب، شكل جوجل ومجموعات الواتساب، فضلاً عن تنفيذ التعلم دون اتصال مرة واحدة في الشهر. (3) وتنبع العوامل الداعمة من وعي الطلاب، ومحرض الأوبان، ومحرض المعلمين، والمرافق المناسبة. بل أن عامل المثبط يأتي من خلفية الطالب ، وحالة شبكة الإنترنت ، وكوتا الإنترنت ، والمرافق القائمة.

CHAPTER I

INTRODUCTION

A. Research Context

Currently, various countries around the world are being hit by an outbreak of a disease caused by a virus, called corona or better known as covid-19 (Corona Virus Diseases-19). Coronavirus Diseases 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include acute respiratory symptoms such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period of 14 days. If these symptoms have been felt, it is necessary to have self-quarantine.

Corona Virus Diseases-19 initially began to develop in Wuhan, China. The spread of this virus outbreak is very fast spreading and is the cause of the highest death rate in various countries in the world this time. So that World Health Organization (WHO), On January 30, 2020, declared the covid-19 virus as a world pandemic. Every day data in the world announces the increasing coverage and impact of COVID-19. Indonesia is also in a state of national emergency. On March 2, 2020, Indonesia reported 2 confirmed cases of COVID-19. As of March 16, 2020, 10 people have tested positive for corona.

The Covid-19 disease outbreak has brought urgent changes to society in various fields, such as social, economic, tourism and education. So that the

government implements various policies to break the chain of transmission of the Covid-19 virus in Indonesia. With the issuance of a government circular on March 18, 2020 which states that all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of corona, especially in the education sector. One of the efforts made by the government is by applying an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between communities, stay away from activities in all forms of crowds, associations, and avoid meetings that involve many people. In addition, the government has also implemented a Work From Home (WFH) policy which is an effort so that people can complete all work at home.

Education in Indonesia has also become one of the areas affected by the covid-19 pandemic. With the limitation of interaction, on March 24, 2020 the Ministry of Cultural Education of the Republic of Indonesia also issued a policy, namely by dismissing schools and replacing the Teaching and Learning Activities (KBM) process by using an online system based on the Minister of Education and Culture Circular No. 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of COVID-19¹, in the Circular, it is explained that the learning process is carried out at home through online / distance learning. This is carried out as an alternative in the world of education that online learning is an option so that the teaching and learning process continues amid the Covid-19 Pandemic. Also, it can provide meaningful

¹ Menteri Pendidikan, Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *Corona Virus Disease* (COVID-19).

learning experiences for students. Learning at home can be focused on life skills education, including regarding the Covid-19 pandemic.

According to Isman, online learning is the use of internet networks in the learning process. With online learning students have the flexibility of time to study, they can study anytime and anywhere. Students and teachers can make an agreement about the learning time without having to be tied to the schedule in the school / madrasah. Students can interact with the teacher using several applications such as e-learning, google classroom, video conference, telephone or live chat, zoom or via the whatsapp group. This learning is an educational innovation to answer the challenges of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students.

Even so, online learning is inseparable from the advantages and disadvantages that the teacher can manage properly so that the objectives of the learning process can be achieved. As expressed by Nakayama² that all literature in e-learning indicates that not all students will be successful in online learning. This is due to the learning environment and the characteristics of students.

Changes in learning methods from face to face to online have obstacles in the process, including teachers have to learn new learning methods or media related to online learning and not all teachers understand the use of technology, especially senior teachers, students are less able to understand the material

² Nakayama M, *The Impact of Learner Characteristics on Learning Performance in Hybrid Courses among Japanese Students*. Journal E-Learning, Vol. 5(3).1, 2007.

conveyed through online learning, not all students have an affordable signal in their neighborhood, and they need a large internet quota.

Online learning at MTsN 2 Malang has implemented the E-Learning program as a home learning solution. MTsN 2 Malang is a junior high school located at Kenongosari Street No. 16 Turen, Turen District, Malang Regency, East Java. This school is a madrasa that has ma'had and has achieved the highest UAMBNBK (*Ujian Akhir Madrasah Berstandar Nasional Berbasis Computer*) score in Malang Regency in 2020.

From the results of an interview with Mr. Sukito, one of the social studies subject teachers at MTsN 2 Malang, it was stated that the learning facilities did not only use e-Learning, but through google form, youtube, e-mail, or whatsapp group. In addition, he explained that there needs to be a method or learning media that is familiar to students and teachers, so that students feel comfortable during the learning process and teachers are able to apply it. While online learning is being implemented for the first time at MTsN 2 Malang, therefore it is necessary to evaluate the effectiveness of online learning, especially in social studies subjects in class VIII. The information obtained is manifestly or real from informants in the field, and this research was conducted during the learning process during the Covid-19 pandemic. Thus the authors are interested in lifting the research title **“THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL STUDIES SUBJECTS DURING COVID-19 PANDEMIC IN CLASS VIII MTSN 2 MALANG”**.

B. Problem of The Research

Based on the background that has been described above, the researcher can submit the following problem formulation:

1. How the effectiveness of online learning on sosial studies subjects during covid-19 pandemic in class VIII MTsN 2 Malang?
2. How is the implementation of online learning on social studies subjects during the Covid-19 pandemic in class VIII MTsN 2 Malang?
3. What are supporting factors and inhibiting factors that affect the effectiveness of online learning methods on sosial studies subjects during the covid-19 pandemic in class VIII MTsN 2 Malang?

C. Objectives of The Research

Based on the issue that has been described above, this research aims to:

1. To know the effectiveness of online learning methods on sosial studies subjects during covid-19 pandemic in class VIII MTsN 2 Malang.
2. To find out the implementation of online learning in social studies subjects during the Covid-19 pandemic in class VIII MTsN 2 Malang.
3. To find out supporting factors and inhibiting factors that affect the effectiveness of online learning methods on sosial studies subjects during the covid-19 pandemic in class VIII MTsN 2 Malang.

D. Benefits of The Research

The benefits of this research, as follows:

1. For school, the results of this research is expected to be material correction and reference in the implementation of online learning methods to make it more effective in particular on sosial studies subjects.
2. For researchers, this research is expected to increase the knowledge of effective online learning methods especially on sosial studies subjects.
3. Results of the study is expected to be a reference in the process of effective online learning especially in the sosial studies subjects for schools.

E. Originality of The Research

Based on searches that have been conducted by researchers on several thesis and journals related to the research topic, they are presented with the following similarities and differences.

First, the research conducted by Yeni Mutmainnah.³ The purpose of the research are describe the effectiveness of Islamic studies learning at SMPN 1 Pronojiwo Lumajang and find out the factors that affects the effectiveness of Islamic studies learning at SMPN 1 Pronojiwo Lumajang. Research using this type of qualitative descriptive research and data collection using the method of observation, interview and documentation. Obtained analysis results that the Islamic studies learning at SMPN 1 Pronojiwo Lumajang already effective.

³ Yenni Mutmainnah, *Efektivitas Pembelajaran Pendidikan Agama Islam di SMP Negeri 1 Pronojiwo Lumajang*, Skripsi, UIN Malang, 2010.

Second, Agung Rachmat and Iwan Krisnadi.⁴ The study aims to analyze the effectiveness of online learning that has been implemented at the time of the covid-19 pandemic. This research using survey method with a questionnaire that done online. Results obtained that learning online less effective and a lack of understanding students in learning. The effectiveness of online learning when the pandemic covid-19 that is by using Google Classroom applications and the lesson model using module/books that held by the students as well as types of assignments that can be understood by students is the duty of a matter of multiple choice. Almost all students using media gadgets (HP) in online learning and obstacles faced students in online learning is a limited data quota and a slow internet network.

Third, a journal written by Wahyu Aji Fatma Dewi.⁵ The study aims to identify online learning implementation at home in elementary school students a result of the existence of a covid-19 pandemic. Research using libraries research which in collecting data information with the documentation techniques that is looking for data on relevant matters. The results show that the impact covid-19 against the implementation of online learning in elementary school can be implemented pretty well. It can be seen from the results of data 3 articles and 6 news that shows that the impact covid-19 against the online learning implementation in elementary school can be implemented with good enough

⁴ Agung Rachmat & Iwan Krisnadi, *Analisis Efektifitas Pembelajaran Daring (Online) untuk Siswa SMK Negeri 8 Kota Tangerang pada saat Pandemi Covid 19*. Universitas Mercu Buana. 2020.

⁵ Wahyu Aji Fatma Dewi, *Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar*. Edukatif: Jurnal Ilmu Pendidikan, Vol. 2, No. 1, April 2020.

when there is a cooperation between teachers, students and parents in learning at home.

Fourth, scientific journal written by Acep Roni Hamdani and Asep Priatna.⁶ The purpose is desire to test the effectiveness of learning, because there should be no learning content lost in the middle of this pandemic. The research method used was a survey method, with the instrument used was a questionnaire, which was distributed to 80 random elementary school teachers in Subang Regency. Based on the results of the study the effectiveness of learning from the 8 indicators studied is around 66.97%.

Fifth, a journal written by Nurul Lailatul and Lukam Hakim.⁷ This study describes the effectiveness of online-based learning on the students' ability to understand English-language texts. The online learning used in this study is learning that utilizes the use of web blogs. This research viewed from two approaches, namely the comparison of data distribution and t-test on the data before the treatments (pretest) and after the treatments (posttest). The results of the study show that there are differences in students' ability to understand English texts before and after the use of the web blogs.

Sixth, research originality by Risky Oktavian and Riantina Fitra.⁸ This study aims to determine the effectiveness of online learning that emphasizes

⁶ Acep Roni Hamdani & Asep Priatna, *Efektifitas Implementasi Pembelajaran Daring (Full Online) dimasa Pandemi Covid-19 pada Jenjang Sekolah Dasar di Kabupaten Subang*. Didaktif: Jurnal Ilmiah PGSD STKIP Subang, Vol. VI, No. 1, Juni 2020.

⁷ Nurul Lailatul & Lukam Hakim, *Efektifitas Pembelajaran Berbasis Daring: Sebuah Bukti pada Pembelajaran Bahasa Inggris*. Jurnal Pemikiran dan Penelitian Pendidikan, Vol. 17, No.1, Juni 2019.

⁸ Risky Oktavian & Riantina Fitra, *Efektivitas Pembelajaran Daring Terintegrasi di Era Pendidikan 4.0*. Jurnal Pendidikan dan Ilmu Pengetahuan Vol. 20, No. 2, 2020.

integration with the environment from various sources in terms of various aspects during the educational era 4.0. Using the method in the form of a meta-analysis of journals, through a variety of journals related to the research variables collected then reviewed and drawn a conclusion. The results of the study show that online learning will be effective if it applies an essential component of *Laurillard* which covers aspects of discourse, adaptive, interactive and reflective. However 76.07% chose a combination of online learning so it is important that innovation in the form of integration with the environment refers to the digital learning ecosystem component of Hammond that can accommodate learning styles, flexibility and learning experiences of students so that they can generate positive feelings.

The following table shows the similarities, differences, and originality of previous research:

Table 1. 1 The equation, the difference and originality research

No.	Name of researcher, title	Equation	Difference	Originally research
1.	Yenni Mutmainnah, <i>Efektivitas Pembelajaran Pendidikan Agama Islam di SMP Negeri 1 Pronojiwo Lumajang</i> , Thesis, UIN Malang, 2010.	Discuss about the effectiveness of learning, research method is descriptive qualitative.	Research object, the effectiveness of learning in Islamic Studies	Obtained analysis results that the Islamic studies learning at SMPN 1 Pronojiwo Lumajang already effective. It is expected to improve Islamic studies

				learning as well as cooperation with parents in foster children to virtuous and implement worship
2.	Agung Rachmat & Iwan Krisnadi, <i>Analisis Efektifitas Pembelajaran Daring (Online) untuk Siswa SMK Negeri 8 Kota Tangerang pada saat Pandemi Covid 19</i> , Journal, Universitas Mercu Buana. 2020.	Analyze the effectiveness of online learning during Covid-19 pandemic	Research using survey method with online questionnaire, research object ,	Results obtained that learning online less effective and a lack of understanding students in learning. The effectiveness of online learning by using Google Classroom applications, the lesson model using module/books that held by the students, and the types of assignments that can be understood by students is multiple choice question.
3.	Wahyu Aji Fatma Dewi, <i>Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar</i> , Edukatif: Jurnal Ilmu Pendidikan, Vol. 2, No. 1, April 2020	Online learning during Covid-19 pandemic	Identify the implementation of online learning at Elementary School, using library research.	The results show that can be implemented pretty well. It can be seen from the results of data 3 articles and 6 news that shows that the impact covid-19 against the online learning

				implementation in elementary school can be implemented with good enough when there is a cooperation between teachers, students and parents in learning at home.
4.	Acep Roni Hamdani & Asep Priatna, <i>Efektifitas Implementasi Pembelajaran Daring (Full Online) dimasa Pandemi Covid-19 pada Jenjang Sekolah Dasar di Kabupaten Subang</i> , Didaktif: Jurnal Ilmiah PGSD STKIP Subang, Vol. VI, No. 1, Juni 2020.	The effectiveness of online leaning during Covid-19 pandemic.	Using survey method with questionnaire instrument, research object is elementary school teachers in Subang.	The results of the study the effectiveness of learning from the 8 indicators studied is around 66.97%.
5.	Nurul Lailatul & Lukam Hakim, <i>Efektifitas Pembelajaran Berbasis Daring: Sebuah Bukti pada Pembelajaran Bahasa Inggris</i> , Jurnal Pemikiran dan Penelitian Pendidikan, Vol. 17, No.1, UIN Mataram, 2019.	Describe the effectiveness of online-based learning.	The effectiveness of online-based learning on the students' ability to understand English-language texts using web blog, class action research using t-test.	The results of the study show that there are differences in students' ability to understand English texts before and after the use of the web blogs. In this case, online learning assisted by the web blog has a

				positive influence on improving students' English reading skills.
6.	Riskey Oktavian & Riantina Fitra, <i>Efektivitas Pembelajaran Daring Terintegrasi di Era Pendidikan 4.0</i> , Jurnal Pendidikan dan Ilmu Pengetahuan Vol. 20, No. 2, UNITRI, 2020.	Determine the effectiveness of online learning	Using meta-analysis journal method	The results of the study show that online learning will be effective if it applies an essential component of Laurillard which covers aspects of discourse, adaptive, interactive and reflective.

F. Operasional Definition

The definition of terms will explain the existing terms. This needs to be done to avoid misinterpretation and other perceptions of these terms. The definitions of the terms related to the title of this thesis are as follows:

1. The Effectiveness of Learning

The effectiveness of the learning is everything that worked out with the right so that the desired learning objectives can succeed and in accordance with the expected. Learning is said to be effective when learning teaching goes well according to the purpose of learning and learning results. Therefore, to align a good learning process then it takes the role of the right teacher in carrying out the learning process such as the selection of methods, media, and how to evaluate students.

2. Online Learning

Online learning is the process of teaching and learning that utilize the Internet and digital media in the submission of the material. Online learning are considered closer to the current student generation known to be very fused with technology products. Online learning can also be used as alternative learning in many situations. This is one form of digitizing in the world of education that has many benefits, including more practical and flexible, the approach more in line with the present, more fun and personal learning experience, saving time and expense, eco-friendly and easy documented, as well as can become alternative study at the house during the covid-19 pandemic.

3. Coronavirus Disease -19 Pandemic

Coronavirus Disease (Covid-19) is an RNA virus with a particle size 120-160 nm. This Virus primarily infects animals, including bats and camels. This virus was discovered in Wuhan, China for the first time. This type of single positive RNA strain infects the human respiratory tract and is sensitive to heat and can effectively be activated by chlorine-containing disinfectants. Common symptoms include fever, cough and difficulty breathing. Clinical syndrome is divided into uncomplicated, mild pneumonia and severe pneumonia. Specimen examination is taken from the throat swab (*nasopharynx* and *oropharynx*) and lower airway (sputum, bronchial rinse, endotracheal aspirate). Isolation was carried out on patients proven to be infected with Covid-19 to prevent wider spread.

G. Systematic Discussion

CHAPTER I Introduction

This chapter is about the background of the research, the problem of the research, objectives of the research, benefits of the research, originality of the research, operational definitions and systematic discussion.

CHAPTER II Literature Review

It contains a theoretical review of the study, containing a literature review discussing the relevant theoretical foundations and related to the title of the thesis taken.

CHAPTER III Research Method

This chapter contains the parsing of the types of research taken, presence of researchers, research sites, data source, data collection technique, data analysis, and research procedures.

CHAPTER IV Data Exposure and Research Results

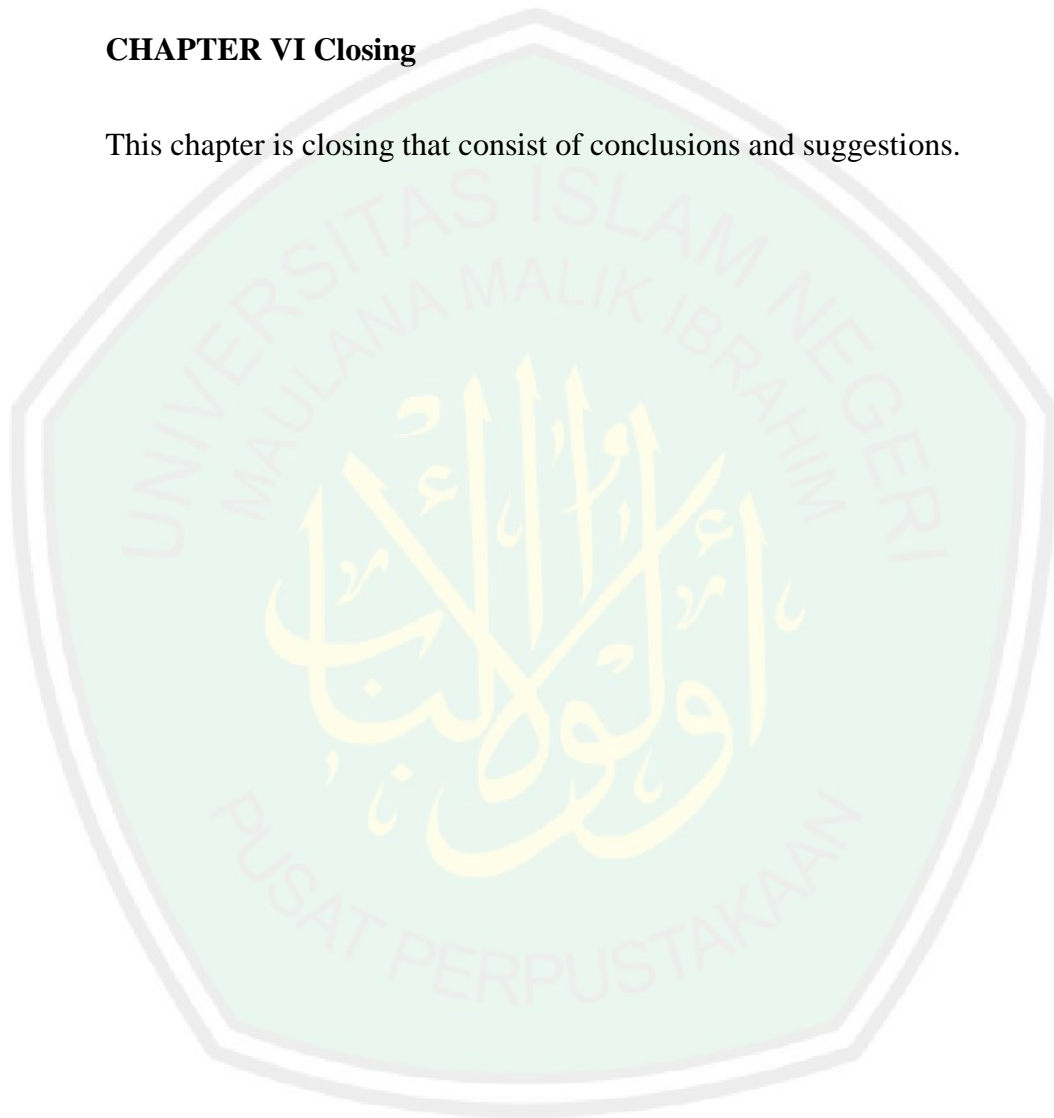
This chapter is about data exposure and research result that obtained by using methods and procedures describe in chapter 3 which include: background of research object include profile, research object condition, facilities and infrastructures, teachers condition, students condition, vision and mission at MTsN 2 Malang.

CHAPTER V Discussion

It contains about the discussion against the findings of the researchers that had been featured in chapter 4.

CHAPTER VI Closing

This chapter is closing that consist of conclusions and suggestions.



CHAPTER II

THEORY PERSPECTIVE

A. Theoretical Basic

1. The Effectiveness of Learning

a. Definition of Learning Effectiveness

In the large Indonesian dictionary, effectiveness comes from the word effective which means it has an effect, influence or consequence, it can be interpreted as an activity that provides satisfactory results, it can also be said that effectiveness is the link between the stated goals and results with the results achieved.⁹

Meanwhile, according to Mulyasa, effectiveness is how an organization manages to get and utilize resources in an effort to realize operational goals. So that the effectiveness of learning can be interpreted as the extent to which learning achieves its planned goals.¹⁰

An effort is said to be effective if the effort reaches its goal. Creating effective learning conditions is important for teachers to do, this is because effective learning can help students improve their expected abilities in accordance with the instructional goals to be achieved. Effective learning is not only seen from the evaluation results achieved

⁹ Alwi Hasan, dkk, *Kamus Besar Indonesia*, (Jakarta: Departemen Pendidikan Nasional Balai Pustaka, 2005), pg. 284

¹⁰ Mulyasa, *Manajemen Berbasis Sekolah*, (Bandung: Remaja Rosdakarya, 2011), pg. 82

by students, but is also able to provide good understanding, persistence, discipline, enthusiasm, and a sense of pleasure while learning.

Meanwhile, the understanding of learning in general is the functioning of all five senses so that it can record everything that is experienced. Learning is a change in a person's behavior or appearance in the presence of a process of activities that run normally either through reading, observing, listening, imitating and so on.¹¹ Another opinion says that learning is a process or activity that is not only something that has a goal or result, learning is also not only about remembering something, but learning is experiencing something so that it can give an impression.¹² Meanwhile, Ngalim Purwanto argues that learning is something that can cause a person to experience changes for the better or for the worse.¹³ Thus, learning has a very broad meaning, so that every human being experiences a learning process in his life.

In general, the understanding of learning is the process of interaction between students and educators or teachers and learning resources in a learning environment which includes teachers and students who exchange information. According to Law No. 20 of 2003 concerning the National Education System that the notion of learning is the process of interaction of students with educators and learning resources in a learning

¹¹ Sardiman, *Intraksi dan Motivasi Belajar Mengajar*, (Jakarta : Rajawali Pers, 2001), pg. 94

¹² Oemar Hamalik, *Proses Belajar Mengajar*. (Jakarta: Bumi Aksara, 2001), pg. 85

¹³ Ngalim Purwanto, *Psikologi Pendidikan*. (Bandung: PT. Remaja Rosdakarya, 2006), pg. 76

environment.¹⁴ In essence, the learning process cannot be separated from three things, namely educators, students, and learning resources used in the learning process.

The definition of learning according to Sanjaya is a complex system whose success can be seen from two aspects, namely the product aspect and the process aspect. Learning success seen from the product side is the success of students regarding the results obtained by ignoring the learning process.¹⁵

Komalasari argues that learning is a system or process of learning that learners are planned, implemented and evaluated systematically so that learners can achieve learning goals effectively and efficiently.¹⁶

According to Miarso the effectiveness of learning is one of the standards for the quality of education and is often measured by the achievement of goals, or it can also be interpreted as the accuracy in managing a situation, "doing the right things".¹⁷ Meanwhile, Supardi argues that effective learning is a combination composed of human beings, materials, facilities, equipment and procedures directed to change student behavior in a positive and better way according to the potential

¹⁴ Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

¹⁵ Sanjaya, *Strategi Pembelajaran: Berorientasi Standart Proses Pendidikan*, (Jakarta: Kencana Prenada Media, 2011), pg. 126

¹⁶ Afifatu Rohmawati, *Efektivitas Pembelajaran. Jurnal Pendidikan Usia Dini*, UNJ. Vol. 9 Edisi 1, April 2015.

¹⁷ Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan*, (Jakarta: Kencana, 2004)., pg. 16

and differences that students have to achieve predetermined learning goals.

Learning effectiveness is a measure of the success of an interaction process between students and between students and teachers in educational situations to achieve learning objectives. The effectiveness of learning can be seen from student activities during learning, student responses to learning and student mastery of concepts. To achieve an effective and efficient learning concept, it is necessary to have a reciprocal relationship between students and teachers to achieve a common goal, besides that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help achieve all aspects of students development.

Eggen and kauchak argued that "the effective learning when students are actively involved in organizing and determining information (knowledge). Students are not only passively accepting the knowledge given by the teacher. These learning outcomes not only increase students' understanding, but also improve students' thinking skills. The effectiveness of learning in question is the extent to which learning

succeeds in making students achieve learning objectives that can be seen from their learning completeness.¹⁸

According to Suryosubroto, it is necessary to pay attention to the implementation of effective teaching,¹⁹ i.e.:

- 1) The consistency of learning activities with the curriculum is seen from the aspects, learning objectives, teaching materials, teaching tools used, and evaluation strategies.
- 2) The implementation of learning activities includes: presenting tools (resources and learning equipment), conditioning teaching and learning activities, using the available time for teaching and learning activities effectively, student learning motivation, mastering learning materials to be conveyed, activating students in teaching and learning activities, carry out interactive communication to students, carry out learning assessments.

Learning requires careful planning, making learning tools, choosing strategies, media, techniques, learning models, and evaluating learning, all of which are mutually sustainable. It is necessary to use effective and innovative learning models so that learning can be more varied and run smoothly. The use of the learning model is also adjusted to the material

¹⁸ Agata Asther Christinaningsih, *Efektifitas Penggunaan Model Pembelajaran Kooperatif tipe Numbered Head Together (NHT) Terhadap Hasil Belajar Matematika Siswa Kelas IV Sekolah Dasar Kanisius Jumbaran Kec. Bandungan Kab. Semarang Jawa Tengah Tahun Pelajaran 2011/2012*, Skripsi Universitas Kristen Satya Wacana Salatiga, Semarang, 2012, pg.9

¹⁹ Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 2009), pg. 21

to be taught so that the suitability between the two and all components becomes appropriate.

The variety of teaching methods is a characteristic of being effective when the teacher teaches. Professional teachers are characterized by mastery of a number of methods and being able to apply them. The job is declared effective if it really facilitates students to learn to master the expected competencies. One indicator of learning effectiveness is the level of achievement of learning objectives. Learning objectives are achieved optimally, it can be said that learning reaches its effectiveness. In addition, active student involvement shows the efficiency of learning. The teaching and learning process is said to be effective if the learning can achieve the expected goals and students can absorb the subject matter and practice it.

Learning methods and strategies are now experiencing a shift leading to a shift in the educational paradigm. This affects the function of educators as facilitators, mediators and motivators in the learning process. The teacher has always been considered the center of learning, but now it has turned into students as learning itself. One of the reasons is the rapid progress of information technology requires a paradigm shift in the learning process carried out by all students.

Students are required to have good mastery of Information and Communication Technology (ICT), so that students can follow the

development of science that moves very fast. From some of the terms above it can be concluded that the effectiveness of learning is the ability to achieve learning goals that have been set appropriately and well and using the right equipment.

To create an effective way of learning requires hard work from a teacher. Therefore, according to Slamento, to improve effective learning methods, teachers need to pay attention to the following points:²⁰

1) Internal Conditions

Internal conditions, namely situations that exist within the students themselves, such as health, security, peace, and so on. Students can learn best if their internal needs can be met.

2) External conditions

External conditions are conditions that exist outside the human person, for example the cleanliness of the house, lighting, and other environmental conditions.

3) Learning strategy

Efficient learning can be achieved if you can use appropriate learning strategies. Learning strategies are needed to be able to achieve maximum results.

Apart from hard work and a teacher, effective learning is also influenced by other aspects. According to Suryosubroto, in order for the

²⁰ Slamento, *Belajar dari Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), pg. 25

implementation of teaching to be effective, it is necessary to pay attention to the following matters:²¹

- 1) The consistency of teaching and learning activities with the curriculum is seen from these aspects:
 - a) Purpose of teaching
 - b) Teaching materials provided
 - c) Teaching tools used
 - d) The evaluation or assessment strategy used
- 2) Implementation of the teaching and learning process, including:
 - a) Conditioning student learning activities
 - b) Provides tools, resources and supplies
 - c) Using the time available for teaching and learning effectively
 - d) Student's motivation to study
 - e) Mastering the lesson material to be delivered
 - f) Enabling students in the teaching and learning process
 - g) Carry out communication or teaching and learning interactions
 - h) Providing teaching and learning assistance and guidance to students
 - i) Carry out process assessments and student learning outcomes
 - j) Generalizing learning outcomes and follow-up

Based on the above opinion, thus effective learning is accompanied by proper teaching, the learning process is expected to be able to produce

²¹ Suryosubroto, Proses Belajar Mengajar di Sekolah, (Jakarta: Rineka Cipta, 2009), pg. 24

students who have independent personal characteristics and effective students.

b. Learning Effectiveness Indicators

According to Slavin, there are four indicators that we can use to measure the effectiveness of a lesson. The four indicators, namely:

1) Quality of teaching

The quality of teaching is the extent to which the presentation of information or the ability to help students easily learn the material. The quality of teaching can be seen from the learning process and results. The learning process is seen from the suitability between teacher activities and student activities with the learning steps used. While the learning outcomes are seen from the students' learning completeness. According to Suryosubroto, learning is said to be complete if there are at least 85% of students who achieve absorption, namely \geq KKM (Minimum Completeness Criteria).

2) The right level of teaching

The appropriate level of teaching can be seen from the extent to which the teacher ensures that students are ready to learn a new lesson, meaning the skills and knowledge needed to learn it but have not yet acquired the lesson. The appropriate level of teaching is seen from students' learning readiness. According to the slamento, the readiness of students can be seen from 3 aspects, namely:

a) Physical, mental, and emotional conditions

- b) Needs, motives, and goals
- c) Skills, knowledge, and other understandings that have been learned

The appropriate level of teaching is said to be effective when students are ready to take part in learning, seen from the criteria of student readiness at least good.

3) Incentive

Intensive is the extent to which the teacher ensures that students are motivated to do teaching tasks and to learn the material that is being presented. Incentives are seen from teacher activities in providing motivation to students. Slamento stated that there are four things that teachers can do in providing motivation to students, namely:

- a) Generating encouragement for students to learn
- b) Explain in concrete terms to students what can be done at the end of teaching
- c) Providing rewards for achievements so that it can stimulate to achieve better achievements in the future
- d) Give good study habits

Incentives are said to be effective if the teacher's efforts in providing motivation are maximal, seen from the minimum teacher incentive criteria

4) Time

Learning can be said to be effective if students can complete learning in accordance with the specified time allocation. According to the synambella, observed student activities related to the use of student time include the following aspects:

- a) Preparation for early learning
- b) Receiving material
- c) Train one's own abilities
- d) Developing material that has been studied
- e) Closing

Time is said to be effective if students use the maximum time, seen from the criteria for using a minimum of good student time.

2. Online Learning

Online Learning is an extension of learning in a network (online) with a learning pattern through the help of an internet network so that there will be interactions in teaching and learning activities between students and teachers. This online learning is also carried out by utilizing information technology. According to Dabbagh and Ritland, online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction..²²

²² Arnesi, Novita., Hamid K, Abdul. 2015 *Penggunaan Media Pembelajaran Online- Offline dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris*. Universitas Negeri Medan.

Online learning media can be interpreted as media that is equipped with a controller that can be operated by the user, so that users can control and access what the user needs, for example downloading sources for material from ASEAN countries in social studies lessons. The advantage of using online learning media is learning independent and high interactivity, can increase memory levels, provide a more learning experience, with text, audio, video and animation all used to convey information, and also makes it easy to convey, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.

Furthermore, Dabbagh and Ritland said there were three components on online learning, namely: (a) learning model, (b) instructional and learning strategies, (c) online learning media. These three components form an interactive relationship, in which there is a learning model structured as a social process that informs the design of the online learning environment, which leads to the specification of instructional and learning strategies that specifically make it easier to learn through the use of learning technology.

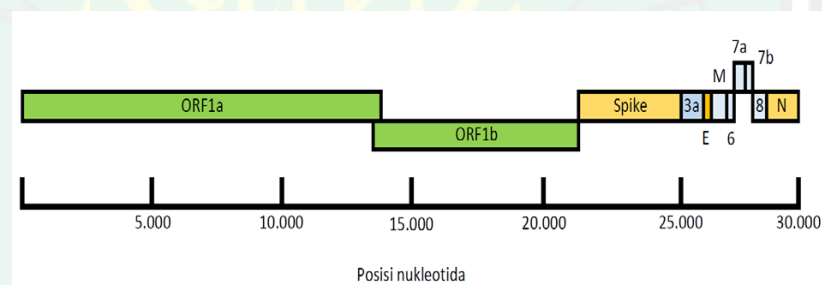
3. Coronavirus Diseases

a. The Definition of Coronavirus

Coronavirus is an RNA virus with a particle size of 120-160 nm. This virus mainly infects animals, including bats and camels. Before the COVID-19 outbreak, there were 6 types of coronavirus that could infect humans, namely *alphacoronavirus 229E*, *alphacoronavirus NL63*,

betacoronavirus OC43, *betacoronavirus HKU1*, *Severe Acute Respiratory Illness Coronavirus* (SARS-CoV), and *Middle East Respiratory Syndrome Coronavirus* (MERS-CoV).²³

The coronavirus, which causes COVID-19, is included in the genus *betacoronavirus*. The results of phylogenetic analysis show that this virus is included in the same subgenus as the coronavirus that caused the Severe Acute Respiratory Illness (SARS) outbreak in 2002-2004, namely *Sarbecovirus*. On this basis, International Committee on Taxonomy of Viruses filed a name SARS-CoV-2.²⁴



Picture 2. 1 Struktur genom virus²⁵

The structure of the viral genome has a pattern like the coronavirus in general (**picture 2.1**). The SARS-CoV-2 sequence has similarities with the coronavirus isolated in bats, so the hypothesis is that SARS-CoV-2

²³ Riedel S, Morse S, Mietzner T, Miller S. Jawetz, Melnick, & Adelberg's Medical Microbiology. 28th ed. New York: McGraw- Hill Education/Medical; 2019. p.617-22.

²⁴ Zhu N, Zhang D, Wang W, Li X, Yang B, Song J, et al. *A Novel Coronavirus from Patients with Pneumonia in China*, 2019. *N Engl J Med*. 2020;382(8):727-33.

²⁵ Adityo Susilo, C. Martin Rumende, et al. *Coronavirus Disease 2019: Review of Current Literatures*. *Jurnal Penyakit Dalam Indonesia* Vol.7, No.1 March 2020. pg. 46

originated from bats which then mutated and infected humans. Mammals and birds are thought to be intermediate reservoirs.²⁶

Currently, spread of SARS-CoV-2 from human-to-human is the main source of transmission, so the spread has become more aggressive. SARS-CoV-2 transmission from symptomatic patients occurs via droplets that are released when coughing or sneezing.²⁷ In addition, several investigators reported SARS-CoV-2 infection in neonates. However, vertical transmission from pregnant women to the fetus has not been proven to be certain. If this is the case, the data shows that the vertical transmission opportunities are relatively small. The virological examination of amniotic fluid, umbilical cord blood and breast milk in mothers who are positive for COVID-19 is found negative.²⁸

SARS-CoV-2 has been shown to infect the gastrointestinal tract based on biopsy results on epithelial cells of the stomach, duodenum, and rectum. The virus can be detected in the feces, and even 23% of patients reported that the virus was still detected in the stool even though it was not detected in the airway samples. These two facts confirm the possibility of fecal-oral transmission.²⁹

²⁶ Rothan HA, Byrareddy SN. *The epidemiology and pathogenesis of coronavirus disease (COVID-19) outbreak*. J Autoimmun. March 2020.

²⁷ Han Y, Yang H. *The transmission and diagnosis of 2019 novel coronavirus infection disease (COVID-19): A Chinese perspective*. J Med Virol. March 2020.

²⁸ Adityo Susilo, op.cit., pg. 47

²⁹ *Ibid.*, pg. 48

The stability of SARS-CoV-2 in inanimate objects is not much different from SARS-CoV. Van Doremalen's experiment, et al.³⁰ showed that SARS-CoV-2 was more stable on plastic and stainless steel (> 72 hours) than copper (4 hours) and cardboard (24 hours). Another study in Singapore found extensive environmental pollution in the rooms and toilets of COVID-19 patients with mild symptoms. Viruses can be detected in door handles, toilet seats, light switches, windows, cupboards, and ventilation fans, but not in air samples. The persistence of various other types of coronavirus can be seen at **Table 2**.

Table 2. 1 Persistence of various types of coronavirus on inanimate surfaces.

Surfaces	Virus	Temperature	Persistence
Iron	MERS-CoV	20°C	48 hours
		30°C	8-24 hours
Aluminum	HCoV	21°C	5 days
	HCoV	21°C	2-8 hours
Metal	SARS-CoV	Room temperature	5 days
Wood	SARS-CoV	Room temperature	4 days
Paper	SARS-CoV	Room temperature	4-5 days
Glass	SARS-CoV	Room temperature	4 days
	HCoV	21°C	5 days
Plastic	SARS-CoV	22-25°C	< 5 days
	MERS-CoV	20°C	48 hours
		30°C	8-24 hours
PVC	HCoV	21°C	5 days
Silicone rubber	HCoV	21°C	5 days
Latex	HCoV	21°C	<8 days
Surgical gown	SARS-CoV`	Room temperature	2 days
Ceramics	HCoV	21°C	5 days
Teflon	HCoV	21°C	5 days

Note: HCoV= Human Coronavirus, SARS= Severe Acute Respiratory Syndrome, MERS= Middle East Respiratory Syndrome

³⁰ Han Y, Yang H, *loc. cit.*

b. Symptoms caused by coronavirus and risk factors

COVID-19 infection can cause mild, moderate or severe symptoms. The main clinical symptom that appears is fever ($>38^{\circ}\text{C}$), cough and difficulty breathing accompanied by severe shortness of breath, fatigue, myalgia, diarrhea and other respiratory symptoms. The following are clinical syndromes that can arise when infected:³¹

1) No complications

This condition is the lightest condition. Symptoms that appear such as fever, cough, may be accompanied by sore throat, nasal congestion, malaise, headaches, and muscle aches.

2) Mild pneumonia

Common symptoms can appear such as fever, cough and shortness of breath. In children with mild pneumonia characterized by coughing and shortness of breath.

3) Severe pneumonia in adult patients

Symptoms that appear include fever, respiratory tract infection, tachypnea (respiratory rate $>30\text{x/minute}$), severe respiratory distress, patient oxygen saturation $<90\%$ outside air.

Based on existing data, comorbid hypertension and diabetes mellitus, male gender, and active smoking are risk factors for SARS-CoV-2

³¹ Yuliana, "Corona virus diseases (Covid-19); Sebuah tinjauan literature", Wellness and Healthy Magazine Vol 2, No 1, February 2020, pg. 189-190

infection. Other diseases that are risk factors include cancer, chronic liver disease (cirrhosis), hepatitis B, acute respiratory infections affecting HIV patients, and COVID-19 patients with a history of respiratory system diseases which tend to have more severe clinical manifestations.³²

Some of the other risk factors determined by the Centers for Disease Control and Prevention (CDC) are close contact, including living in the same house with a COVID-19 patient and a history of travel to infected areas. Being in the same environment but not in close contact (within 2 meter radius) is considered a low risk.

To detect an outbreak of the COVID-19 virus, supporting examinations can be carried out, as follows:³³

- 1) Laboratory examination
- 2) Imaging with chest X-ray and Computed Tomography scan (CT-scan) thorax.
- 3) Examination diagnostic SARS-CoV-2
- 4) Examination of upper and lower airway specimens
- 5) Blood examination
- 6) Stool and urine examination

c. Prevention of Coronavirus

COVID-19 is a newly discovered disease, therefore knowledge regarding prevention is still limited. The key to prevention includes

³² Adityo Susilo, C. Martin Rumende, et al. *Coronavirus Disease 2019: Review of Current Literatures*. Jurnal Penyakit Dalam Indonesia Vol.7, No.1 March 2020. pg. 49

³³ *Ibid.*, pg. 50-52

breaking the chain of transmission with isolation, early detection, and basic protection. Prevention that can be done includes:³⁴

- 1) Vaccine, One of the efforts being developed is the manufacture of vaccines to create immunity and prevent transmission
- 2) Early detection and self-isolation
- 3) Maintain cleanliness by washing hands regularly with alcohol or soap and water
- 4) Avoiding touching the face, especially the nose or mouth with the surface of the hand, and using a one-time tissue when sneezing or coughing to avoid spreading droplets.
- 5) Use complete Personal Protective Equipment (PPE) for medical personnel, and it is not recommended for the general public who do not have symptoms of fever, cough, or shortness to use PPE
- 6) It is mandatory to use masks for the public when doing activities outside the home, especially for health workers, they can use N95 masks instead of surgical masks.
- 7) Strengthen the immune system by consuming healthy and nutritious foods, and taking vitamins. Another thing is to quit smoking and alcohol consumption, improve sleep quality, and take supplements.

³⁴ *Ibid.*, pg. 60-61

4. Social Science Subjects

a. The Definition of Social Sciences

Social Science subjects in SMP and MTs are one of the subjects that must be taken by SMP and MTs students as expressed by Sapriya³⁵ that social science in the school curriculum (education unit) is essentially a compulsory subject as stated in Law No. 20 of 2003 concerning the National Education System in article 37 which states that the primary and secondary education curriculum is obliged to contain social science.

Social science subjects, as subjects that must be taken by students, are subjects that arranged systematically, comprehensively, and integrated as stated in regulation of the minister of national education No. 22 of 2006. Social science learning which is arranged in an integrated manner, has the aim that students can gain a broader and deeper understanding of related fields of science. Therefore, social studies learning at the SMP and MTs levels in Indonesia should apply social science learning in an integrated manner.

Social Science (IPS) subjects in Indonesia are heavily influenced by the development of Social Studies in western countries. Social Studies is the designation of social science subjects in foreign schools such as in America. Sapriya stated that "a number of theories and ideas of Social Studies have greatly influenced the development of social science subjects as part of the

³⁵ Sapriya, *Pendidikan IPS*, (Bandung: PT. Remaja Rosdakarya, 2009), pg. 12

curriculum system in Indonesia.³⁶ One of the overseas institutions originating from the United States known as the National Council for Social Studies (NCSS) defines and formulates the definition of Social Studies, as follow:

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriated content from the humanities, mathematics, and natural sciences.³⁷

Based on the opinion of the NCSS, Social Studies is an integration of various social sciences and humanities disciplines that can develop students' abilities and civic competences. Social Studies consists of various social science disciplines such as anthropology, economics, geography, history, law, politics, religion, sociology, even mathematics and natural sciences..

A similar opinion was explained by Ross who explained several approaches, content, and intentions about social studies as a curriculum, namely³⁸:

Subject-centered approaches argue that the Social Studies curriculum derives its content and purposes from disciplines taught in higher education. Some advocates would limit Social Studies curriculum is the study of traditional history and geography while others would also include the traditional social sciences (e.g., anthropology, economics, political science, sociology, psychology). Still other would inter and multidisciplinary areas such as ethnic studies, law, women's studies, cultural studies, and gay/lesbian studies.

³⁶ Sapriya, *Pendidikan IPS*, (Bandung: PT. Remaja Rosdakarya, 2009), pg. 34

³⁷ Savage pg.9

³⁸ Ross, E. Wayne (ed), *The Social Studies Curriculum*. (New York: State University of New York Press, Albany, 2006) pg. 22

Based on Ross's opinion, social science or what is known as social studies is not only limited to social science disciplines consisting of anthropology, economics, geography, history, and law but can be linked to various scientific multidisciplinary studies consisting of ethnicity, gender, culture, and social deviation.

Likewise with social studies subjects in Indonesia. As expressed by Sapriya, "Social science subjects are a name for integration subjects from history, geography and economics as well as other social science subjects". Muhammad Numan Somantri explained and formulated social science at the school level as "a simplification of the disciplines of social sciences, psychology, philosophy, state ideology, and religion which are organized and presented scientifically and psychologically for educational purposes".³⁹ Thus, the social science subject in Indonesia is a simplification of the social sciences presented scientifically and psychologically which has a purpose for the field of education.

From the various approaches expressed by experts, in essence the social science subject for SMP and MTs is the integration and simplification of various social sciences disciplines that are arranged systematically, comprehensively, and integrated. With this approach, it is hoped that students can gain a broader and deeper understanding.

³⁹ Somantri, pg.44

b. Objectives of the Social Sciences Subject at SMP/MTs

Social Science subjects in SMP and MTs in Indonesia have one of the objectives of developing awareness and concern for society and the environment as stated in the Minister of National Education Regulation No. 22 of 2006.⁴⁰ This is in line with the objectives of social science subjects in western countries known as Social Studies.

There are several objectives of social studies in America, as expressed by Ross, namely “Social Studies in the broadest sense, that is, the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society, has been a primary part of schooling in North America since colonial times.⁴¹ According to Ross, Social Studies aims to prepare students' abilities to gain knowledge, skills, and values so that students are able to actively participate in social and community life.

According to the NCSS, the subjects of Social Science have a purpose for “the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decision for the public good as citizens of a culturally diverse democratic society in an interdependent world”.⁴² Based on the opinion of the NCSS, the main objective of Social

⁴⁰ Supardi, *Dasar-Dasar Ilmu Sosial*, (Yogyakarta: Penerbit Ombak, 2011) pg. 185

⁴¹ Ross, *op.cit.*, pg. 18

⁴² Savage, *op.cit.*, pg.9

Studies is to develop students' abilities in state life and make students as democratic societies and able to work together with the world community..

Likewise with the objectives of social science subjects in Indonesia at the SMP and MTs levels, as expressed by Arnie Fajar, namely⁴³:

- 1) Developing thinking skills, inquiry, problem solving, and social skills.
- 2) Building commitment and awareness of human values.
- 3) Increasing the ability to compete and cooperate in a pluralistic society, both on a national and international scale.

Muhammad Numan Somantri defined and formulated the objectives of social science at the school level as a subject, namely⁴⁴ 1) emphasizes the growth of civic values, state moral ideology, and religion, 2) emphasizes the content and thinking methods of social scientists, and 3) emphasizes reflective inquiry. Based on the opinion of Numan Somantri, the social science subject at the junior high school level emphasizes the growth of civic values, morals, ideology, religion, social thinking methods, and inquiry.

Based on the opinions of the experts above, the objectives of the social science subject at the junior high school level in Indonesia are to develop thinking skills, inquiry, social skills, and build plural human values on a local, national and global scale.

⁴³ Arnie Fajar, *Portofolio dalam Pelajaran IPS*, (Bandung: PT Remaja Rosda Karya, 2005) pg. 144

⁴⁴ Somantri, *op.cit.*, pg 44

c. Scope of Social Sciences Subjects at SMP/MTs

Based on the objectives of social sciences which have been described above, to develop these objectives a scientific scope is needed to achieve the objectives of learning social sciences in the classroom. Arnie Fajar explained some of the scopes of social studies subjects in SMP and MTs that can be studied by students, namely as follows⁴⁵:

- 1) Social and Cultural Systems
- 2) People, Place, and Environment
- 3) Economic Behavior and Welfare
- 4) Time, Sustainability and Change
- 5) National and State Systems

Supardi explained and formulated several things about the scope of social science based on the meaning and objectives in Permendiknas No. 22 of 2006 namely⁴⁶:

- 1) Social science material is a combination or integration of various branches of the social sciences and humanities, so it will be more meaningful and contextual if the social science material is designed in an integrated manner.

⁴⁵ Arnie Fajar, *op.cit.*, pg. 114

⁴⁶ Supardi, *Dasar-Dasar Ilmu Sosial*, (Yogyakarta: Penerbit Ombak, 2011) pg. 186

- 2) Social science materials are also related to social issues society and nationality, along with the development of science knowledge, and technology, as well as the demands of the global world.
- 3) The types of social studies material can be in the form of facts, concepts, and generalizations related to cognitive, affective, psychomotor and spiritual values..

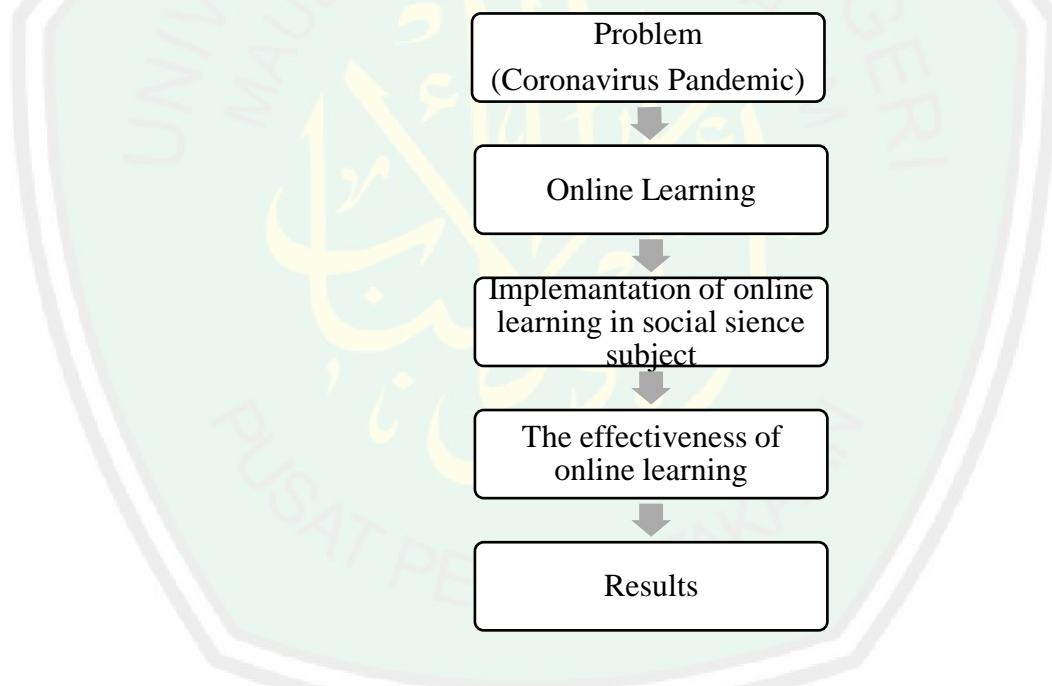
Thus the scope of social sciences subjects in SMP and MTs is a combination of various branches of social sciences, humanities, and social problems in the form of facts, concepts, and generalizations to develop cognitive, psychomotor, affective, and value aspects. spiritual value possessed by students.

Experts agree that IPS is a combination and simplification of social sciences which is made as a social science subject, namely anthropology, sociology, economics, history, politics, geography, and psychology. The main content of Social Science is derived from social science disciplines by combining and simplifying it into a subject for the pedagogical benefit and learning of children in school

B. Framework Thingking

Thinking framework is the basis used to express the flow of social phenomena under study logically and rationally so that it can describe the research problem. The theoretical points used can be used to explain or analyze the phenomenon under study, after the researcher searches the reading material.⁴⁷

The following is the researcher's frame of mind which is explained using a chart, namely:



Picture 2. 2 Framework Thingking

⁴⁷ Hamidi, *Metode Penelitian Kualitatif*, (Malang: UMM Press, 2008), pg. 91

CHAPTER III

RESEARCH METHOD

A. Type of Research

In the research about the effectiveness of online learning on Social Science subjects during covid-19 pandemic in MTsN 2 Malang using qualitative approach methods with this type of descriptive research. Researchers use qualitative approach methods because in this research data generated in the form of descriptive data obtained from the data that has been collected, not the form of the numbers. The data obtained from the interview, field note, observation, documentation, and other official documents.

Qualitative research is a research method used to research on the natural object where researchers are as key instrument, data collection techniques carried out triangulation, data analysis is carried out inductive, research results emphasis on the meaning than generalization.⁴⁸ So qualitative research was more worried about the process than results as well as the results of the study conducted agreed by researchers and the subject of research.

B. The Presence of Researchers

In this study, researchers act as an instrument as well as data gatherer.

Researchers also acts as a full observer and the interviewer. So the presence of

⁴⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2015), hlm. 70

researchers in this study is as a researcher, not as a subject or informant. As for the researchers activities that do early observation (the filing of a cover letter from the faculty to the principal), held a interview with the respondent, observation and documentation data retrieval.

C. Research Location

This research was conducted in MTsN 2 Malang in particular Class VIII located in Jl. Kenongosari 1 No.16, Turen, Kec. Turen, Malang. Researchers choose MTsN 2 Malang as a research location due to some of the reasons which are these schools including a fairly advanced madrasah and a favorite school in Malang regency area, as well as a fairly strategic place.

D. Data and Data Source

Data is a collection of raw materials that are combined by researchers from the field, the things that are researched in the form of specific things on which to base the analysis.⁴⁹ The data from this study are the results of observations, interviews, and documentation as a whole.

According to Suharsimi Arikunto, the data source is the subject from which the data were obtained.⁵⁰ Referring to this definition, the researcher can conclude that the data sources are all sources or the origin of the researcher obtaining information in the form of data needed to achieve the research objectives. The data sources in this study are:

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan*. (Jakarta: PT. Rineka Cipta, 2000), pg. 106

⁵⁰ *Ibid.*, pg. 107

1. Primary Data

Primary data is the data that comes from the main data, the data in the form of social acts and the words of the parties associated with a problem researched.⁵¹ Primary data can be obtained by doing in-depth interviews, namely data collection techniques based on the conversation with a particular purpose intensively. Therefore the author can get the actual results from research objects that have been examined through interviews with the informant of parties concerned about the theme research, among them social science teacher in MTsN 2 Malang, VIII grade students of MTsN 2 Malang, VIII grade parents MTsN 2 Malang.

2. Secondary Data

Secondary data is the second source of the results of the use of other sources that are not directly related but it is very helpful in the excavation of research material. Researchers get secondary data through journal, observations, internet, school profile, photos, and documentation as supporting research.

On the explanation of data sources, researchers are still able to develop them. Sources of research data here can be humans, events and assessment data. The data sources are human, namely social studies teachers, students of MTsN 2 Malang, and parents of students of MTsN 2 Malang whose data can be collected through data collection techniques in the form of interviews. The

⁵¹ *Ibid.*, pg. 108

second data source is in the form of events, such as teaching and learning activities at MTsN 2 Malang. The last data source is in the form of assessment data, journals, photos, learning designs, and related data. This data source is obtained through documentation data collection techniques.

E. Data Collection Techniques

Data collection techniques in qualitative research can always be adapted to field conditions. Qualitative research does not have a rigid nature in collecting data. Likewise, the relationship between the researcher and the data studied, this relationship is interactive, that is interconnected and cannot be separated. Likewise with data collection procedures, the relationship between researchers and those under study is independent and inseparable.⁵²

The steps to describe the data collection strategy are specific steps that begin with the steps enter location and meet the figure, explain the point or destination of arrival, determine the people who will be used as informants or respondents, until data collection stage. This data collection strategy gets direct attention from researchers, because through these steps the researcher begins to enter the field, while at the same time making efforts to make the researcher known, accepted and welcomed by the community or the research subject community.

The data collection techniques required by researchers are as follows:

⁵² Suyanto, Bagong dan Sutinah, *Metode Penelitian Sosial: Berbagai Alternatif Pendekatan*. (Jakarta: Kencana, 2005), pg. 169

1. Observation

Observation is a person's ability to use observations through his senses work helped by other senses.⁵³ The type of observation used by the researcher is passive participatory observation, where the researcher comes to the place where the person is being observed, but does not participate in the activity.⁵⁴ This method is used to observe directly about the activities of the online learning process on social science subjects in MTsN 2 Malang, as well as facilities and infrastructure of education support the purpose of the achievement. The position of the researcher when making observations is as a participant. This is because researchers are not directly involved in the learning process, researchers only follow and witness the learning process.

2. Interview

Interview is the study of interactions between humans, so that interviews can be a tool capable of disseminating the object at once both parties have an equal status.⁵⁵ The information obtained from this method is clear directly from informant so that it can be accounted for. The Type of interview used is unstructured, in-depth or intensive interviews, because being flexible and according to the needs and conditions encountered. The purpose of this type of interview is to find problems more openly, where the

⁵³ Andi Prastowo, *Menguasai Teknik-Teknik Data Penelitian Kualitatif*, (Yogyakarta: DIVA Press, 2010), pg. 27

⁵⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2015), pg. 226

⁵⁵ Ibid., 233

interviewee is asked for their opinions and ideas. Interviews were conducted online and offline. In conducting interviews, the researcher listens carefully and records what the informants say.

Selection of sources based on simple random sampling technique, because the research analysis is descriptive and general. As stated by Kerlinger, simple random sampling is a method of withdrawing from a population in a certain way, so that each member of the population has an equal chance of being selected or taken.⁵⁶ The interview addressed to some sources associated by giving some questions to the social science teacher, some of VIII grade students, and parents, so that researchers obtain material for the next process. The interview is expected to go well, openly and detail in a predetermined outline (leads to answering research problems) according to the following interview guidelines:

Table 3. 1Interview guidelines

No.	Informant	Theme
1.	Social Science Teacher	<ul style="list-style-type: none"> • Teacher responses about online learning • Learning methods or media used in the online learning process in social science subjects • Teaching and learning strategies prepared by the teacher so that the online learning process is effective • Online learning process in social science subjects • Student behavior and attitudes during the online learning

⁵⁶ Kerlinger, *Asas-Asas Penelitian Behavioral*, (Yogyakarta: Gadjah Mada University Press, 2006),pg. 188

		process in social science subjects <ul style="list-style-type: none"> • Supporting and inhibiting factors that affect the effectiveness of online learning • additional activities to support the achievement of learning effectiveness
2.	Students	<ul style="list-style-type: none"> • Student responses about online learning • Student responses during the online learning process in social studies subjects • Asking students' understanding of social science material during online learning
3.	Parents	<ul style="list-style-type: none"> • Parents responses to online learning • Participation of parents in the online learning process while at home

3. Documentation

Document is a written record that is every written statement prepared by a person or agency for the purpose of testing an event or presenting accounting, useful for source data, evidence, its information is difficult to obtain, hard to find and open the opportunity to further expand the body of knowledge to a who investigated.⁵⁷ The documentation that necessary in this research is photos of online learning activities on social science subjects in MTsN 2 Malang, documents from the administrative about a couple of the appropriate data etc.

⁵⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2015), pg. 240

F. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood, and the findings can be shared with others.⁵⁸ Data analysis is a process Data analysis is carried out by organizing data, describing it into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others looking for and systematically compiling the data obtained from interviews, field notes, and other materials, so that they can be easily understood, and the findings can be shared with others.

According to Miles and Huberman in the book by Sugiono, it is suggested that analytical and qualitative activities are carried out interactively and continuously until completion.⁵⁹ This study used Model Miles and Huberman in data analysis in the field. Following are the data analysis steps according to Model Miles and Huberman, namely:

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. The data reduction process will be guided by the objectives to be achieved, namely a finding in the study. Data reduction makes it easier to carry out further data collection.

⁵⁸ *Ibid.*, pg. 244

⁵⁹ *Ibid.*, pg. 246

2. Data Display

Data presentation can be presented in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like, so that the data will be easily understood. In this study, data is presented in the form of narrative text, which is also supported by graphs, tables and charts to complement the explanation.

3. Conclusion Drawing/Verification

It is hoped that the conclusions generated from the two previous processes can answer the formulation of the problems previously mentioned. The presentation of the data presented is supported by complete data, so that credible conclusions can be drawn.

G. Checking of data validity

Qualitative research uses researchers as an instrument. The validity of the data is carried out to prove whether the research carried out is truly scientific research as well as to test the data obtained. Data validity tests in qualitative research include test, credibility, transferability, dependability, and confirmability.⁶⁰

In order for the data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test can be carried out.

1. *Credibility*

⁶⁰ *Ibid.*, pg. 270

Credibility test or test of confidence on research data presented by researchers so that the results of the research carried out do not doubt as a scientific work carried out.

a. Extension of Observations

Extension of observations can increase data credibility / trustworthiness. With the extension of the observation, it means that the researcher returns to the field, makes observations, and interviews again with the data sources that are found or with newer data sources. The extension of the observation means that the relationship between the researcher and the source will be increasingly intertwined, more intimate, more open, mutual trust arises, so that the information obtained is more and more complete.

Extension of observations to test the credibility of research data is focused on testing the data that has been obtained. The data obtained after being checked back into the field is correct or not, has changed or is still constant. After checking back into the field the data that has been obtained is accountable / correct means credible, then the extension of the observation needs to be ended.

b. Increase accuracy in research

Increasing accuracy or persistence in a sustainable manner so that the certainty of data and chronological sequence of events can be recorded or recorded properly, systematically. Improving accuracy is

one way of controlling / checking the work whether the data that has been collected, created, and presented is correct or not.

To increase research persistence, it can be done by reading various references, books, previous research results, and related documents by comparing the research results that have been obtained. In this way, researchers will be more careful in making reports so that in the end the reports made will be of higher quality.

c. Triangulation

William Wiersma said triangulation in credibility testing is defined as checking data from various sources at various times. Thus there is triangulation of sources, triangulation of data collection techniques, and time.⁶¹

1) Source Triangulation

To test the credibility of the data, it is done by checking the data that has been obtained through several sources. The data obtained were analyzed by the researcher so as to produce a conclusion, then an agreement was asked (member check) with three data sources.⁶²

2) Technical Triangulation

To test the credibility of the data, it is done by checking the data to the same source with different techniques. For example,

⁶¹ *Ibid.*, pg. 273

⁶² *Ibid.*, pg. 274

checking data can be done through interviews, observation, documentation. If the data credibility testing technique produces different data, the researcher will conduct further discussions with the data source concerned to ensure which data is considered correct.⁶³

3) Time Triangulation

The data collected by interviewing techniques in the morning when the interviewee is still fresh will provide more valid data so that it is more credible. Furthermore, it can be done by checking by interview, observation or other techniques in different times or situations. If the test results produce different data, it is carried out repeatedly so that data certainty is found.⁶⁴

d. Using Reference Materials

What is meant by reference is a support to prove the data that the researcher has found. In a research report, it is better if the data presented needs to be completed with photos or authentic documents, so that they become more reliable.⁶⁵

2. Transferability

Transferability is external validity in qualitative research. External validity indicates the degree of accuracy or applicability of research results to the population in which the sample was drawn.⁶⁶

⁶³ *Ibid.*, pg. 274

⁶⁴ *Ibid.*, pg. 274

⁶⁵ *Ibid.*, pg. 275

⁶⁶ *Ibid.*, pg. 276

Questions relating to the value of the transfer can still be applied / used in other situations. For researchers, the transfer value is highly dependent on the user, so that when research can be used in different contexts in different social situations, the validity of the transfer value can still be accounted for.

3. Dependability

Reliability or research that can be trusted, in other words several experiments conducted always get the same results. Research with dependability or reliability is research if research conducted by other people with the same research process will get the same results. Dependability testing is done by conducting an audit of the entire research process. By means of an independent auditor or an independent supervisor who audits all activities carried out by researchers in conducting research. For example, it can start when researchers begin to determine problems, go into the field, choose data sources, carry out data analysis, conduct data validity tests, to produce reports on observations.

4. Confirmability

The objectivity of qualitative testing is also called the confirmability test. Research can be said to be objective if the results of the research have been agreed upon by more people. Qualitative research confirmability test means testing the results of the research associated with the process that has been carried out. If the research results are a function of the research process being carried out, the research has met the confirmability standard.

The validity or validity of the data is data that does not differ between the data obtained by the researcher and the data that actually occurs on the object of research so that the validity of the data that has been presented can be accounted for.

H. Research Procedures

Research stages generally consist of pre-industrial stage, fieldwork, data analysis stage, and report writing stage.

1. Pre-registration Stage

At this stage one of the considerations that need to be understood, that is the ethics of the field of research, while the activities and considerations can be described as follows: draft study, choose site study, manage the licensing of research, explore and assessing research locations, selecting and utilizing.

2. Field Stage

This stage is divided into three parts, namely: Conducting direct observations, entering the field, compiling research reports based on the data obtained.

3. Data Analysis Stage

At this stage, researchers analyze the collected data using qualitative data analysis methods i.e. analysis of descriptive qualitative data as expressed above.

4. Report Writing Stage

At this stage, researchers make or write reports in accordance with the observations and research that has been conducted.

5. Final Stage of Research

At this stage, researcher giving a comprehensive conclusion about all the research that has been done.



CHAPTER IV

DATA EXPOSURE AND RESEARCH RESULTS

A. Data Exposure

1. Description of The Research Object

MTsN 2 Malang is one of the public madrasah in Malang Regency which is located at Kenongosari Street No. 16 Turen, RT.03 RW.01 Turen Sub-District, Malang Regency, East Java. Postal code. 65175, Phone. (0341) 824925. Starting from March 11, 2017 until now it is led by Dra. Maria Ulfah, M.PdI.⁶⁷ Under his leadership, MTs Negeri 2 Malang was refined to become a madrasah that was increasingly comfortable, beautiful and beautiful as expected by the community. In addition to physical facilities, the improvement of human resources is also continuously carried out through workshops, training and study opportunities to a higher level of education with the ultimate goal of achieving better quality student output according to the vision of the madrasah "the realization of Islamic madrasah, intelligent, superior and environmentally. ". As well as, upholding and practicing the values of excellence, such as the value of akhlakul karimah, the value of intelligence, the value of togetherness, and the value of harmony.

⁶⁷ Diakses dari SIAP Web Sekolah MTsN Turen, (<http://20517912.siap-sekolah.com/sekolah-profil/>, pada 20 July 2020, at 10.33 WIB).

2. History of MTsN 2 Malang

The establishment of Madrasah Tsanawiyah Negeri Turen, began with the establishment of the Turen Islamic Middle School which opened in 1948 located in Sedayu Village and is now a place for an elementary school. The founder is Mr. Sulaiman from Sepanjang Gondanglegi. Because at that time he was a teacher at State Junior High School II Malang, then in 1950 he was replaced by Mr. Abdul Ghony Djamhuri who at that time was still a student at Pondok Modern Gontor.

In 1950 the Islamic Middle School learning place was moved to the house of Mrs. Abdul Ghony Djamhuri on Kantor street which is now Ahmad Yani street, precisely in front of the Nopoto building shop, Turen. Furthermore, in 1952 Mr. Abdul Ghony Djamhuri was appointed as a Religion Teacher at the Ministry of Religion and the leadership of the Islamic Middle School was handed over to Mr. Abdul Fatah (deceased) from Wajak who at that time was still a student at Pondok Modern Gontor. This period was a transitional period where there was a change from an Islamic Middle School to a First Religious Teacher Education. This change is based on an offer from Mr. Besuki as Supervisor of Malang Religious Education. With the approval of all students, the change can run smoothly.

In 1960 Mr. Abdul Fatah planned to move to Bogor to open a boarding school with his friends from Pondok Modern Gontor, so the Head of First Religious Teacher Education was handed back to Mr. Abdul Ghony

Djamhuri. In 1967 Mr. Darna was transferred from West Nusa Tenggara to Malang Regency and by the Head of the Malang Regency Religious Affairs Department assigned to First Religious Teacher Education Turen, then the Head of First Religious Teacher Education Turen School was immediately handed over to Mr. Darna.

In 1970 there was a change in the length of study at First Religious Teacher Education from 4 years to 6 years, with the designation from First Religious Teacher Education to Complete Religion Teacher Education, and at that time the place of study from Kantor street was moved to Panglima Sudirman street No 64, Turen (now occupied by MA YPI and SLP Brawijaya).

In 1976 Mr. Darna as the Head of Complete Religion Teacher Education was appointed to be the Inspector of Religious Education, so the position of Head of the school was replaced by H. Ma'shoem Zein until 1976. Then Mr. Imam Supardi as Elementary School Religion Teacher was transferred to Complete Religion Teacher Education. So that year also the position of Head of Madrasah was handed over to Mr. Imam Supardi.

In 1978 there was a transitional period, namely the issuance of a Joint Decree of 3 Ministers (Minister of Religion, Minister of Education and Culture, and Minister of Home Affairs) SK No: 16, 1978 valid on March 16 1978, that Private Religion Teacher Education throughout Indonesia which grades I, II and III are made Private Madrasah Tsanawiyah, while those grades IV, V, and VI are made Private Madrasah aliyah.

In 1978, Madrasah Tsanawiyah Negeri throughout Indonesia was given the opportunity to open a remote class (Filial Class). If the Filial Class is good and has land to build a building, it will be allocated. This opportunity was not wasted by Mr. Imam Supardi, so that MTs Turen was registered with MTsN Jalan Bandung to become a Remote Class (Filial Class).

After the filial decree was issued by the Director General of Islamic institutions Number: Kep/E/192/1982 on June 26, 1982, The head of Madrasah is demanded to immediately find land to build a building. in 1986 was able to buy the land which is now being built and occupied for the study of State Madrasah Tsanawiyah Turen students. After obtaining the land with a Sale and Purchase Deed dated January 13, 1986, then the status change process was carried out through the Office of the Department of Religion, Malang Regency. on August 29, 1989 to the Regional Office of the Ministry of Religion of East Java Province, then on August 30, 1989, the Ministerial Decree was issued with no: 137/1991 dated July 11, 1991.

In 2017, there was a name change based on the Decree of the Minister of Religion No: 675/2016 concerning changes in the names of State Madrasah Aliyah, State Madrasah Tsanawiyah, and State Madrasah Ibtidaiyah in East Java Province, so MTsN Turen changed its name to MTsN 2 Malang.⁶⁸

⁶⁸ Diakses dari Website MTsN 2 Malang, (<https://www.mtsn2malang.sch.id/sejarah-singkat/>, pada 20 July 2020, at 11.02 WIB).

3. Vision and Mission of MTsN 2 Malang

The following is the vision and mission of MTsN 2 Malang, as follow:

a. Vision of MTsN 2 Malang

The realization of human resources that religious, taqwa, smart and superior.

b. Mission of MTsN 2 Malang

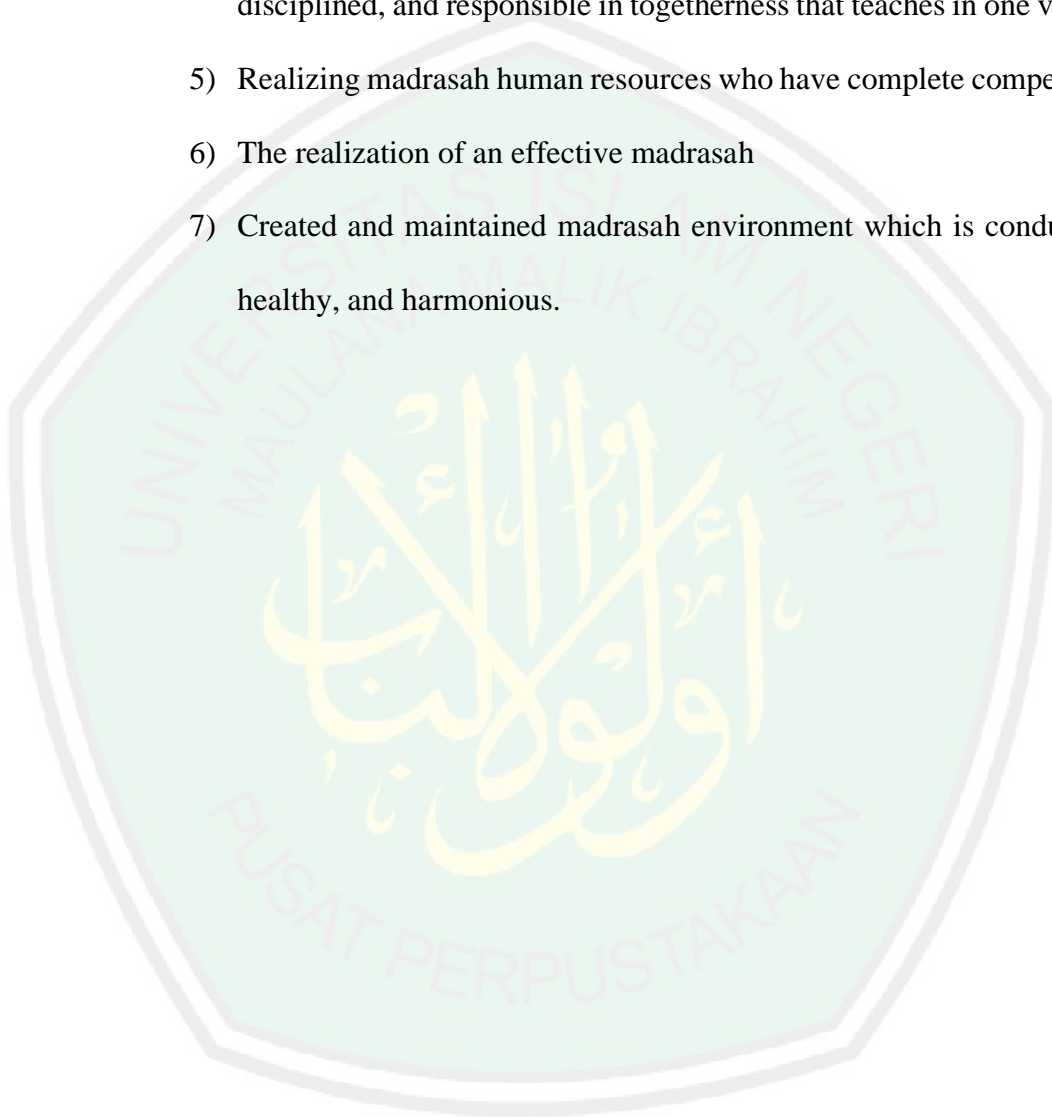
- 1) Preparing future leaders who have good character, master science and technology, high-powered, creative and innovative.
- 2) Improving the knowledge and professional abilities of education personnel according to the development of the world of education.
- 3) Preparing students for higher quality education.
- 4) Developing a system and management of madrasah based on quality assurance.
- 5) Creating and maintaining a conducive, healthy, and harmonious environment.
- 6) Creating togetherness of religious madrasah members through sincere, independent and creative behavior.

c. Purpose

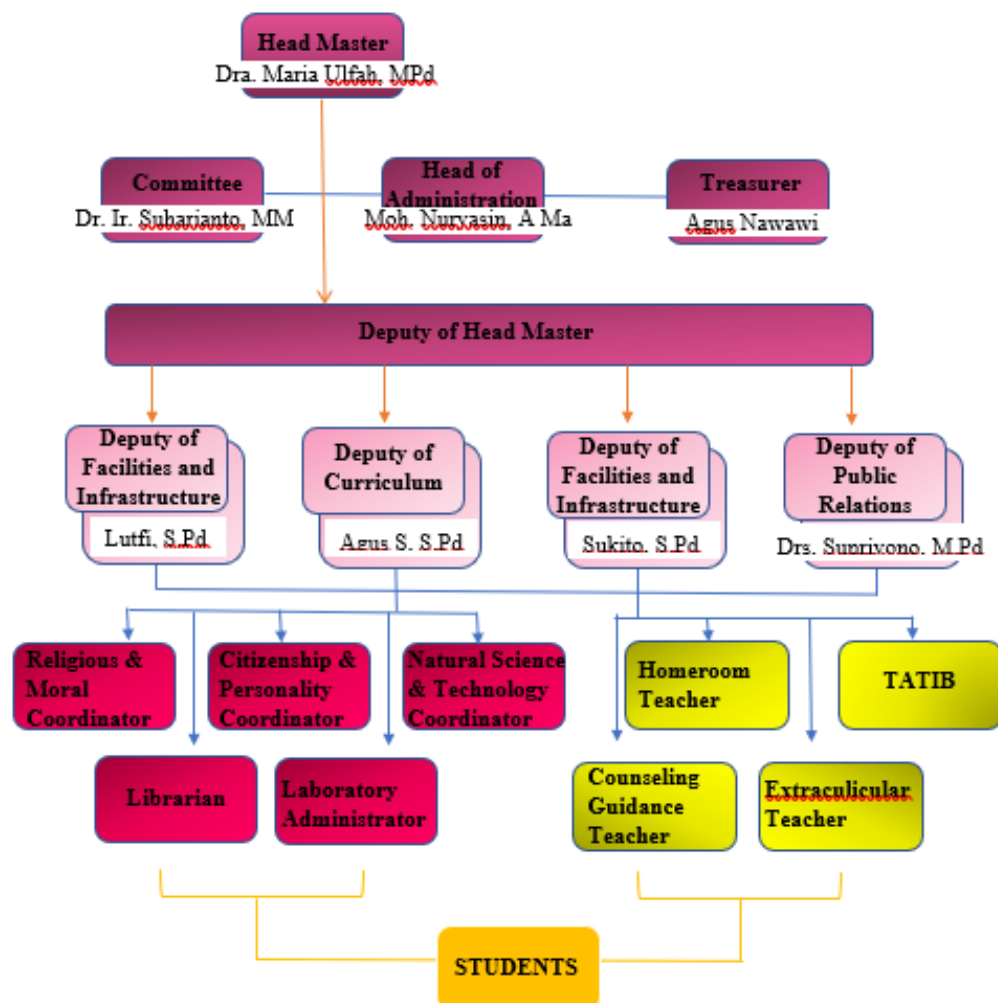
Based on the vision and mission above, the following objectives are to be achieved:

- 1) Madrasah accreditation “A”
- 2) The realization of quality graduates academically and non-academically and with good morals.

- 3) Olympic achievements, quiz and kir to the national and international levels
- 4) Built madrasah culture that is innovative, creative, democratic, open, disciplined, and responsible in togetherness that teaches in one vision.
- 5) Realizing madrasah human resources who have complete competence
- 6) The realization of an effective madrasah
- 7) Created and maintained madrasah environment which is conducive, healthy, and harmonious.



4. Organisation Structure



Picture 4. 1 Organisation Structure MTsN 2 Malang

5. Condition of Teachers and Employees

One of the absolute requirements in the teaching and learning process in an educational institution is the teacher and the implementing support (employees). The employees on duty at MTsN 2 Malang can be seen in the following table:

Table 4. 1 Number of Teachers and Employees of MTsN 2 Malang

Teacher	PNS	57
	Non PNS	19
Employees	PNS	5
	Non PNS	21
TOTAL		102

6. Condition of Students

Students are objects who receive lessons in school which determine learning activities. The number of students at MTsN 2 Malang as follows:

Table 4. 2 Number of classrooms and students at MTsN 2 Malang

Class	Classroom	Students
VII	11	350
VIII	13	385
IX	9	257
TOTAL	33	992

7. Facilities and Infrastructure of MTsN 2 Malang

A facility is a tool to achieve goals in education such as rooms, books, libraries, laboratories, and so on. Meanwhile, infrastructure is an indirect means of achieving educational goals, for example the location, Madrasah buildings, sports fields, and funds.

The following are the facilities and infrastructure that provided by MTsN 2 Malang, as follow:

Table 4. 3 Facilities and Infrastructure at MTsN 2 Malang

Ma'had	Natural Science Laboratory
Mosque	Language Laboratory
Head Master Office	Computer Laboratory
Deputy of Head Master Office	Music Room
Theachers Room	Scout Studio
Administration Room	Amsilati Scout
Security Post	Bathroom
Lobby	Field
Library	Computer (110 pcs)
Classroom (33 room)	LCD (35 pcs)
Health Unit	Laboratory Equipment
Counseling Guidance Room	Sports Equipment
Student Council Room	Teaching aids for other subjects
Canteen	WI-FI (7pcs)

In addition, there was also a neat environmental arrangement where many plants and trees around the madrasa building were arranged and cared for so that they looked fresh and organized. MTsN 2 Malang is also an Adiwiyata school.

B. Research Result

1. The Effectiveness of Online Learning in Social Studies Subjects during the Covid Pandemic at MTsN 2 Malang

Education is an effort that is carried out consciously and clearly has a purpose, so that it is hoped that in its application it does not lose direction and footing. A goal means a desire is achieved after a business or activity is completed. The objectives of online learning in social studies subjects at MTsN 2 Malang are that students can describe, analyze, and evaluate and find solutions with the presence of COVID-19 with full responsibility and

gratitude; as well as presenting the results of the study confidently and politely.

The learning process is an attempt to achieve goals with well-planned teaching and learning activities. In achieving learning objectives, you must prepare to support the achievement of goals with teaching preparation and learning planning that will be taken starting from making annual programs, semester programs, and learning plans (*RPP*). Meanwhile, the learning process is carried out by using the online method through several learning media to make it easier for students to receive material during the online learning process. Although the implementation has not been maximal. However, the media that are often used are e-learning, whatsapp groups, google forms, and youtube links. With the learning planning, it is hoped that learning will be carried out and achieved properly.

This is as expressed by the social studies teacher, Mr. Sukito as follows:

“Proses pembelajaran online di MTsN 2 Malang dilakukan berdasarkan rancangan pembelajaran yang telah dibuat. Kita disini penyampaian materinya melalui program e-learning. Jadi materi dan modul itu saya share disana. Penggunaan program e-learning sendiri juga masih sekitar 60%, karena terkadang sistemnya juga error soalnya banyak yang ngakses, nah dari situ kita harus menggunakan whatsapp group juga, selain itu kita juga menggunakan media google form, itu sebagai pilihan kalau anak-anak tidak bisa menggunakan e-learning karena kendala, ya maka kita siapkan dengan google form atau whatsapp group tadi, kalau gak ada itu semua karena gapunya hp ya kasih tugas dikumpulkan pada hari tertentu.”⁶⁹

⁶⁹ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

Based on the results of the interview, it can be revealed that in order to support the achievement of the social studies learning objectives during the Covid-19 pandemic, the teacher prepares learning plans, as well as online media that are easy to use to make it easier for students to use them. Another media used in the online learning process is youtube, as conveyed by Mr. Sukito in an interview session with researchers, namely:

“Media pembelajaran lain dalam arti kalau kita sudah melalui daring ya medianya dengan (cara) kita kasih link untuk melihat youtube yang terkait dengan materi itu, tetapi kendalanya gini, kan gak semua bisa buka youtube tentang materi itu, linknya klo dilihat di laptop bisa, di hp gurunya bisa, tapi di hp siswanya gak bisa, sehingga diantara sekian itu salah satunya di whatsapp group itu dikirim dalam bentuk UKMB (Unit Kegiatan Mandiri Belajar) atau satu tema begitu suruh mempelajari UKMB yang diberikan sendiri dalam bentuk word bias pdf, tapi selama ini lebih sering pake word, sebab kadang anak-anak bilang “Pak gabisa dibuka” jadi dari pertimbangan itu kita lebih mudah word kan, makanya dengan model seperti ini jangan dikira gurunya enjoy, di masa pandemi ternyata gurunya juga kesulitan. Namun, sisi positifnya kita dituntut untuk beradaptasi dengan kondisi baru, guru tua maupun muda harus familiar dengan teknologi ini, kalau tidak ya kita tergilas oleh keadaan, kita harus menyesuaikan dan belajar tentang teknologi seperti ini dengan benar”⁷⁰

This also agrees with Anida Maysasi, VIII grade student, she explained that:

“Dalam proses pembelajaran IPS sendiri guru menjelaskan materi yang diberikan melalui aplikasi youtube dan e-learning, hanya pemberian materi-materi saja Bu, tidak ada penjelasan tatap muka secara online, seperti video call atau zoom.”⁷¹

⁷⁰ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

⁷¹ Online Interview with Anida Mitzy Maysasi Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.02 WIB

From the explanation above, it is stated that online learning in social studies subjects at MTsN 2 Malang is carried out through several applications where the provision of material is not done face-to-face via video calls. This is because there are obstacles in the implementation process as expressed by Mr. Sukito:

“E-learning sebenarnya juga bisa menggunakan fitur video call, selain itu kemaren pada saat pengumuman rapor kita menggunakan zoom meeting, tapi masalahnya berapa kuota atau paketan anak-anak akan terpakai? Kalau sering menggunakan zoom baik bagi guru maupun siswa maka pasti keberatan dilihat dari sisi pemakaian kuota apalagi tidak semuanya punya hp, yang gak punya bagaimana? Ini keluhan dari para wali murid dan guru.”⁷²

Another opinion was also conveyed by Mrs. Aniswatin as the student's parent, she said that:

“Menurut saya dari MTsN mungkin sudah berusaha sebaik mungkin ya Bu, pembelajaran lewat e-learning, sebenarnya pihak sekolah ingin pembelajaran lewat zoom, mengingat masih mempertimbangkan masalah paketan yang bisa membebani para siswa jadi pihak sekolah ambil yg terbaik saja dengan pembelajaran melalui e-learning. Serta saya rasa sudah efektif Bu. Walaupun saya sendiri lebih setuju menggunakan zoom. Mungkin kalau lewat zoom bisa langsung tatap muka dan bisa langsung tanya kalau ada yang belum faham”⁷³

In online learning, a good strategy is definitely needed so that the online learning process can run effectively. The strategy used by social studies teachers in online learning at MTsN 2 Malang in interview sessions with researchers, namely:

⁷² Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

⁷³ Online Interview with Ibu Aniswatin Parents of VIII Grade Students of MTsN 2 Malang, on 29 September 2020 at 18.52 WIB

“Strategi gabungan, yang utama menggunakan e-learning, google form, baru whatsapp. Kalau e-learning dan google form masih dirasa kesulitan ya kita menggunakan whatsapp dengan cara di foto lalu kirim WA. Gak bisa kita cuma pakai satu system aja, misal pakai e-learning aja atau google form aja, ‘Pak ini gak bisa masuk bagaimana’ (kata siswa) keluhan mereka, tapi tetap kita pantau, guru-guru semua memantau gak cuma dari jam 8 smpai jam 2 siang, bahkan bisa jam 5 pagi sampai malem, itu kendalanya. Karena ya dikalikan saja guru yang ada harus memantau jumlah siswa yang ratusan.”⁷⁴

Dari hasil pemaparan strategi yang digunakan berupa strategi gabungan dalam pemanfaatan media yang digunakan.

Student responses related to online learning in social studies subjects at MTsN 2 Malang, here are the results of the presentation from Atitah Tansyah, Class VIII Students of MTsN 2 Malang:

“Menurut saya pembelajaran online belum efektif kak, saya lebih suka belajar offline, walaupun ada sukanya ada enggananya hehe, sukanya kalau bisa bangun siang dan enggananya itu tugasnya banyak dan jarang gurunya memberikan penjelasan cuma dikasih materinya aja terus suruh mengerjakan. Kita dituntut untuk memahami materi sendiri, untuk paham atau tidaknya itu rata-rata emang banyak tidak paham kak”⁷⁵

Atitah's response was the same as other opinions from her classmates, then the response from the interview with Anida Maysasi, she said that:

“Menurut saya sebenarnya pembelajaran online ini memberatkan, karena sulit memahami materi yang disampaikan, dan saya merasa jenuh karena tidak bertemu dengan teman-teman. Kalau saya sendiri lebih banyak menguntungkan offline daripada online, jika online waktu belajar dirumah lebih banyak. Jadi, kurang waktu bermain, bikin jenuh

⁷⁴ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

⁷⁵ Online Interview with Atitah Tansyah Class VIII Students of MTsN 2 Malang, on 11 September 2020 at 11.48 WIB

Bu. Namun menurut saya pembelajaran online di MTs sudah efektif Bu, karena berusa memberikan yang terbaik bagi siswanya.”⁷⁶

In contrast to Atitah Tansyah's opinion, Ditya Yoga argued that:

“Menurut saya sudah efektif, tapi lebih baik kalau materi yang disampaikan dengan video agar lebih dipahami”⁷⁷

Following is Mr. Sukino's response to the effectiveness of online learning in social studies subjects during the Covid-19 pandemic, namely:

“Katakanlah yang sudah berjalan tingkat partisipasinya di bawah 50% berkaca pada kendala tadi. Apalagi kalau di deadline waktu, gak bisa. Kemaren kita evaluasi rapat bersama memang yang sudah berjalan walaupun sudah menggunakan system (e learning, google form, WA) belum mencapai 50% berarti belum efektif. Belum efektif bukan berarti jelek, system daring ini bagus apalagi kalau dipadukan dengan menggali informasi secara otodidak baik dari buku e book, youtube dan edukasi lainnya yang bisa diakses melalui internet. Ada kasus yang lucu juga selama pembelajaran daring dimana ketika kita suruh murid belajar sambil berpakaian seragam, tapi anak-anak ini uoload foto pakek seragam hanya atasannya saja.”⁷⁸

Furthermore, the opinion from the parents of students about the effectiveness of online learning at MTsN 2 Malang, Mrs. Ninik as the parents of the students revealed that:

“Belum efektif mbak menurut saya, karena baru pertama. Ndak usah online2an mbak, offline aja itu paling efektif. Menurut saya mungkin d pihak guru menerangkannya kurang, kadang cuma diberi materi dan soal latihan, jadi muridnya disuruh memahami sendiri. Sedangkan gak

⁷⁶ Online Interview with Anida Mitzy Maysasi Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.02 WIB

⁷⁷ Online Interview with Ditya Yoga Pratama Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.01 WIB

⁷⁸ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

*semua murid bisa belajar secara mandiri mbak. Apalagi kalau yang ortunya sibuk semua gitu kan kasian.”*⁷⁹

Based on the explanation above, that the results of student exams cannot be maximally different from offline learning, it can be proven in the table below:

Table 4. 4 Evaluation Results of Online Learning for Social Studies Subjects

NO	NAME	L/P	Task	Exam
1	ALDIS ALAUDDIN RAHMADHANI	L	65	50
2	ANDHAREVA REVITA PUTRI	P	86	80
3	ANGGI ANASTIYA SETYOWATI	P	80	78
4	ASYIFA AGATYAFANI	P	85	74
5	ATITAH TANSYA RISKINA	P	95	74
6	AULIYA PRAWITA SARI	P	70	60
7	AYU RAMADHANI	P	85	80
8	AZIZAH NUR'AINI	P	70	65
9	BUNGA KIRANA PUTRI YULANDRA	P	95	74
10	DANAR NUGROHO	L	72	70
11	DIKI ADITYA RAHMADANI	L	-	60
12	DINO YUDISTIRA SAPUTRA	L	-	60
13	DWIJO DAMAR SASONGKO	L	85	74
14	FAREL YOFI FEBRIAN	L	95	86
15	FIKRI IMAN ROMANSAH	L	80	85
16	GAVIN ABID ATHALLAH	L	60	52

⁷⁹ Online Interview with Ibu Ninik Wijati Orang Tua Class VIII Students of MTsN 2 Malang, on 29 September 2020 at 10.59 WIB

17	IDELIA WIDYA ESTINING TYAS	P	85	78
18	INTAN WULANDARI	P	80	84
19	JEVICK MESSIOVA SHANDY	L	65	70
20	M. FAJAR R	L	50	60
21	MARSYA ZAKIATUL FITRIA	P	95	80
22	MAULANA ANNAUVAL	L	-	60
23	MOCH. RANGGA HAMDAN FEBRIANSYAH	L	-	60
24	MOCHAMMAD CHANDRADITYA YOGA PRATAMA	L	70	70
25	MUH NAZILUSSURURI RAMADHONI	L	92	90
26	MUHAMAD GIFRAN ARROHMAN	L	78	92
27	MUHAMMAD ABDUL LATIF	L	70	60
28	NOFIA AYU ANGGRAINI	P	75	75
29	QUROTUL LUTFIYANTI	P	86	85
30	SELLA EKA MARYAM WIDYASTUTI	P	80	78
31	ZAIN PRATAMADANA	L	50	50
32	ZHAJILIA VEGI SAVILLA	P	74	65
33	ZIDAN RAFADHAN	L	-	68

The results of the evaluation of class VIII students with KKM 75 are sufficient, because there are still some students who do not collect the assignments and grades obtained by some students under the KKM.

From the explanation above and the evaluation results, several research findings can be revealed, namely:

- a. The results of the study found that online learning at MTsN 2 Malang was implemented using e-learning, whatsapp group, google form, youtube, and face-to-face learning via video calls or the like.
- b. The strategy used by the teacher is a combination strategy with the use of existing media. This combined strategy is expected to facilitate students in online learning in social studies subjects.
- c. From the results of the evaluation, it was found that online learning at MTsN 2 Malang was not effective in terms of the obstacles faced and the students' scores were still below the KKM (Minimum Standart).

2. Implementation of Online Learning in Social Studies Subjects during the COVID-19 Pandemic at MTsN 2 Malang

Online learning for students at MTsN 2 Malang during the Covid pandemic was carried out through e-learning. According to Mr. Sukito, he said that:

“Pelaksanaan pembelajaran online dan aktivitas siswa selama pembelajaran sendiri menurut saya belum maksimal, cara kita memantau aktivitas siswa ya melalui seperti memberi tugas lalu dikerjakan siswa, namun kita tidak bisa menentukan jam dan waktu, kembali lagi ada kendala seperti contohnya waktu kita absen satu per satu itupun gak bisa 100% hadir karena ada yang hp nya dibawa orang tuanya bekerja, ada yang sinyalnya kurang mendukung, sehingga ketika kita laksanakan pada jam yang ditentukan maka tidak bisa dilaksanakan secara maksimal, tapi apakah semuanya berjalan? InsyaAllah berjalan 90%, kenapa gak 100%? Karena kendala itu tadi.”⁸⁰

⁸⁰ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

In addition, most of the online learning process at MTsN 2 Malang is carried out by giving assignments, this is explained by Mr. Sukito as follows:

“Untuk sementara ini kita dominan dengan tugas, kadang ada usulan kok gak pakek video call atau tatap muka secara online, ya saya kasihan dengan pemakaian data dan kuotanya. Kadang juga perwakilan wali murid datang untuk tukar pikiran yang intinya sama tentang kalau anak-anak diberi beban seperti itu bagaimana? Memberatkan tidak? Bagi yang tidak mempunyai fasilitas pendukung pembelajaran daring bagaimana? Ya satu-satunya solusi yaitu tugas yang dikerjakan lalu dikumpulkan pada waktu tertentu (ke sekolah), namun kendalanya masih ada juga, bagaimana dengan siswa yang domisili luar kota bahkan pulau? Wong mahadnya (pesantren) saja diliburkan. Jadi mau gak mau harus dijalani, berat tidak hanya bagi siswa tapi juga guru dan wali murid. Bukan Cuma masalah biaya yang lebih tapi juga perhatian ekstra”⁸¹

The implementation of online learning is more on giving assignments and materials through e-learning or whatsapp groups, if with these media students still have difficulty accessing the internet, then the school allows students to come to school at certain times according to health protocols. The offline program is carried out at a predetermined time as a support in the learning process, according to the following explanation from Mr. Sukito:

“Untuk luring kita jadwal, ada 2 sesi yang sudah terlaksana yang awalnya 10 jam KBM (Kegiatan Belajar Mengajar) dengan minimal 5 mapel kita pangkas menjadi 2 mapel yang tidak kurang dari 2 jam jadi masuk jam 7, jam 9 sudah harus pulang dilanjut sesi kedua dari jam setengah 10 sampai setengah 12. Sedangkan sistemnya sendiri itu kelas kita bagi 2 sehingga protokol kesehatan tetep jalan, lalu yang sudah berjalan selama dua minggu ini, minggu pertama untuk kelas 7, minggu kedua untuk kelas 8 dan 9, Kendalanya kita kan gak bisa full diisi 32 anak jadi dibagi 2 sesi itu tadi sehingga kadang pemahaman materi juga beda, wong kalo lengkap 32 anak saja masih kadang kesulitan memahami apalagi hanya setengahnya. Kalo sudah steril (Indonesia bebas corona) semuanya InsyaAllah agenda kami adalah melaksanakan ketentuan-ketentuan yang berlaku sehingga karakter anak-anak

⁸¹ Ibid., Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang

terpantau ketika kegiatan luring. Dimulai dari kedisiplinan, sopan santun, dan pola belajar dapat terpantau kalo KBM dilaksanakan secara luring. Kalo daring seperti ini kan kita kesulitan apakah anak yang tidak mengikuti kbm daring anak yang malas atau bagaimana kita kan tidak tahu karena kendala-kendala seperti itu tadi misal dia belajar secara maksimal tapi akses internet sulit, jadi kita tidak bisa mengklaim anak ini gini anak itu gitu, tidak bisa.”⁸²

Mrs. Aniswatin also said that:

“Oh ya Bu yang saya tahu di MTsN kalau memang benar-benar ada siswa yang tidak faham boleh datang ke sekolah untuk konsultasi sama gurunya.”⁸³

Similar to Mrs. Aniswatin, Ditya Yoga also conveyed the same thing, namely:

“Kalau fasilitas apabila ada kendala boleh datang ke sekolah”⁸⁴

In contrast to Atitah, he explained that when experiencing difficulties Atitah did a deep understanding of the material, such as what was conveyed:

“Kalau saya tidak paham saat proses pembelajaran berlangsung biasanya saya memahami materi materi yang diberikan oleh guru”⁸⁵

Student activities have an effect on the implementation of online learning. The activeness of students in implementing online learning was conveyed by Mr. Sukito below:

⁸² Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

⁸³ Online Interview with Ibu Aniswatin Orang Tua Class VIII Students of MTsN 2 Malang, on 29 September 2020 at 18.52 WIB

⁸⁴ Online Interview with Ditya Yoga Pratama Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.01 WIB

⁸⁵ Online Interview with Atitah Tansyah Class VIII Students of MTsN 2 Malang, on 11 September 2020 at 11.48 WIB

“Hasilnya gak bisa maksimal tidak seperti ketika luring, jadi ketika menghasilkan 60-70% siswa dengan nilai bagus berbeda dengan luring yang bahkan 90% siswanya bisa mendapat nilai lumayan”⁸⁶

Based on the results of this study, several research findings can be disclosed, namely:

- a. The results of the study found that the implementation of online learning by giving assignments and occasionally doing offline learning as a support in the delivery of learning material.
- b. The implementation of offline learning itself is scheduled for once a month for each class, and still maintains the health protocol by dividing 32 students into 2 classes.
- c. Student activities during the implementation of online learning have not been maximized, because the teacher has difficulty forming the character of the child and also monitors the discipline, politeness, and mindset of the child in the learning process.

3. Supporting Factors and Inhibiting Factors of Online Learning in Social Studies Subjects During the Covid-19 Pandemic at MTsN 2 Malang

Online learning during the Covid-19 pandemic certainly has several supporting and inhibiting factors in the process. This was conveyed directly by the IPS teacher, Mr. Sukito, he said that:

“Siswa dan guru mengeluh, dimana tidak semua siswa mengakses internet, apalagi dengan adanya pembelajaran daring ini waktu pembelajaran atau KBM yang 4 jam menjadi dari bangun sampai tidur lagi, sehingga jam 9 malam ya terpaksa harus dimatikan paket itu, kalau

⁸⁶ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

*tidak bahkan sampai tengah malem, sebab apa? karena tidak semua siswa memiliki handphone pribadi, ada yang pinjam punya orang tuanya, jadi dia hanya bisa mengerjakan pada saat orang tuanya di rumah ya kan?*⁸⁷

The availability of communication tools such as cellphones is an obstacle in online learning, this was also expressed by Dino Yudistira, a grade VIII student of MTsN 2 Malang.:

*“Iya kak, saya tidak punya handpone sendiri. Biasanya saya pinjam hp ibu untuk sekolah atau mengerjakan tugas, jadinya saya baru bisa mengikuti pembelajaran online setelah ibu saya pulang kerja.”*⁸⁸

In addition, according to Ms. Aniswatin, the constraints or factors hindering online learning, namely the availability of internet quota, she said:

*“Menurut pendapat saya, sebenarnya memberatkan ... karena disamping harus beli paketan, anak-anak merasa jenuh. Biasanya bisa bertemu sama teman-temannya sekarang harus dirumah saja. Sulit memahami mapel yang disampaikan. Akan tetapi mau bagaimana lagi mau gak mau ya harus mengikuti instruksi pemerintah pembelajaran secara online demi kebaikan dan keamanan bersama.”*⁸⁹

Another inhibiting factor in the online learning process is media and network strength, as revealed by Ditya Yoga below:

*“Kendalanya kalau server e-learning error atau saat tidak ada signal.”*⁹⁰

The same is the case with Anida Maysasi's following statement:

⁸⁷ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

⁸⁸ Interview with Dino Yudistira Class VIII Students of MTsN 2 Malang, on 24 August 2020 at 09.44 WIB

⁸⁹ Online Interview with Ibu Aniswatin Parents of VIII Grade Students of MTsN 2 Malang, on 29 September 2020 at 18.52 WIB

⁹⁰ Online Interview with Ditya Yoga Pratama Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.01 WIB

“Aplikasinya kadang mengalami gangguan atau eror, sehingga menghambat proses pembelajaran.”⁹¹

Apart from inhibiting factors, there are also supporting factors in online learning. Among them, namely the role of parents during the learning process, this was conveyed by the following Ditya Yoga:

“Peran orang tua saya selama pembelajaran online itu membantu soal soal yang tidak saya pahami dan memberi hotspot saat kuota saya habis”⁹²

Similar to the expression from Atitah Tansyah, she said that:

“Orang tua saya sangat berperan penting dalam pembelajaran di rumah untuk memberikan pemahaman tentang materi yang diberikan oleh guru”⁹³

The results of the interview session with the parents of the students also revealed the same thing, Ibu Ninik said that:

“Biasanya kalau ada materi yang anak saya tidak paham begitu saya membantu memahamkan sebisa saya, Tapi Alhamdulillah karena anak saya itu suka pelajaran IPS jadi saya seringkali hanya memantau.”⁹⁴

Similar to Mrs. Ninik, Mrs. Aniswatin revealed that:

“Tentu ada saja Bu kesulitannya... kadang kurang faham dengan soal atau materi yang diberikan sebisa mungkin saya coba untuk membantu masalah tersebut. Kalau saya berusaha sebisa mungkin untuk mendampingi anak-anak saya, serta selalu memberi support dan

⁹¹ Online Interview with Anida Mitzy Maysasi Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.02 WIB

⁹² Online Interview with Ditya Yoga Pratama Class VIII Students of MTsN 2 Malang, on 30 September 2020 at 11.01 WIB

⁹³ Online Interview with Atitah Tansyah Class VIII Students of MTsN 2 Malang, on 11 September 2020 at 11.48 WIB

⁹⁴ Online Interview with Ibu Ninik Wijiati Parents of VIII Grade Students of MTsN 2 Malang, on 29 September 2020 at 10.59 WIB

dukungan agar semangat dalam mengerjakan setiap tugas-tugas yang diberikan.”⁹⁵

Another supporting factor is the provision of free quotas for all students as a support for online learning, this was conveyed by Mr. Sukito in an interview session, he said that:

“Dari sekolah juga memberikan bantuan kuota internet sebesar 30 gb untuk semua siswa. Pihak sekolah bekerjasama dengan provider internet Telkomsel dan Axis. Jadi setiap siswa mendapatkan 2 kartu perdana itu. Kalau paketan yang Telkomsel dapat 10 gb dan yang Axis 30 gb.”⁹⁶

From the inhibiting factors faced, then Mr. Sukito conveyed a solution or way to overcome these obstacles, he said:

“Kembali lagi kita sudah memfasilitasi baik via e-learning, google form, atau pilihan terakhir by WA, tapi jika cara-cara itu (e-learning dan google form) masih dirasa kesulitan bisa pakek foto dikirim ke WA sebagai solusinyakan, namun jika ketiganya tidak ada ya pakai tugas terus dikumpulkan pada saat tertentu saja (ke sekolah), itulah cara-cara yang bisa kita lakukan. Lalu jika ada masukan seperti siswa yang perlu difasilitasi ya inisiatif kita belikan paketan. Pendataan kita lakukan sambil berjalan ditentukan juga mana (siswa) yang perlu difasilitasi dan yang tidak. Bagi yang dekat lembaga ya kita kasih tugas kumpulkan ke sekolah kalau gak bisa orang tuanya yang mengumpulkan. Kalau e-learning eror kita pakai google form, kalau google form error kita by WA kalo gada yang bisa ya suruh antar tugas ke sekolah.”⁹⁷

Based on the results of this study, several research findings can be disclosed, namely:

⁹⁵ Online Interview with Ibu Aniswatin Parents of VIII Grade Students of MTsN 2 Malang, on 29 September 2020 at 18.52 WIB

⁹⁶ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 24 August 2020 at 08.15 WIB

⁹⁷ Interview with Mr Sukito, Social Studies Teacher at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

- a. Inhibiting factors found in online learning at MTsN 2 Malang are an unstable internet network, inadequate facilities and infrastructure, the state and awareness of students in the learning process, internet quotas, support and motivation from parents, and programs or applications that are used frequently. experiencing interference or error.
- b. Supporting factors are the most important thing in order to make online learning successful in social studies subjects at MTsN 2 Malang. The supporting factors include the provision of data packages to all students, student awareness, use of media that is easily accessible to students, motivation from teachers, and support from parents.
- c. The solution found in research to deal with obstacles is the use of technology that is easy to use as well as for students who are close to institutions and experience interference when online learning can come to schools or parents who collect assignments to school, if those far away can be by post.

CHAPTER V

DISCUSSION

After the researcher describes some of the findings, and after the researcher has detailed and explained some of these findings, the researcher takes the next step, namely reviewing the data from the findings that have been described.

A. Effectiveness of Online Learning in Social Studies Subjects during the Covid-19 Pandemic in Class VIII MTsN 2 Malang

The implementation of education is said to be effective if the educational goals that have been set are achieved, as for the goals to be achieved from online learning in social studies subjects during the Covid-19 pandemic, students can describe, analyze, and evaluate and find solutions with the presence of COVID-19 with full responsibility, answer, and gratitude; as well as presenting the results of the study confidently and politely.

In an activity that already has a goal, there must be processes and efforts to realize the goals that have been set. The process and effort carried out is through teaching and learning activities using e-learning media, whatsapp groups, google forms, and youtube which are expected to facilitate students in the online learning process.

The teaching and learning process at MTsN 2 Malang has been carried out based on a government circular about learning from home during the Covid pandemic. Although the application of online learning is still not optimal. With

teaching preparation by making lesson plans, this proves that the teacher always has teaching preparation because if there is preparation, the teacher will not come out of what should be taught. A teacher must master teaching materials and have emotional and social skills in using learning methods and approaches. This will lead to conformity with the objectives set.

With this referring to the theoretical study according to Komalasari that learning is a system or process of activities that are planned, implemented, and evaluated systematically so that students can achieve learning goals effectively and efficiently.⁹⁸ The goals to be achieved through online learning are that students can describe, analyze, and evaluate and find solutions with the existence of Covid 19 with full responsibility and gratitude; as well as presenting the results of the study confidently and politely.

According to Suryosubroto, things that need to be considered in order for the implementation of learning to be effective are the consistency of learning activities with the implemented curriculum, learning objectives, teaching materials, and teaching tools used, as well as strategies and evaluation. The implementation of learning activities includes presenting learning tools, conditioning learning activities, using available time effectively, motivating students, mastering teaching materials, carrying out communication to students, and carrying out assessments of learning outcomes.⁹⁹

⁹⁸ Afifatu Rohmawati, Efektivitas Pembelajaran. Jurnal Pendidikan Usia Dini, UNJ. Vol. 9 Edisi 1, April 2015.

⁹⁹ Suryosubroto, Proses Belajar Mengajar di Sekolah, (Jakarta: Rineka Cipta, 2009), pg. 24

Teaching planning is the first step before the learning process takes place. So a teacher has prepared a number of materials and materials that will be delivered to students, so that the delivery of the material can be in accordance with predetermined learning objectives.

Social studies learning which is carried out online with only one meeting must be used as best as possible by preparing appropriate materials and methods as well as learning resources that make it easier for students to learn. Resources for learning during online learning come from student worksheets, student books, teaching materials, the internet, student worksheets (LKPD), and learning videos from youtube. Student independence is very much needed in the online learning process, because with the desire and enthusiasm of students to learn, it will facilitate and make it easier for students to understand the subject matter given. With existing learning resources and accompanied by given assignments, it is an effort so that students learn to do, work, and try and think and learn independently.

The teaching and learning process is not only in teaching preparation, the material to be delivered, the learning situation and conditions must also be considered. With online learning students can look for a new atmosphere to eliminate boredom in learning, because by learning online students can learn anywhere that is not as strong in the classroom as offline learning.

To create an effective way of learning, teachers need to pay attention to the internal and external conditions of students, as well as the learning strategies

used to achieve maximum results. Internal conditions are situations that exist within students such as health and so on. External conditions are conditions that are outside the student such as the surrounding environment.

Based on the description above, the authors conclude that an effective learning cannot be separated from teaching itself by using a method that is in accordance with the material given. If online learning is carried out properly in accordance with the stated goals, then the learning is considered successful.

From the results of the exposure to chapter four and observations, it can be revealed that online learning in social studies subjects at MTsN 2 Malang has been implemented, but not maximally. Teaching preparation taken by making a learning plan is a stage to achieve learning objectives, supported by the use of media, namely e-learning, google form, whatsapp group, youtube videos related to the material, and so on.

B. Implementation of Online Learning in Social Studies Subjects during the Covid-19 Pandemic in class VIII MTsN 2 Malang

Schools and teachers implement government policies to learn from home in an effort to slow the spread of COVID-19 while at the same time ensuring students in constructive activities through online learning. Various platforms are used in online learning, while teachers, students and parents are expected to continue to make adjustments over time. Various positive responses were conveyed by students regarding online learning because they felt more relaxed, fun, flexible, efficient, short, practical, fast, precise, safe, easy, time saving, and

energy efficient. Learning can be done remotely, parents can supervise their children learning, make students and teachers technologically literate, and demanded to be more creative.

However, there is the opposite response where students feel less able to understand the material given, students feel bored of learning independently and assigning too many assignments, and students cannot socialize with their friends like when studying at school, and not all students can make good use of technology, and wisely.

Based on the data in the previous chapter, the implementation of online learning in social studies subjects during the Covid-19 pandemic at MTsN 2 Malang was carried out through several media including e-learning, google form, youtube, whatsapp group which aims to facilitate teachers in delivering material and giving assignments, and it is also expected to facilitate students in obtaining material and collecting assignments.

In addition, at MTsN 2 Malang, offline learning is scheduled for once a month for each class to support students in learning, and the collection of assignments can be directly submitted to the madrasah at certain times or by post if it is difficult to send assignments online.

There are obstacles faced by students, namely students' lack of understanding of the material given because students are required to learn independently, the teacher only provides material in word or pdf form. The expectations of the teacher students occasionally deliver material via video to make it easier to understand. However, the teacher's constraints are the learning

time during the pandemic and the quantity of teachers is not proportional to the number of students, making it difficult to pay attention to and control students one by one.

C. Supporting Factors and Inhibiting Factors of Online Learning in Social Studies Subjects during the Covid-19 Pandemic in class VIII MTsN 2 Malang

Malang

In an effort to achieve the goals of online learning in social studies subjects, it is not easy. This effort requires a lot of effort to make it happen. In online learning, not only teachers must be responsible for its implementation, but parents also take part in it. In addition, in realizing the goals of online learning, it is certainly influenced by supporting factors and inhibiting factors in its implementation, both factors from within the student and from outside the student.

online learning is an open and distributed learning system using pedagogical tools (educational aids), made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction.¹⁰⁰

Online learning is said to be effective if all the environments within students are integrated. As expressed by Mr. Sukito, he stated that the forming factors, obstacles and the entire environment of students must have an integrated so that online learning can run effectively.

1. Supporting Factors

a. Motivation and support from parents

¹⁰⁰ Arnesi, Novita., Hamid K, Abdul. 2015 Penggunaan Media Pembelajaran Online- Offline dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris. Universitas Negeri Medan.

Parents play a very important role in online learning as supervisors and mentors, so that students are still directed even though they are learning online at home.

b. Student awareness

The most important and main thing in the online learning process in social studies subjects during the Covid-19 pandemic is the awareness of students that arise to want to learn and always carry out the assigned tasks.

c. Adequate facilities, infrastructure and facilities

Education that is accompanied by sufficient facilities can facilitate students in the learning process and be able to generate more motivation. Especially in online learning during this pandemic, the provision of additional facilities in the form of internet quota to all students at MTsN 2 Malang is 30 GB which is very helpful for students in taking part in learning.

d. Motivation from teachers

Giving motivation to students, spurring students so that there is a desire and willingness to increase their learning achievement, and arouse students' enthusiasm for learning that can support the achievement of learning objectives to be achieved.

2. Inhibiting Factors

The existence of inhibiting factors in the online learning process according to the exposure to the data obtained by the author is as follows:

a. Student background

Different student backgrounds become an inhibiting factor because they relate to the level of students' ability to receive subject matter.

b. Lack of student awareness

Lack of student awareness in participating in online learning, as well as in collecting assignments that still cannot be on time. They still need more attention.

c. Internet network or signal

The internet network is one of the important things in the implementation of the online learning process, the environment where different students live affects the condition of the internet network there.

d. Internet quota

With the internet quota, the online learning process can be carried out. Internet quota is also the biggest obstacle experienced by students during the online learning process, because during online learning a large amount of internet quota is needed besides that the price is not cheap.

e. Lack of facilities and infrastructure

Teaching and learning activities if not supported by adequate facilities and infrastructure will hinder the success to be achieved. During online learning there are still students who do not have cellphones which can hinder the learning process.

The solution to these inhibiting factors is by providing good facilities and making it easier for students through media that are easily accessible to students

such as whatsapp groups, e-learning, google form, youtube, or by giving assignments that can be collected immediately to the madrasa. As well as collecting data on students who need additional facilities and collaborating with internet providers in order to provide free internet quotas as a means to facilitate students in the learning process.



CHAPTER VI

CLOSING

A. Conclusion

Based on assumption and discussion of the findings of researchers, both theoretically and empirically regarding the results of the thesis title “**THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL STUDIES SUBJECTS DURING COVID-19 PANDEMIC IN CLASS VIII MTSN 2 MALANG**”, the researchers concluded:

1. The effectiveness of online learning in social studies subjects at MTsN 2 Malang during the Covid-19 pandemic has been implemented but has not been effective, the results of the efforts that have been made through several activities, including: delivery of material, students are required to understand the material provided independently, there are still students who cannot yet be disciplined in collecting assignments and following the online learning process.
2. The implementation of online learning for students is carried out through e-learning media, google form, youtube, group WhatsApp, as well as offline learning once a month for each class as a support in the learning process.
3. The supporting factors of online learning in social studies subjects during the Covid-19 pandemic in class VIII MTsN 2 Malang come from a) motivation and support from parents, b) adequate facilities or infrastructure, c) student awareness, d) motivation from the teacher. While the inhibiting

factors are a) student background, b) lack of student awareness, c) internet network or signal, d) internet quota, e) lack of facilities and infrastructure.

B. Suggestion

After the researcher carries out the research process, the researcher can provide several suggestions as follows:

1. For social studies teachers at MTsN 2 Malang to be more varied in the use of the learning media used, as well as to motivate students in the learning process.
2. The effectiveness of online learning in social studies subjects during the Covid-19 pandemic in class VIII MTsN 2 Malang needs to be improved and cooperation with parents as mentors at home needs to be improved.
3. For parents to be more accompanying children during the online learning process at home, because it is the duty of parents to work with the school as a mentor while at home.
4. For students to be more enthusiastic and disciplined in participating in online learning so that they can get maximum results.

REFERENCES

- Arikunto, Suharsimi. 2000. *Prosedur Penelitian Suatu Pendekatan*. Jakarta: PT. Rineka Cipta.
- Christinaningsih, A. A. 2012. *Efektifitas Penggunaan Model Pembelajaran Kooperatif tipe Numbered Head Together (NHT) Terhadap Hasil Belajar Matematika Siswa Kelas IV Sekolah Dasar Kanisius Jumbaran Kec. Bandungan Kab. Semarang Jawa Tengah Tahun Pelajaran 2011/2012*, Skripsi Universitas Kristen Satya Wacana Salatiga, Semarang.
- Dewi, Wahyu Aji Fatma. 2020. *Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar*. Edukatif: Jurnal Ilmu Pendidikan, Vol. 2, No. 1, April.
- Diakses dari SIAP Web Sekolah MTsN Turen, (<http://20517912.siap-sekolah.com/sekolah-profil/>), pada 20 Juli 2020, pukul 10.33 WIB).
- Diakses dari Website MTsN 2 Malang, (<https://www.mtsn2malang.sch.id/sejarah-singkat/>), pada 20 Juli 2020, pukul 11.02 WIB).
- Fajar, Arnie. 2005. *Portofolio dalam Pelajaran IPS*. Bandung: PT Remaja Rosda Karya.
- HA, Rothan & Byrareddy S. N. 2020. *The epidemiology and pathogenesis of coronavirus disease (COVID-19) outbreak*. J Autoimmun. March.
- Hamalik, Oemar. 2001. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Hamdani, A. R. & Priatna, A. 2020. *Efektifitas Implementasi Pembelajaran Daring (Full Online) dimasa Pandemi Covid-19 pada Jenjang Sekolah Dasar di Kabupaten Subang*. Didaktif: Jurnal Ilmiah PGSD STKIP Subang, Vol. VI, No. 1, Juni
- Hamidi. 2008. *Metode Penelitian Kualitatif*. Malang: UMM Press.
- Han Y, Yang H. 2020. *The transmission and diagnosis of 2019 novel coronavirus infection disease (COVID-19): A Chinese perspective*. J Med Virol.
- Hasan, Alwi, dkk. 2005. *Kamus Besar Indonesia*. Jakarta: Departemen Pendidikan Nasional Balai Pustaka.
- Kerlinger. 2006. *Asas-Asas Penelitian Behavioral*. Yogyakarta: Gadjah Mada University Press.
- Lailatul, N. & Hakim, L. 2019. *Efektifitas Pembelajaran Berbasis Daring: Sebuah Bukti pada Pembelajaran Bahasa Inggris*. Jurnal Pemikiran dan Penelitian Pendidikan, Vol. 17, No.1, Juni.
- M, Nakayama. 2007. *The Impact of Learner Characteristics on Learning Performance in Hybrid Courses among Japanese Students*. Journal E-Learning, Vol. 5(3).1.
- Menteri Pendidikan, Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19).
- Miarso, Yusufhadi. 2004. *Menyemai Benih Teknologi Pendidikan*. Jakarta: Kencana.
- Mulyasa. 2011. *Manajemen Berbasis Sekolah*. Bandung: Remaja Rosdakarya.

- Mutmainnah, Yenni. 2010. *Efektivitas Pembelajaran Pendidikan Agama Islam di SMP Negeri 1 Pronojiwo Lumajang*, Skripsi, UIN Malang.
- Novita, A. & Hamid, K. A. 2015. *Penggunaan Media Pembelajaran Online- Offline dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris*. Universitas Negeri Medan.
- Oktavian, R. & Fitra, R. 2020. *Efektivitas Pembelajaran Daring Terintegrasi di Era Pendidikan 4.0*. Jurnal Pendidikan dan Ilmu Pengetahuan Vol. 20, No. 2.
- Prastowo, Andi. 2010. *Menguasai Teknik-Teknik Data Penelitian Kualitatif*. Yogyakarta: DIVA Press.
- Purwanto, Ngalim. 2006. *Psikologi Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Rachmat, A., & Krisnadi, I. 2020. *Analisis Efektifitas Pembelajaran Daring (Online) untuk Siswa SMK Negeri 8 Kota Tangerang pada saat Pandemi Covid 19*. Universitas Mercu Buana.
- Riedel S, Morse S, Mietzner T, Miller S. Jawetz, Melnick, & Adelberg's Medical Microbiology. 2019. 28th ed. New York: McGraw- Hill Education/Medical.
- Rohmawati, Afifatu. 2015. *Efektivitas Pembelajaran*. Jurnal Pendidikan Usia Dini, UNJ. Vol. 9 Edisi 1, April.
- Ross, E. Wayne (ed). 2006. *The Social Studies Curriculum*. New York: State University of New York Press, Albany.
- Sanjaya. 2011. *Strategi Pembelajaran: Berorientasi Standart Proses Pendidikan*. Jakarta: Kencana Prenada Media.
- Sapriya. 2009. *Pendidikan IPS*. Bandung: PT. Remaja Rosdakarya.
- Sardiman. 2001. *Intraksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Slamento. 2010. *Belajar dari Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta, 2010.
- Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2015. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Supardi. 2011. *Dasar-Dasar Ilmu Sosial*. Yogyakarta: Penerbit Ombak.
- Suryosubroto. 2009. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.
- Susilo, A. C. Martin Rumende, et al. 2020. *Coronavirus Disease 2019: Review of Current Literatures*. Jurnal Penyakit Dalam Indonesia Vol.7, No.1 March.
- Susilo, A. Rumende, C. Martin, et al. 2020. *Coronavirus Disease 2019: Review of Current Literatures*. Jurnal Penyakit Dalam Indonesia Vol.7, No.1 March.
- Suyanto, Bagong, & Sutinah. 2005. *Metode Penelitian Sosial: Berbagai Alternatif Pendekatan*. Jakarta: Kencana.
- Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Yuliana. 2020. *Corona virus diseases (Covid-19); Sebuah tinjauan literature*. Wellness and Healthy Magazine Vol 2, No 1.
- Zhu N, Zhang D, Wang W, Li X, Yang B, Song J, et al. 2020. *A Novel Coronavirus from Patients with Pneumonia in China, 2019*. N Engl J Med.

INTERVIEW

Interview with Mr. Sukito, Social Studies Teachers at MTsN 2 Malang, on 28 July 2020 at 09.30 WIB

Online interview with Anida Mitzy Maysasi, Students VIII Grade MTsN 2 Malang, on 30 September 2020 at 11.02 WIB

Online interview with Ibu Aniswatin, Parents of Students VIII Grade MTsN 2 Malang, on 29 September 2020 at 18.52 WIB

Online interview with Atitah Tansyah, Students VIII Grade MTsN 2 Malang, on 11 September 2020 at 11.48 WIB

Online interview with Ditya Yoga Pratama, Students VIII Grade MTsN 2 Malang, on 30 September 2020 at 11.01 WIB

Online interview with Ibu Ninik Wijiati, Parents of Students VIII Grade MTsN 2 Malang, on 29 September 2020 at 10.59 WIB

Interview with Dino Yudistira, Students VIII Grade MTsN 2 Malang, on 24 August 2020 at 09.44 WIB



ATTACHMENT 1

Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1251 /Un.03.1/TL.00.1/07/2020 20 Juli 2020
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTsN 2 Malang
di
Malang

Assalamu'alaikum W r. W b.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Talita Rachmata Candra Dewi
NIM : 16130068
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2019/2020
Judul Skripsi : The Effectiveness of Online Learning Methods in Social Science Subjects during COVID-19 Pandemic
Lama Penelitian : Juli 2020 sampai dengan September 2020
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum W r. W b.



ekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

ATTACHMENT 2

Letter of Having Conducted Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG
 Alamat Jl. Kenongosari 16 Turen telp.824925 Malang

24 Juli 2020

SURAT PERNYATAAN
KESEDIAAN MENERIMA MAHASISWA KKL
 NOMOR : B- ..195...../Mts.13.35.02/HM.07.1/07 /2020

Yang bertanda tangan dibawah ini :

N a m a	: MARIA ULFAH. M.Pd.I
N I P	: 196410011990032002
Pangkat / Golongan	: Pembina TK I (IV / B)
Jabatan	: Kepala MTs Negeri 2 Malang
Nama Madrasah	: MTs Negeri 2 Malang
Alamat	: Jl. Kenongosari No. 16 Turen - Malang
No Telepon	: (0341) 824 925

Menyatakan bahwa saya bersedia menerima mahasiswa penelitian sebanyak 1 orang mahasiswa :

N a m a	: Talita Rachmata Candra Dewi
NPM	: 16130068
Program Studi	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Fakultas	: Ilmu Tarbiyah dan Keguruan

melaksanakan penelitian di Madrasah Tsanawiyah Negeri 2 Malang
 mulai bulan Juli 2020 s/d September 2020

Demikian kesediaanya ini dibuat untuk dipergunakan sebagaimana mestinya.


 MARIA ULFAH

ATTACHMENT 3

Interview Transcripts

A. Pelaksanaan Wawancara

Date : 28 Juli 2020

Time : 09.30 WIB

Place : MTsN 2 Malang (Lobby)

Topic : Efektivitas Pembelajaran Online pada Mata Pelajaran IPS selama Pandemi Covid-19 di Kelas VIII MTsN 2 Malang.

Informant : Mr. Sukito, S.Pd

1. Bagaimana tanggapan anda tentang pembelajaran online ?

Sisi positifnya kita dituntut untuk beradaptasi dengan kondisi baru, guru tua maupun muda harus familiar dengan teknologi ini, kalau tidak ya kita tergilas oleh keadaan, kita harus menyesuaikan dan belajar tentang teknologi seperti ini dengan benar

2. Metode atau media pembelajaran apa yang digunakan?

Media pembelajaran lain dalam arti kalo kita sudah melalui daring ya medianya dengan (cara) kita kasih link untuk melihat youtube yang terkait dengan materi itu, tetapi kendalanya gini, kan gak semua bisa buka youtube tentang materi itu, linknya klo dilihat di laptop bisa, di hp gurunya bisa, tapi di hp siswanya gak bisa, sehingga diantara sekian itu salah satunya di WA itu dikirim dalam bentuk ukbm atau satu tema begitu suruh mempelajari, Ukbm dalam bentuk bisa word bisa pdf tapi selama ini lebih sering pake word, sebab kadang anak-anak bilang “Pak gabisa dibuka” jadi dari pertimbangan itu kita lebih mudah word kan, makanya dengan model seperti

ini jangan dikira gurunya enjoy, di masa pandemi ternyata gurunya juga kesulitan, ketika anak- anak disuruh mengumpulkan di word kesulitan yaudah difoto saja, karena lembarnya terlalu banyak “Pak lembarnya terlalu banyak” (kata siswa), yaudah rangkum saja tulis semua “Ini kan rangkuman kok suruh tulis semua” (kata siswa), nah itu ini jadi tantangan di masa seperti ini, Ketika anak-anak masuk guru bisa istirahat anak-anak juga bisa istirahat, kan aktifnya hanya jam-jam belajar (kbn) saja, ini kendala sampai hari ini bahkan di maret sampai di akhir tahun ajaran kita melakukan ujian juga begitu kan, kita tidak tau kejujuran siswa itu ketika mengerjakan (ujian) itu bagaimana, ujian daring ini yang mengerjakan siapa? Benarkah siswanya atau siapa? Hehe, ini beberapa kendala yang kita lihat, solusinya ke depan bagaimana? Kita perlu metode yang familiar, yang anak-anak bisa dan gurunya juga enjoy jadi diantara keduanya bisa saling menunjang.

3. Bagaimana strategi belajar mengajar yang dipersiapkan agar proses pembelajaran menjadi efektif?

Strategi gabungan, yang utama menggunakan e learning, google form, baru WA. Kalau e learning dan google form masih dirasa kesulitan ya kita pake WA dengan cara difoto lalu kirim WA. Gak bisa kita Cuma pakek satu system aja , misal pakek e learning aja atau google form aja, “Pak ini gak bisa masuk bagaimana” (kata siswa) keluhan mereka , tapi tetap kita pantau , guru-guru semua memantau gak Cuma dari jam 8 smpek jam 2 siang, bahkan bisa jam 5 pagi sampek malem, itu kendalanya. Karena ya dikalikan saja guru yang ada harus memantau jumlah siswa yang ratusan

4. Bagaimana perilaku dan sikap siswa (mampu adaptasi/tidak)

Belum maksimal, Cara kita memantau aktivitas siswa ya melalui seperti kasih tugas lalu dikerjakan siswa, namun kita gak bisa menentukan jam dan waktu, kembali lagi ada kendala seperti contohnya waktu kita absen satu per satu itupun gak bisa 100% hadir karena ada yang hp nya dibawa orang tuanya bekerja, ada yang sinyalnya kurang mendukung, sehingga ketika kita laksanakan pada jam yang ditentukan maka tidak bisa dilaksanakan secara maksimal, tapi apakah semuanya berjalan? InsyaAllah berjalan 90%, kenapa gak 100%? Karena kendala itu tadi.

5. Adakah faktor pendukung dan penghambat yang mempengaruhi efektivitas pembelajaran daring agar lebih efektif?

Kembali lagi kita sudah memfasilitasi baik via e learning, google form, atau pilihan terakhir by WA, tapi jika cara-cara itu (e learning&google form) masih dirasa kesulitan bisa pakek foto dikirim ke WA sebagai solusinya kan, namun jika ketiganya tidak ada ya pakek tugas trus dikumpulkan pada saat tertentu saja (ke sekolah), itulah cara-cara yang bisa kita lakukan. Lalu jika ada masukan seperti siswa yang perlu difasilitasi ya inisiatif kita belikan paketan. Pendataan kita lakukan sambil berjalan ditentukan juga mana (siswa) yang perlu difasilitasi dan yang tidak. Bagi yang dekat lembaga ya kita kasih tugas kumpulkan ke sekolah kalo gak bisa orang tuanya yang mengumpulkan. Klo e learning eror kita pake google form, kalo google form error kita by WA kalo gada yang bisa ya suruh antar tugas ke sekolah.

6. Kendala apa saja yang dihadapi selama pembelajaran online?

Kendalanya seperti itu tadi sehingga jam 9 ya terpaksa harus dimatikan paket itu, kalo nggak bahkan sampek tengah malem, sebab apa? karena tidak semua siswa hp nya itu di dalam satu rumah itu dua, mungkin yang satu untuk orang tuanya, dia hanya bisa mengerjakan pada saat orang tuanya di rumah ya kan? “pak saya bisanya (mengerjakan) hanya malam” (kata siswa), meskipun jadwalnya (pengerjaan) itu pagi bagaimana hehe? Ini adalah kendala yang kita hadapi selama kondisi (pandemi) ini ya, tugas itu tidak bisa di *deadline* sekian jam harus selesai, misalnya 2 jam atau sekitar 80 menit gak bisa keculi luring itupun gak maksimal, seperti itu, ini terkait dengan beberapa kendala, hampir semua yang saya amati tidak hanya terjadi di lembaga saya saja, di tetangga saya MTS 4 juga sama dalam artian begini ketika anak-anak itu tidak bisa masuk di system e learning itu, maka harus menggunakan WA, ketika (menggunakan) WA kendalanya (bagi siswa) ada yang tidak punya hp dan sebagainya, ya itu (solusinya) anak-anak dikasih tugas dikumpulkan pada saat tertentu itu yang *dilakoni* selama ini ya sampai sekarang apalagi yang kelas baru ini kelas 7 sama seperti itu, itu terkait pelaksanaan sekolah daring selama pandemi sampai sekarang, kapan ini berakhir kita belum tahu, walaupun vaksinnya ketemu hari ini kan gak bisa dipraktikkan sekarang, mungkin perlu waktu ya 3-5 bulan ke depan itupun kalo bisa terlaksana dengan baik

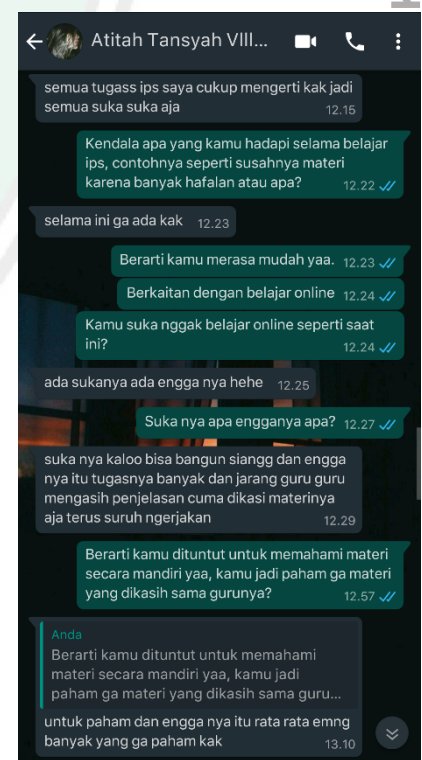
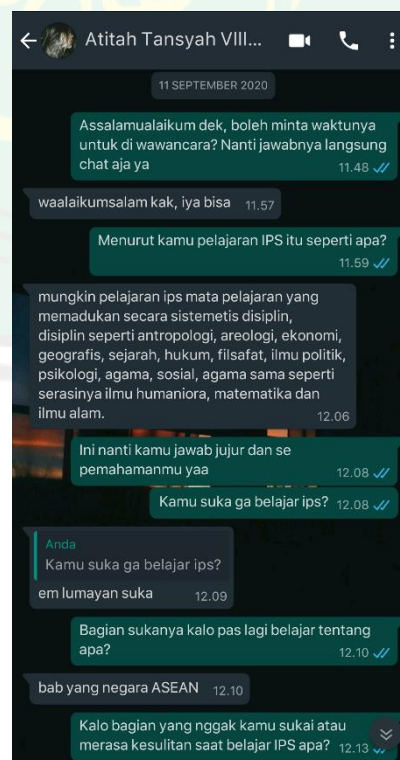
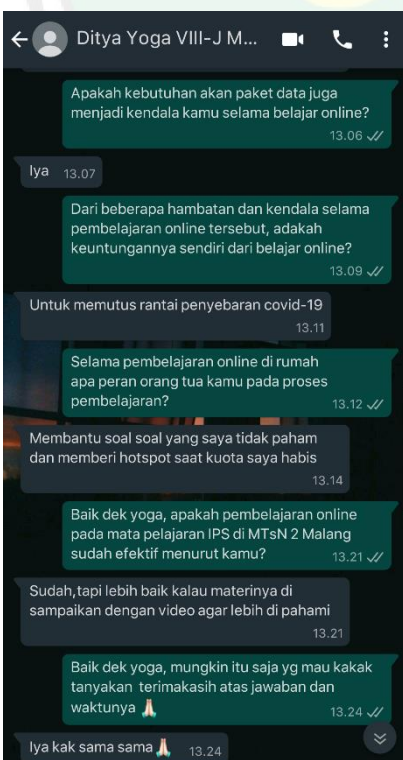
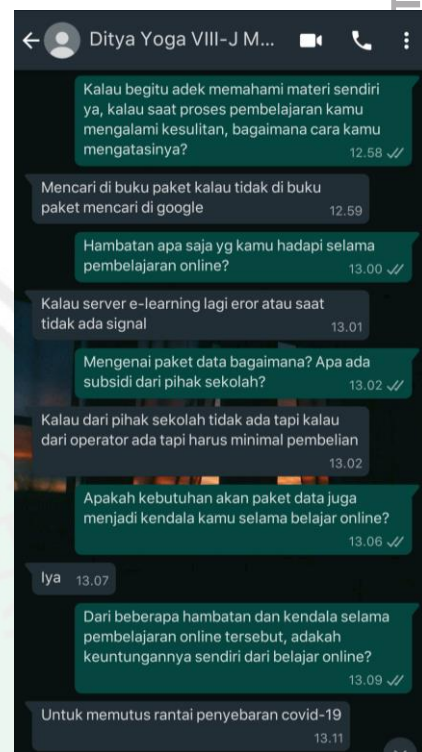
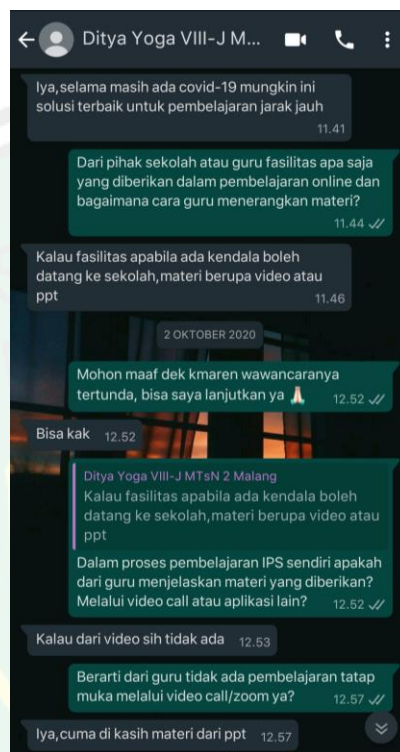
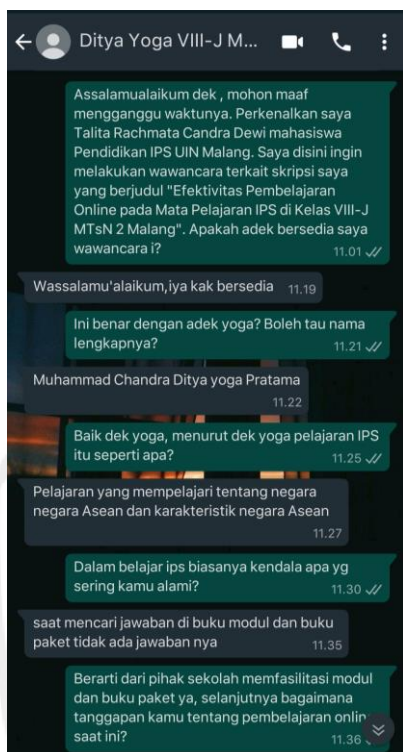
7. Menurut anda apakah pembelajaran online sudah berjalan efektif?

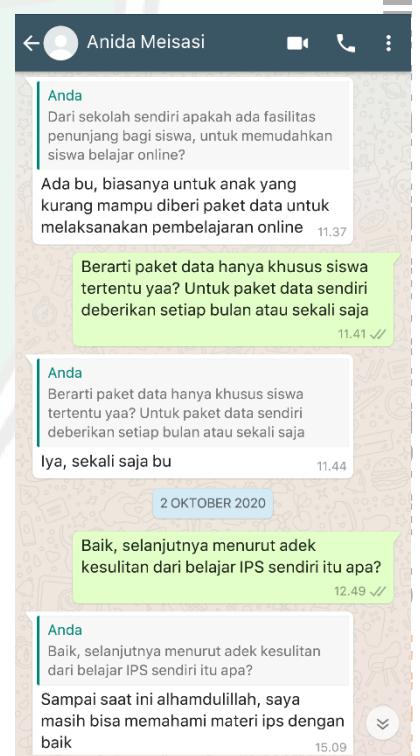
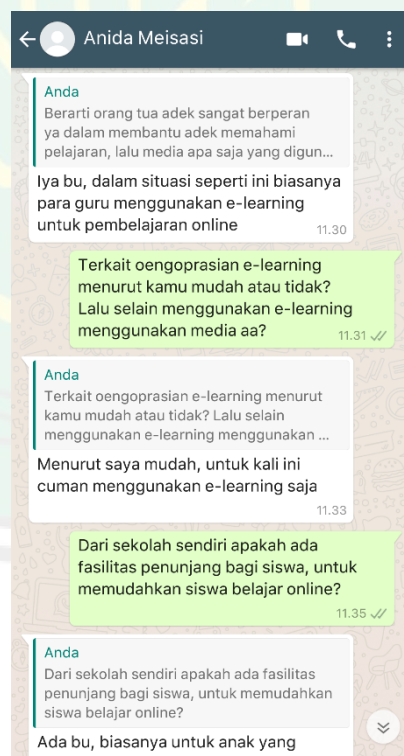
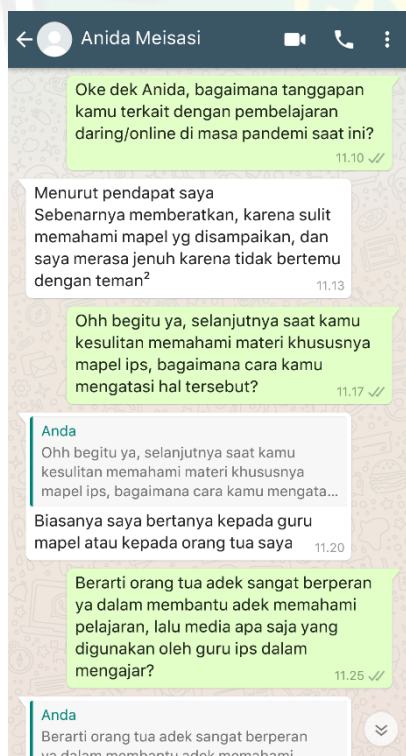
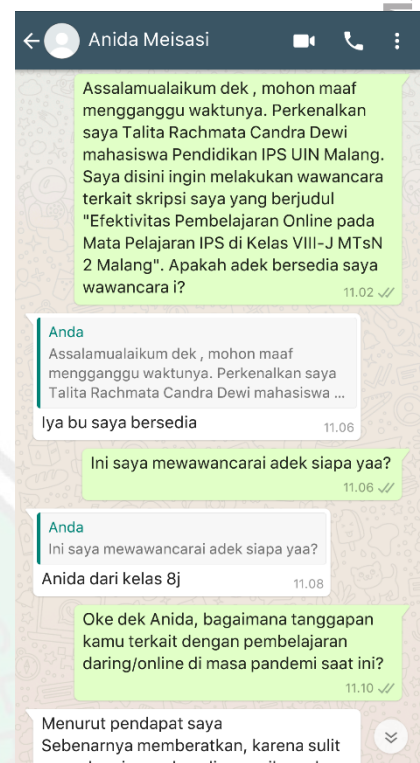
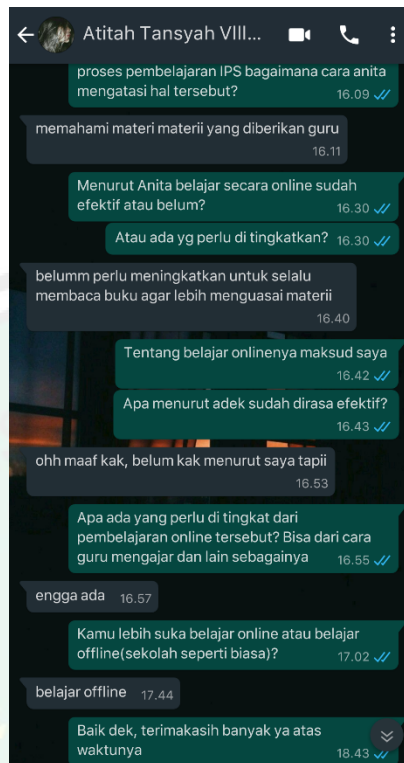
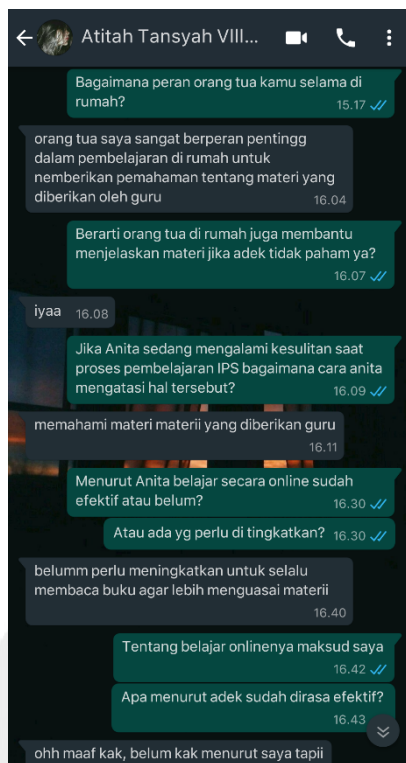
Katakanlah yang sudah berjalan tingkat partisipasinya di bawah 50% berkaca pada kendala tadi. Apalagi kalau di *deadline* waktu, gak bisa.

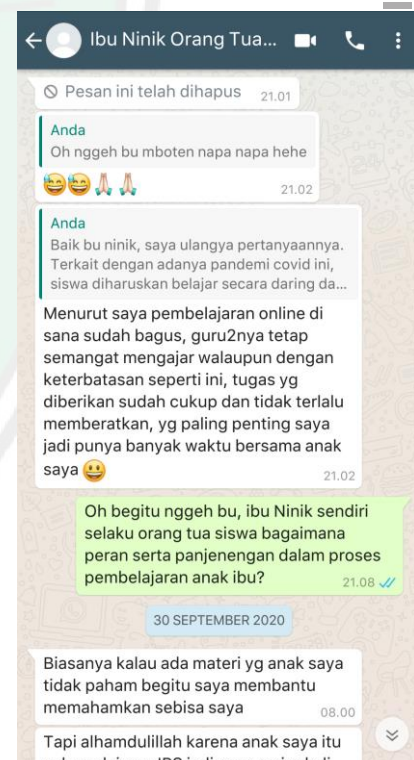
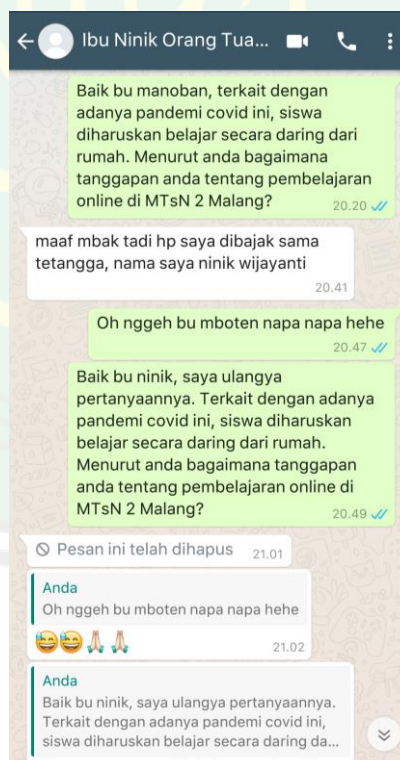
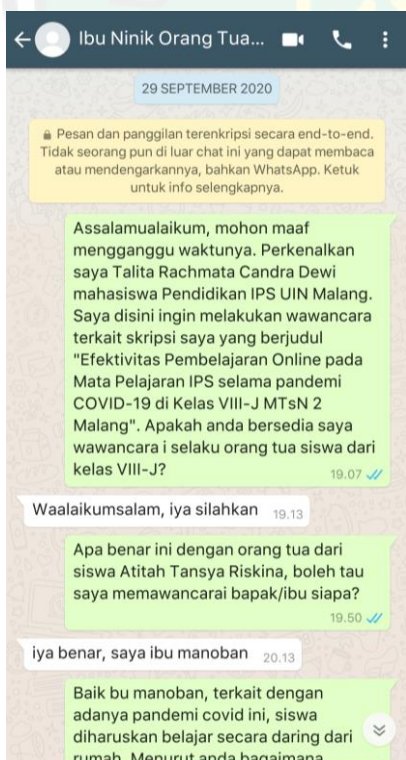
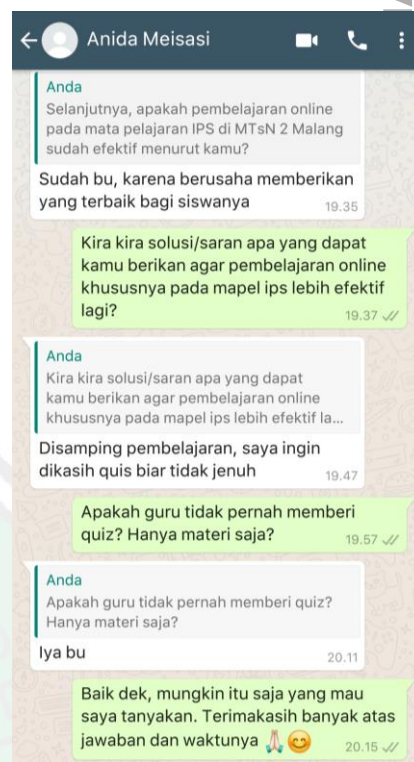
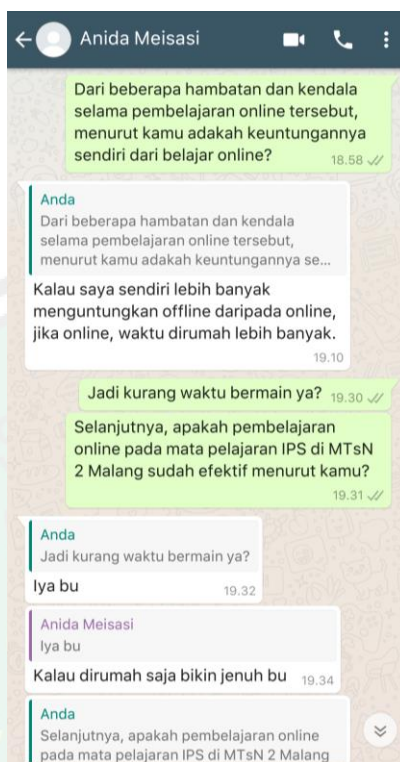
Kemaren kita evaluasi rapat bersama memang yang sudah berjalan walaupun sudah menggunakan system (e learning, google form, WA) belum mencapai 50% berarti belum efektif. Belum efektif bukan berarti jelek, system daring ini bagus apalagi kalau dipadukan dengan menggali informasi secara otodidak baik dari buku e book, youtube dan edukasi lainnya yang bisa diakses melalui internet. Ada kasus yang lucu juga selama pembelajaran daring dimana ketika kita suruh murid belajar sambil berpakaian seragam, tapi anak-anak ini uoload foto pakek seragam hanya atasannya saja

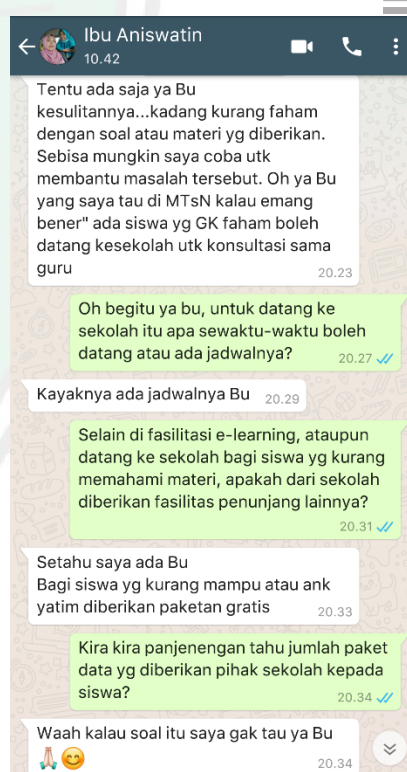
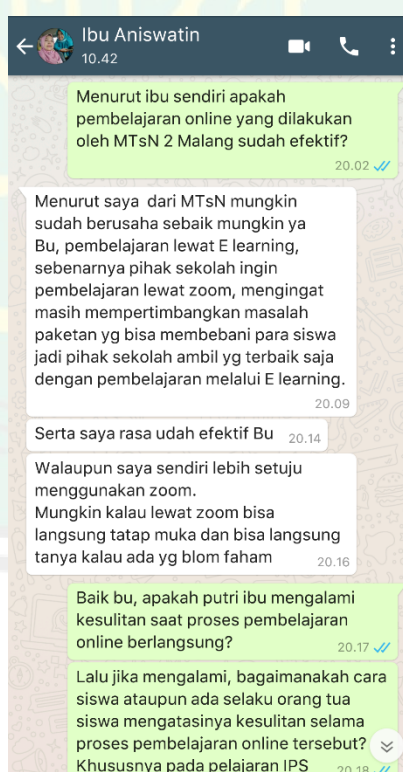
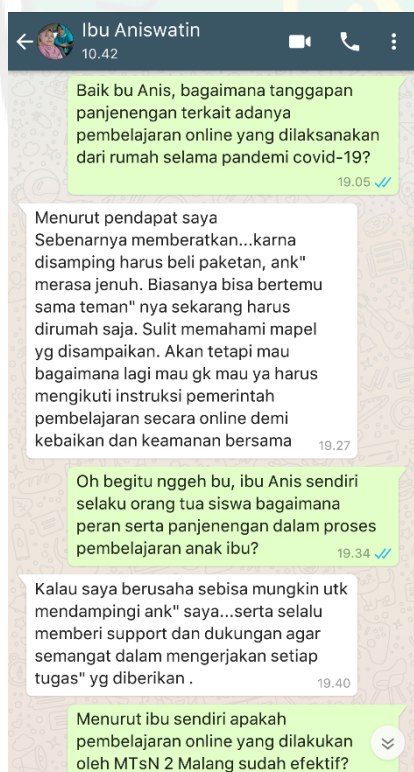
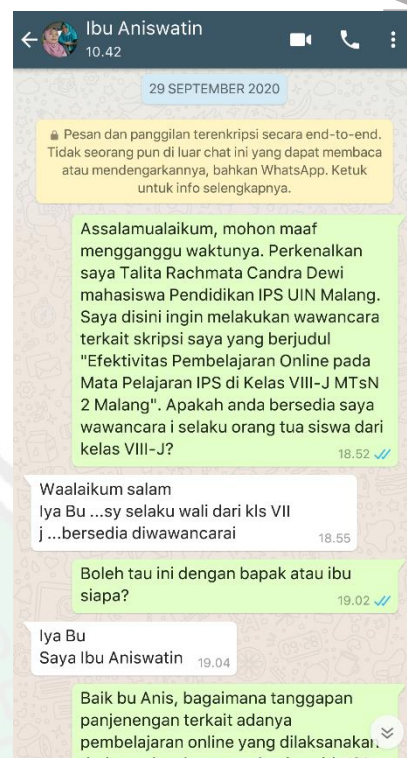
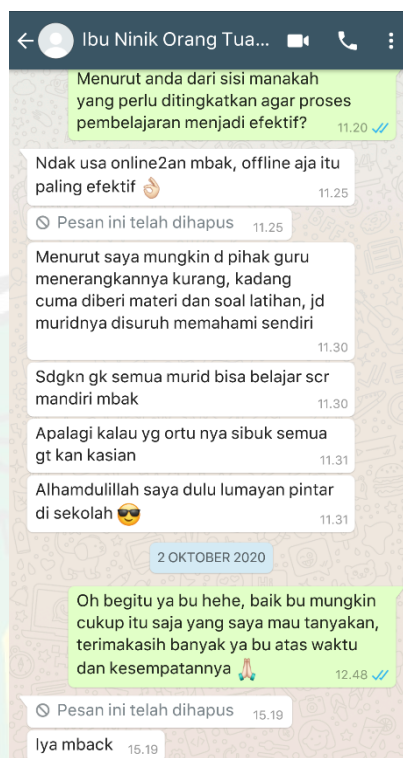
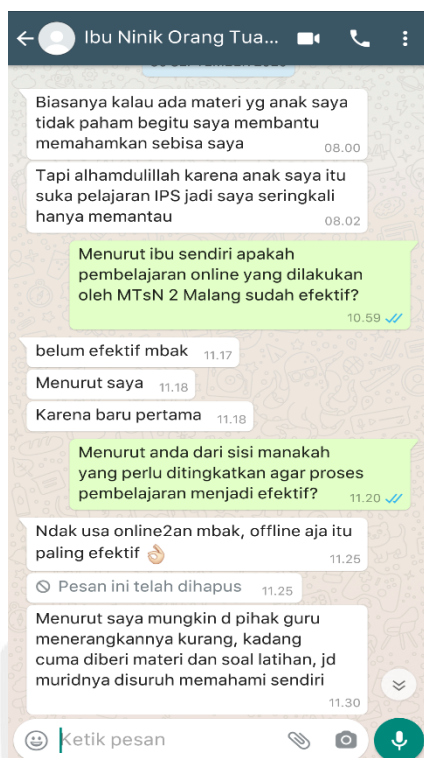
ATTACHMENT 4

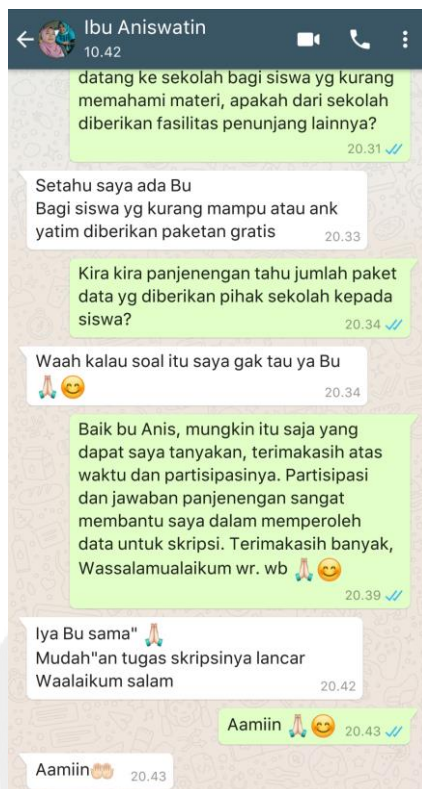
Students and Parents Interview Document











RPP Mr. Sukito, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTS Negeri 2 Malang
Mata Pelajaran	: IPS
Materi Pokok/ Sub Materi	: Perubahan keruangan & interaksi antarruang di Indonesia & negara-negara ASEAN
Kelas/ Semester	: 8 / Ganjil
Alokasi Waktu	: 2 X 40 Menit

Kompetensi Dasar	IPK
3.1 Menelaah perubahan keruangan dan interaksi antarruang di Indonesia dan negara-negara ASEAN yang diakibatkan oleh faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, dan politik.	<ul style="list-style-type: none"> Menyebutkan negara-negara yang termasuk dalam Negara ASEAN Memahami letak dan luas negara-negara ASEAN Memahami kondisi iklim dan geologis negara-negara ASEAN

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyebutkan negara-negara yang termasuk dalam Negara ASEAN
- Memahami letak dan luas negara-negara ASEAN
- Memahami kondisi iklim dan geologis negara-negara ASEAN

B. KEGIATAN PEMBELAJARAN

Kegiatan	Aktifitas Pembelajaran
Pendahuluan	<ol style="list-style-type: none"> Guru menyampaikan salam kepada peserta didik melalui Grup What App (WAG) dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran online tersebut. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan ditengah pandemi covid 19. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya.
Kegiatan Inti	<ol style="list-style-type: none"> Peserta didik melihat materi yang dikirimkan melalui Grup Whats App(WAG) tentang Perubahan keruangan & interaksi antarruang di Indonesia & negara-negara ASEAN . Peserta didik & guru mendiskusikan tentang negara-negara yang termasuk dalam Negara ASEAN, letak dan luas negara-negara ASEAN serta kondisi iklim dan geologis negara-negara ASEAN. Masing-masing siswa mengerjakan Lembar Kerja yang dibagikan guru di Grup Whats App (WAG) dengan panduan pertanyaan yang ada di LK Peserta didik bekerja secara individu untuk menyelesaikan permasalahan dengan mengali informasi dari berbagai sumber . Masing-masing siswa diberikan kesempatan untuk memaparkan hasil kerja individu melalui video call dgrup Whatss App Peserta didik bersama guru mendiskusikan pekerjaan kelompok Peserta didik mendapatkan kesempatan untuk bertanya mengenai materi yang belum dipahami. Peserta didik bersama guru menyimpulkan materi tentang
Penutup	<ol style="list-style-type: none"> Peserta didik diminta melakukan refleksi Guru memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak terkait covid 19. Guru memberikan tugas pembelajaran untuk pertemuan yang akan datang

C. PENILAIAN :

Penilaian Sikap : Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan. Penilaian Pengetahuan : Tugas tertulis Penilaian Keterampilan : Unjuk Kerja Kegiatan pembelajaran online

D. ALAT, MEDIA DAN SUMBER BELAJAR

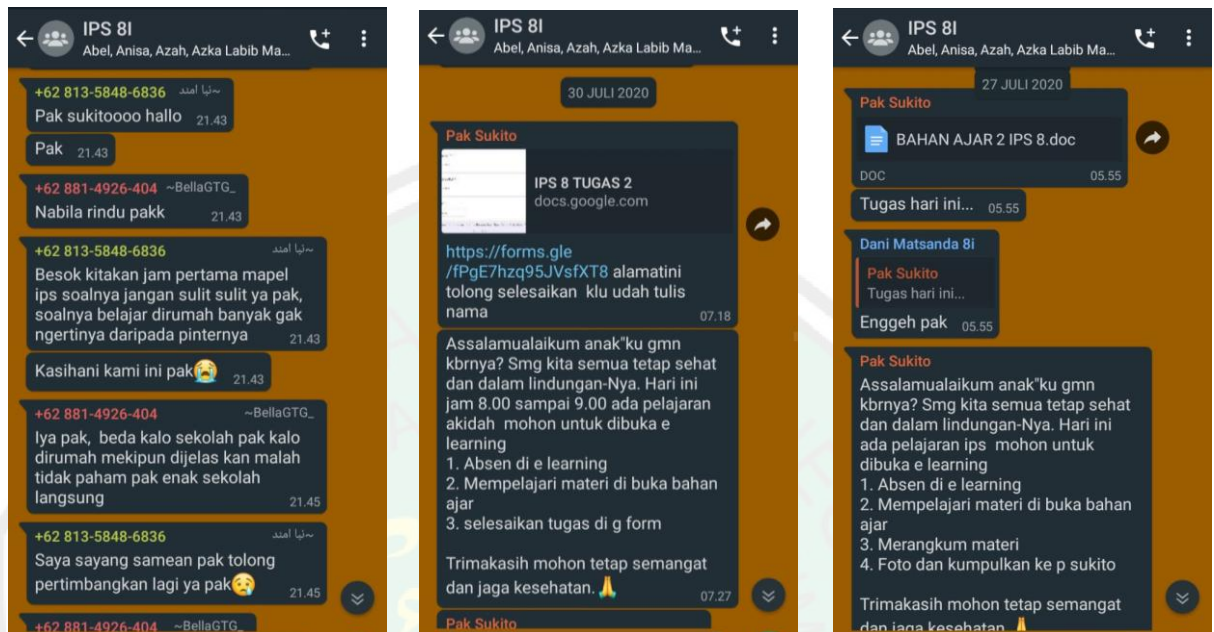
1) Alat : Smartphone, Laptop, Kertas, dan Alat Tulis. 2) Media : Internet, Materi ajar, Lembar Kerja Peserta Didik (LKPD) dan peta tentang Negara-negara anggota ASEAN. 3) Sumber belajar : Buku Guru dan Buku Siswa kelas IX. SMP/MTs Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017. Media Masa cetak maupun media online

Kepala MTsN 2 Malang

Malang, 10 Juli 2020
Guru mata pelajaran

Dra. MARIA ULFAH. M.Pd.
NIP. 19641001199032002

Drs. SUKITO,
NIP. 196106052006041019



Display of E-Learning MTsN 2 Malang and Google Form

[List ujian pada 8 IPS](#)
[\(4\) WhatsApp](#)

[elearning.mtsn2malang.sch.id/teacherkelas/ujian/NjAzMjRZ5w==/OCBJEIQUw==/NjAz](#)

No	Nama	Tanggal Ujian	Waktu	Nilai	Revisi	Aksi	Aksi
1	OKTA FLORENSA FIBIYANTI	03 Agustus 2020 Pukul 08.25.25	22	3	88	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
2	YAYANG TAHZANI JANNATA LIIFIRDAUS	03 Agustus 2020 Pukul 13.30.43	21	4	84	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
3	VIMA ANISA	03 Agustus 2020 Pukul 09.37.22	20	5	80	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
4	RIKA YULI LESTARI	03 Agustus 2020 Pukul 10.42.12	20	5	80	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
5	MOHAMMAD HELMI ROMADHONI	03 Agustus 2020 Pukul 15.18.40	20	5	80	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
6	AZKA LABIB KUIVERA	03 Agustus 2020 Pukul 09.24.18	19	6	76	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
7	ANIDA MITZY MAYSASI ARULANTRI	03 Agustus 2020 Pukul 10.00.43	19	6	76	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
8	AULIA BELQIS	03 Agustus 2020 Pukul 11.15.04	19	6	76	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
9	ADHETA TARUNA ADMODIHARJO	03 Agustus 2020 Pukul 08.32.20	18	7	72	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)
10	BELLA SAFIRA	03 Agustus 2020 Pukul 10.10.57	18	7	72	RESET UJIAN (UJIAN ULANG)	AKTIFKAN(SELESAI MENGERJAKAN)

Total Data : 26 dan ini (1 - 10)

 Sebelumnya

 2
 3
 Selanjutnya

KETERANGAN
 1. UNTUK SOAL ESSAY PENILAIAN DILAKUKAN SECARA MANUAL PADA TOMBOL ANALISIS BUTIR SOAL (TIDAK DIHITUNG BY SISTEM)

4) WhatsApp x List ujian pada 8 IPS x New Tab x +

← → elearning.mtsn2malang.sch.id/teacherkelas/ujian/NjAzMjRZSw==/OCBJEIQUw==/NjAz

ELEARNING MADRASAH (MTSN 2 MALANG) Forum Madrasah Kelas Online Kalender Komunikasi Notifikasi 10 Log







Hallo , Drs. SUKITO Ada 10 notifikasi baru untuk Anda, silakan klik notifikasi

FORUM MADRASAH

Daftar CBT 8 IPS

BUAT UJIAN CBT BARU

Menampilkan 10 Data CETAK EXCEL

NO	JENIS	NAMA	SOAL	WAKTU	TOKEN	AKSI	STATUS
1	Penilaian Harian 3.1 Menganalisis perubahan keruangan dan interaksi antarwilayah di Indonesia dan negara-negara ASEAN yang dikaitkan oleh faktor alam dan manusia (teknologi, ekonomi, pemerintahan, lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, dan politik.	Ulangan Harian 1 Semester Ganjil	25 Soal Kuis 20 Menit	03 Agustus 2020 Pukul 08:23:00 - 04 Agustus 2020 Pukul 09:00:00	22579	     	2 Siswa mengerjakan

Total Data : 1 dan ini (1 - 1) Halaman Pertama Sebelumnya 1 Selanjutnya Halaman Terakhir

KETERANGAN !
 1. Tombol Hasil ujian akan muncul ketika sudah ada siswa yang mengikuti ujian yang Anda Buat
 2. Anda tidak bisa mengubah atau menghapus ujian jika sudah ada Siswa yang mengikuti ujian

4) WhatsApp x List ujian pada 8 IPS x +

← → elearning.mtsn2malang.sch.id/teacherkelas/ujian/NjAzMjRZSw==/OCBJEIQUw==/NjAz

NO	NAMA	WAKTU	SOAL	AKSI
11	HANA ADESTA PURNAMA 03 Agustus 2020 Pukul 12:50:56	18	7	72
12	NAFIDZ FADHIL AL ARIF 03 Agustus 2020 Pukul 15:07:29	17	8	68
13	NAILA AZAHRA FENY MAULIDYAH 03 Agustus 2020 Pukul 16:38:28	16	9	64
14	AMANDA OKTAVIA 03 Agustus 2020 Pukul 10:43:15	16	9	64
15	AZAH BIROTUN NUSCHAH 03 Agustus 2020 Pukul 09:47:22	15	10	60
16	VANNESA GHEFIRA APRILIANTY 03 Agustus 2020 Pukul 10:16:42	15	10	60
17	NABILA AMANDA SANDI WATI 03 Agustus 2020 Pukul 09:15:15	13	12	52
18	ANDINNI SINTYA PUTRI 03 Agustus 2020 Pukul 10:20:48	13	12	52
19	KHENISIA AZURA NURIEL MAHESWARI 03 Agustus 2020 Pukul 11:40:14	13	12	52
20	AINUL YAKIN 03 Agustus 2020 Pukul 13:53:09	13	12	52

Total Data : 26 dan ini (11 - 20) Sebelumnya 1 2 3 Selanjutnya

KETERANGAN
 1. UNTUK SOAL ESSAY PENILAIAN DILAKUKAN SECARA MANUAL PADA TOMBOL ANALISIS BUTIR SOAL (TIDAK DIHITUNG BY SISTEM)

Hasil Ujian Berbasis CBT

RESET SELURUH HASIL UJIAN

CETAK EXCEL x Tutup

Menampilkan 10 Data

Search:

RANK	NAMA	TGL SELESAI	BNR	SLH	NILAI	AKSI UJIAN
21	FATHI ATTAHI ZAKARIA	03 Agustus 2020 Pukul 08:51:42	11	14	44	RESET UJIAN (UJIAN ULANG) AKTIFKAN(SELESAI MENGERJAKAN)
22	DIAN AYU PRANITA	03 Agustus 2020 Pukul 09:18:14	11	14	44	RESET UJIAN (UJIAN ULANG) AKTIFKAN(SELESAI MENGERJAKAN)
23	PERMATA MININDI ROBBY	03 Agustus 2020 Pukul 14:08:11	11	14	44	RESET UJIAN (UJIAN ULANG) AKTIFKAN(SELESAI MENGERJAKAN)
24	MUHAMMAD AZIS FADILLAH	03 Agustus 2020 Pukul 11:45:22	10	15	40	RESET UJIAN (UJIAN ULANG) AKTIFKAN(SELESAI MENGERJAKAN)
25	HAFIZ LODY VADIANSYAH GUSNA	03 Agustus 2020 Pukul 11:43:03	5	20	20	RESET UJIAN (UJIAN ULANG) AKTIFKAN(SELESAI MENGERJAKAN)
26	MIRZA MAULIDIA ANWIAR	03 Agustus 2020 Pukul 18:43:18	0	25	0	RESET UJIAN (UJIAN ULANG) NONAKTIFKAN (SEDANG MENGERJAKAN)

Total Data : 26 dan ini (21 - 26)

Sebelumnya 1 2 3 Selanjutnya

KETERANGAN

1. UNTUK SOAL ESSAY PENILAIAN DILAKUKAN SECARA MANUAL PADA TOMBOL ANALISIS BUTIR SOAL (TIDAK DIHITUNG BY SISTEM)

E-learning Madrasah
Halo Drs. SUKITO, Ada 4 notifikasi baru untuk Anda dalam E-learning Madrasah
Google Chrome - elearning.mtsn2malang.sch.id

elearning.mtsn2malang.sch.id

CBT E-learning Madrasah

Layar Penuh Ukuran Font

Soal No. 2 Dari 25 Soal

Perhatikan peta berikut

a ☐ 4 dan 5

b ☐ 4 dan 6

c ☐ 5 dan 7

d ☐ 6 dan 7

docs.google.com/forms/d/e/

IPS 8 TUGAS 2

* Wajib

Kelas *

Pilih

Nama lengkap *

Jawaban Anda

No. Absen *

Negara Asean yang menggunakan sistem pemerintahan monarki mutlak adalah ... *

5 poin

☐ Malaysia
☐ Thailand
☐ Kamboja
☐ Brunei Darussalam

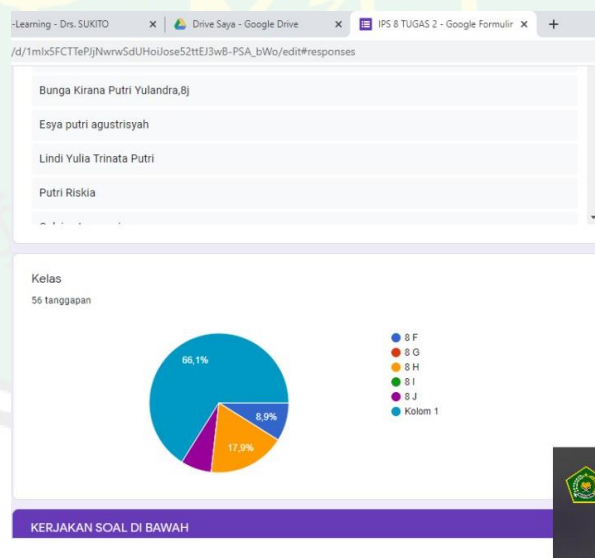
Kembali

Kirim

Jangan pernah mengirimkan sandi melalui Google Formulir.

Konten ini tidak dibuat atau didukung oleh Google.
[Laporkan Penyalahgunaan](#) - [Persyaratan Layanan](#) - [Kebijakan Privasi](#)

Google Formulir



Interview Documentation with Mr. Sukito as Social Studies Teacher



ATTACHMENT 7

Consultation Sheet



STATE ISLAMIC UNIVERSITY OF
MAULANA MALIK IBRAHIM MALANG
FACULTY OF TARBIYAH AND TEACHER TRAINING
Gajayana Street No.50 Telepon (0341) 552398
Website : www.fitk.uin-malang.ac.id. Faksimile (0341) 552398

CONSULTATION SHEET

Name : Talita Rachmata Candra Dewi
NIM : 16130068
Department : Social Science Education
Title : The Effectiveness of Online Learning on Social Studies Subjects
During Covid-19 Pandemic in Class VIII MTsN 2 Malang
Supervisor : Prof. Dr. H. M. Zainuddin, MA
NIP : 196205071995031001

No.	Date of Consultation	Consultation Contents	Signature
1.	01/12/2019	ACC Judul	
2.	02/12/2019	BAB I	
3.	02/03/2020	BAB II, BAB III	
4.	27/03/2020	ACC BAB I, BAB II, BAB III	
5.	27/04/2020	ACC Revisi Ujian Sempuro	
6.	14/07/2020	BAB IV	
7.	08/09/2020	Revisi BAB IV	
8.	29/09/2020	BAB V, BAB VI	
9.	13/11/2020	Revisi BAB V, BAB VI, ACC SKRIPSI	

The Head of Social Science
Education Department

Dr. Alfiana Yuli Efivanti, MA
NIP.197107012006042001

ATTACHMENT 8**Student Biodata**

Name : Talita Rachmata Candra Dewi
NIM : 16130068
TTL : Malang, 11 June 1998
Department : Social Science Education
Faculty : Tarbiyah and Teacher Training Faculty
Year In : 2016
Address : Jl. Rejoasri RT/RW 02/04 Bakalan, Kec. Bululawang,
Kab. Malang
No. Telp : 081352266599
Email : thalitarachma0@gmail.com

Malang, 27th October 2020

Mahasiswa,

NIM.16130068