



The Sociology Learning Pattern of Student's Activeness and Responsibility-Oriented Scientific Approach Through Online Media During the Period of Covid 19 Pandemic

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Abstract. This study aimed to discover patterns in sociology learning using scientific approach that is oriented towards student's activeness and responsibility through online media during Covid-19 pandemic at a high school in West Lombok. The research method used a case study qualitative approach. Data collection techniques were interviews, observations, and documentation. Research subject sampling technique used purposive sampling. The research subject includes teachers who teach sociology subject through online media and students of class X and XI who are involved in sociology learning activities through online media during Covid-19 pandemic. Data analysis used Miles and Huberman model of qualitative analysis which includes several stages: reducing data, presenting data, and drawing conclusions. The results of the study discovered: 1) Planning patterns followed the learning pattern of teachers with media such as: preparing the syllabus, designing lesson plans containing steps for scientific approach activities, involving students in the use of online media; 2) The implementation pattern of the learning followed the pattern of teacher with media, such as: the teacher's sending material, sharing PPT and videos; 3) The evaluation pattern followed the learning pattern of teacher with media, such as: teachers' utilizing WhatsApp, google classroom and google form in conducting an evaluation containing multiple choice and long answer questions, as well as assignments; 4) The Orientation of students' activeness encompasses completing independent and group assignments, reading independently, asking questions, typing reading results and sending assignments, looking for answers in google, sharing answers and questions with friends, helping friends to understand; 5) The orientation of students' responsibilities includes collecting assignments based on due dates, reading PowerPoints shared by the teacher, watching videos shared by the teacher, observing surrounding environment, asking questions, presenting, and completing practice questions shared by the teacher.

Keywords: Online · Learning · Scientific · Sociology

1 Introduction

Covid-19 pandemic in Indonesia affects the education sector, especially learning. Due to this, the government, through the Ministry of Education and Culture, issued circular

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letter No. 4 of 2020, ordering education providers for basic to higher education level to implement simultaneous shared learning system through personal computers or laptops that are connected to internet network connection (online) as an effective media to use during the pandemic. Herliandry, et al. stated that online learning is an effective solution for activating classrooms even though schools have closed because time and place are at risk during this pandemic [1]. As for the alternatives, there are various online media platforms that can be chosen, such as WhatsApp, WhatsApp Web, Google Classroom, Google Group, Team Link, Microsoft Teams, Kaizala Microsoft, and Google Hangouts [2]. However, the use of these media during learning cannot be separated from the problems faced by teachers and students. Engko & Usmani's research in 2020 finds that during online learning the internet network was unstable, and the applications and knowledge had not been used and conveyed effectively. In addition, students have difficulty in understanding the material, difficulty in doing assignments, concerns about the next assignment as well as difficulties regarding the availability and condition of the internet network, and technical issues [3].

These problems require solutions that are able to encourage the emergence of independent learning and students' motivation to be more active in learning [4], such as the application of the scientific approach according to the mandate of the 2013 curriculum. Why scientific approach? Sholikha (2020) found that the implementation of the scientific approach has been proven to be effective in facilitating teachers in the learning process which can increase creativity, critical thinking, and students' understanding ability in learning economics [5]. Lestari (2020) added that the implementation of scientific approach with the use of computer multimedia can improve students' learning outcomes. Likewise, sociology teachers at a school in West Lombok Regency have also implemented scientific approach for sociology learning through online media [6]. The results of the interview obtained the information that during the pandemic of Covid-19, sociology learning had implemented scientific approach as outlined in the 2013 Curriculum Learning Implementation Plan through online media such as Google Classroom, WhatsApp, Video Conference, and Google Form.

Considering these facts, it is hoped that teachers will be able to develop innovative learning with a scientific nuance to direct students to activeness and responsibility through the use of online media. Therefore, the title of this study is "The Sociology Learning Pattern of Student's Activeness and Responsibility-Oriented Scientific Approach through Online Media during the period of Covid 19 Pandemic". The formulation of the problem is *How are the pattern of planning, implementing, and evaluating scientific approach that is oriented on students' activeness and responsibilities through online media for sociology learning during the covid 19 pandemic?* Meanwhile, the purpose of the research is to find planning, implementation, and evaluation patterns of sociology learning's scientific approach, oriented towards students' activeness and responsibility through online media during the covid-19 pandemic. The contribution of this research is that sociology learning is able to adapt or make changes according to the situation and conditions in its teaching by teachers as facilitators who are able to give benefits for students to be more creative through online media technology during the pandemic of covid-19. This research is important due to the educational process that requires active, creative, effective, and fun learning activities even though it is an online learning process.

2 Methods

This study uses a qualitative case method approach and attempts at finding facts in the form of the pattern of sociology learning's scientific approach that is oriented towards students' activeness and responsibilities through online media during the covid 19 pandemic. The research was carried out in one of the secondary schools in West Lombok Regency. The research subjects were sociology teachers who taught class X and XI, as well as students in class X and XI who studied sociology using online media during the covid 19 pandemic. Data collection was done by observation, interviews, and documentation. The data obtained were analyzed using a qualitative descriptive analysis from the Miles and Huberman model with three processes, namely data reduction, data presentation, and concluding.

3 Results and Discussion

3.1 Data Presentation

The Scientific Approach is one of the characteristics of the 2013 curriculum whose application applies to all subjects, including sociology at the high school level. Even though the world of education is currently facing the Covid-19 pandemic, sociology learning based on the Scientific Approach takes place as usual through the use of online media such as WhatsApp, Video Conference, Google Form, and Google Classroom. Sociology teachers try to carry out the learning process in three stages of activity, which are planning, implementation, and evaluation. Each stage has a pattern in its application. Tables 1, 2 and 3 is a presentation of the data collected from the results of interviews and observations.

3.2 Discussion

Based on the results of the data, it was found that during the application of the pattern of sociology learning's scientific approach that is oriented towards students' activeness and responsibilities through online media during the covid 19 pandemic in one of the secondary schools in West Lombok Regency, a visible pattern was obtained, which is the learning pattern of teacher-media with students at planning, implementing and evaluating stages. For more details, look at the following presentation:

3.2.1 Teacher-Media Pattern with Students for the Planning Stage of Scientific Approach Sociology Learning

Planning is a teacher's activity in planning a learning activity which includes the preparation of learning tools such as lesson plans, worksheets, media, and learning evaluations that refer to the existing syllabus. Likewise is the planning for sociology learning based on a scientific approach through online media during the Covid-19 pandemic at a school in West Lombok Regency. Sociology teachers plan to teach activities through online media using the WhatsApp application.

Table 1. Summary of data presentation Planning patterns

NO	OBJECT	RESULT	CATEGORY	CONCEPTUALIZATION
1	Online media applications used to teach sociology during the current covid-19 pandemic	WhatsApp, Google Meet, Video Conference, Google Classroom Mostly WhatsApp	Online WhatsApp Google Meet Video Conference Google Classroom	Online internet application
2	How to plan scientific approach-based sociology learning through online media	Reference syllabus lesson plan based on 5 M Preparing lesson plan Preparing students Involve students in preparing android phone Material can be shared via WhatsApp	Online WhatsApp Syllabus Lesson Plan Students' Involvement Preparing handphone Download material from the internet Sending materials to read	Stages of planning Teacher-media patterns with students

Table 2. Summary of the implementation pattern on data presentation

No	Object	Result	Category	Conceptualization
	Learning Implementation Activities			
1	Preliminary activities of scientific approach through online media sociology learning	<ul style="list-style-type: none"> • Conduct indirect preliminaries • Relate old to new material • Deliver the learning objectives • Provide stimulus, students respond 	WhatsApp online preliminary activities <ul style="list-style-type: none"> • Indirect • Apperception • Convey the aims and objectives of the study • Students respond 	Stages of Preliminary Implementation of teachers'-media pattern

(continued)

Table 2. (continued)

No	Object Learning Implementation Activities	Result	Category	Conceptualization
2	The main activity of learning sociology scientific approach through online media	Delivering material from WhatsApp, Video Call WhatsApp <ul style="list-style-type: none"> • Send PowerPoint • Send Video • Send e-Modul • Ensure that students already have the material beforehand because if they don't have the material then they can't observe • Provide materials, videos or modules • Give assignments or projects to find information in videos or materials and then they observe • Ask those who don't understand • Gather the information through video and watch it • Process data and send worksheets • Communicate assignments via mobile phone and videos. Students who have mobile phones with large memory capacities can go through video calls so that it becomes like a tutorial. 	The main activity from WhatsApp, Google classroom <ul style="list-style-type: none"> • Reading • Literacy • Watching • Asking questions • Finding information • Observing surrounding environment • Taking notes • Assignments • Tutorials 	Stages of Main implementation of Teacher -Media Pattern

(continued)

Table 2. (continued)

No	Object	Result	Category	Conceptualization
	Learning Implementation Activities			
3	Sociology Learning's scientific approach oriented towards students' activeness	<ul style="list-style-type: none"> • Giving online assignments for students to do on their own • Students must have material on Whatsapp • Students read the material and then the teacher gives students the opportunity to ask questions • Students take pictures of themselves while doing their own work • Students summarize in their own words what they have read. 	Activeness <ul style="list-style-type: none"> • Independent work assignments • Independent reading • Opportunity to ask questions • Summarize what has been read in your own words • Searching for answers on google search • Share/ discuss with friends • Teach friends who do not understand the answers to questions asked by the teacher 	Stages of the main implementation of the teachers'-media pattern oriented towards activeness.
4	Sociology Learning's scientific approach oriented towards students' responsibility	<ul style="list-style-type: none"> • Collecting assignments based on the due dates • Cooperation in assignments • There is a division for discussion, there is a leader (inviting friends to gather for discussion), a secretary (to edit and type) Members (to search for sources or download pictures). 	Responsibilities <ul style="list-style-type: none"> • Assignment time has been determined • Reading PowerPoint • Watching videos • Observing the surrounding environment • Making videos • Opportunity to ask questions • Presentation • Answering questions • Collecting • Completing practice questions 	Stages in the main implementation of the responsibility-oriented pattern

Table 3. Summary of Evaluation pattern data presentation

No	Aspect of Questions	Result	Category	Conceptualization
1	How to evaluate sociology learning’s scientific approach through online media	Multiple choice, then a link is provided to collect assignments. Multiple choice answers are standard, while essays are arbitrary. This means that students are free to use media, for example in the form of posters or in the form of document formats that can be typed using Word, PowerPoint, posters, and Canva.	Online media Whatsapp, Google classroom, Google form Link <ul style="list-style-type: none"> • Assignments • Multiple Choice • Essay 	The Stage of Evaluation for Teacher with media Pattern

The planning pattern follows the teacher-media pattern with students, which follows several stages, which are: 1) The teacher prepares a syllabus in order to see which activities of which competencies roughly lead to a scientific approach, like observing, asking, trying, gathering information, and communicating; 2) the teacher develop a learning implementation plan as a follow-up for each competency in the syllabus. It contains the steps of student activities that lead to observing, asking, trying, gathering information, and communicating. In observing activities, students are planning to carry out literacy, read material sent by the teacher via WhatsApp, and download it from the internet. In questioning activities, students are planning to ask about material that has been read and the procedure for solving it via Whatsapp chat, students try to plan activities in groups of fellow friends collaborating to find a fact. Regarding the material being studied, communication activities are planned for students to make presentations through group representatives by making videos according to the allotted time; 3) involvement of students. Students are involved in preparing the tools used while participating in Scientific Approach-sociology learning through online media such as mobile phones with the reason that they are more effective than other tools such as laptops, especially for the purpose of delivering material and directly downloading the material learned on the internet as long as they have a quota.

3.2.2 Teacher with Media Learning Patterns for the Implementing Stage of Scientific Approach Sociology Learning

The implementation of learning is an ongoing activity of delivering material by the teacher according to the plan. The implementation of learning is carried out with stages of activities including the preliminary stage, main stage, and the closing stage. Likewise, the implementation of learning sociology scientific approach is oriented toward activeness

and responsibility through online media during the Covid-19 pandemic in one of the secondary schools in West Lombok Regency. Each stage has a special way that is done by the teacher to facilitate students which leads to the scientific approach, like observing, asking questions, trying to collect information, and communicating. In the preliminary activity, the online media used was the Whatsapp application. The learning activities carried out include; 1) apperception activities, namely typing the link between the old material and what will be studied; 2) Motivational activities, namely typing stimulus sentences to students like *you must be active even though we learn online*, student responses: *yes, teacher*; 3) Activities convey the objectives and purposes of learning the subject matter, like typing learning objectives.

At the main stage, the application used are Whatsapp and video call. The implementation technique is preceded by the teacher sending material according to the subject in PowerPoint, video, or e-Module formats to students. Then students read the PowerPoint and E-modules, watch the video provided, and observe the surrounding environment (Observing). From the results of reading, watching, and observing the surrounding environment, students are given the opportunity to ask (Asking) about material that is not understood and accompanied by assignment activities in the form of questions to be answered such as "try to give examples of social groups that exist around your environment, family environment". Students look for information from videos that have been shared and students answer the questions asked (Gathering information) in groups. After the information or answers are obtained, it is then presented through a Video call application by means of a representative by one person (Communicating).

The last stage of the learning activity process is the closing activity using WhatsApp. The forms of activities include; 1) the teacher gives homework to students according to the specified time; 2) providing feedback from assignments that have been given previously; 3) providing direction for both those who already understand and those who do not understand; 4) A thank you from the teacher by means with the learning activities that have been followed and the tasks that have been done.

3.2.3 Teachers with Media Learning Patterns at the Evaluation Stage of Scientific Approach Sociology Learning

At the evaluation stage of learning the sociology scientific approach through online media, the teacher gives questions to students in the form of multiple-choice, descriptions, and assignments. The online media used are WhatsApp, google Forms, and google classroom. Evaluation of learning using WhatsApp by the teacher was done by typing the questions posed to students. Meanwhile, the evaluation using the Google Form and Google Classroom applications is carried out by the teacher sending a link to the students. Meanwhile, evaluating the form of assignment is by sending assignments independently via WhatsApp.

Therefore, the pattern of planning, implementing, and evaluating the sociology of scientific approach learning through online media during the Covid-19 pandemic in one of the secondary schools in West Lombok Regency follows the teacher-media learning pattern with students and the media learning pattern according to Barry Moris [7]. This means that the planning, implementation, and evaluation of the learning sociology scientific approach utilizes various learning media as learning resources so that students

can obtain information from various media and online in the form of WhatsApp, Google Classroom, and Google Form applications. This research is in accordance with previous research on learning the application of the scientific approach using online media, including; 1) research by Nindy Ivalyn, et al. (2020) found that online learning with a scientific approach assisted by the Edmodo platform can improve mathematical problem-solving abilities and positive student responses better than only scientific approach [8]; Mega Faradilla, et al. (2021) describes the planning process and implementation process using a scientific approach in online learning in social science subjects for class VII at SMP Negeri 4 Samarinda has met scientific rules [9]. Likewise, the research results of Umi Hartati, et al. (2021) that the application of the Flipper Classroom learning method with a scientific approach assisted by WhatsApp in learning mathematics shows student learning outcomes in learning an average of 81.48% and it is stated that students complete the minimum completeness criteria [10].

Meanwhile, during the implementation of the scientific approach-sociology learning pattern through online media during the Covid 19 Pandemic in a secondary school in West Lombok Regency, efforts have been made to orientate it towards student's activeness and responsibility. The activities that arise include a variety of student activities such as completing independent and group assignments, students reading independently, students being given the opportunity to ask questions, students typing reading results and sending assignments, looking for answers on google, sharing answers to questions posed by the teacher to fellow friends, helping teach an uninformed friend. While the student responsibilities that arise include students collecting assignments according to the specified time, students reading the PPT shared by the teacher, students watching videos shared by the teacher, students observing the surrounding environment, students asking questions according to the opportunities given by the teacher, students presenting, students complete the practice questions shared by the teacher.

4 Conclusion

The pattern of planning for learning sociology scientific approach is oriented towards student activity and responsibility through online media during the pandemic of Covid-19 in a high school in West Lombok Regency followed the learning pattern of teacher-media with students such as preparing a syllabus, designing lesson plans containing steps for scientific approach activities, and student involvement in the use of online media. Furthermore, the implementation and evaluation pattern follow the teacher-media learning pattern such as completing independent and group assignments, reading independently, asking questions, typing reading results and sending assignments, looking for answers in google, sharing answers to questions with friends, and helping friends who do not understand. Finally, the orientation of student responsibility includes collecting assignments according to the specified time, reading the PowerPoint shared by the teacher, watching videos shared by the teacher, observing the surrounding environment, asking questions according to the opportunities given by the teacher, presenting, and completing practice questions shared by the teacher.

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