



# Optimizing the Role and Function of Teachers in History Learning in the Time of the Covid 19 Pandemic

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**Abstract.** This research involves a history teacher at a high school in Manado city who already has an Educator Certificate, with a focus on research problems related to how the efforts of teachers to carry out their roles and functions in history learning during the last two years during the Covid 19 Pandemic. Data analysis was carried out covering three subprocesses, namely description, analysis and interpretation. The results of this study are: a. The history teacher knows the students personally, b. Before starting the History lesson, the History Teacher always asks questions related to the past material that has been studied, c. The History teacher never conveys about the learning objectives before carrying out the lesson, d. The duration of studying History is uncertain during the Pandemic period, e. In online learning, the History teacher provides an opportunity for joint discussions about the subject matter, f. Even though learning is online, the learning atmosphere is well packaged and students are actively learning, g. During online learning, the History Teacher continues to foster students who are lazy to study, h. History Learning in class Students online use media in the form of video films or power point presentations, i. History learning during the Pandemic period did not provide opportunities for students to ask questions, j. Learning History during the Pandemic provides Students with assignments that develop communication and problem solving skills, k. Teacher History Students do not form Whatsapp Groups with classmates, l. History teacher in class Students are skilled in using digital media in learning, m. History teacher is able to explain the material systematically and mastery of the material is very good, n. The History teacher explains the material using other sources, o. History teacher is able to manage online classes well, p. History learning is fun because the learning is dynamic and is supported by interesting media such as films, pictures, q. History teacher acts decisively in disciplining students in online classes, r. In the implementation of the History Test, the questions given varied in the level of difficulty, s. History Deuteronomy questions are more about understanding and analyzing a historical event, t. History teachers are able to develop learning materials by utilizing other material sources..

**Keywords:** Optimization · Roles and Functions of Teachers · History Learning · Covid 19 Pandemic

## 1 Introduction

The Covid 19 pandemic that hit the whole world in early 2020 until now has given rise to the complexity of the problems of human life, including the world of education. The world of education is “forced” to shift the implementation of learning from face-to-face meetings (offline, on-site) to online learning (online) by utilizing various communication technology applications such as Zoom Meeting, Google Meet and so on. The transfer of learning with the help of technology has forced all components of education, especially teachers, to design learning in such a way as to their roles and functions so that the quality of learning is maintained..

It is understood that the role and function of the History teacher in the 21st century has a strategic position; Some of them have to deal with various influences on nationalism that threaten the life of the nation and state.

Winarno Surakhmad (2007: 17) states that the teacher’s will is the beginning of power without cost, which is in the hands of the teacher himself, and is completely under the control of the teacher himself. With the strong will of each teacher, the skills needed can begin to be built; with will, building relative ability becomes easier. On this basis, during the Covid 19 Pandemic (2020 - present) it is interesting to study professional teachers of Indonesian History subjects at the high school level in applying their roles and functions amid various limitations due to the implementation of the Health Protocol.

Research that is relevant to this research is the research of Mesra et al. [1] As a result, the application of the BACA DULU learning model is structured into 6 activities, namely the compilation of teaching program designs, the socialization of the BACA DULU learning model to students.

Then also research from Mesra et al. [2] The results of this study are; Positive influence of online-based learning media on social studies subjects: Increased competence of teachers and students in using social media for social studies learning, Teachers are more flexible in elaborating social studies teaching materials by providing real examples that are viral on social media, Opening new job opportunities for students.

Then it is relevant to Imbar dan Mesra [3] research The results of this study are; The Crucial Factors in the Management of History Learning in the Pandemic Period (Studies at the Department of History Education at Unima) are as follows; driving factors: the Unima learning management system (LMS), the quota subsidy from the government, lecturers and students have plenty of time to prepare for online learning from their homes.

Then research from Mesra et al. [4] the results of this study were found as follows; Student behavior when learning online: students who actively follow the direction of the lecturer, students who are indifferent to the direction of the lecturer.

Based on the description above, researchers are interested in conducting research on Optimizing the Role and Functions of Teachers in History Learning in the Covid-19 Pandemic Period.

## 2 Research Method

The research that will be carried out is a descriptive research in the form of a survey according to Andreas B. Subagyo [5]. Data collection techniques using observation

techniques and questionnaires and interviews. Observation techniques were carried out to obtain data on the number of history teachers and students spread across schools. Questionnaires and interviews were used to collect data related to the focus of the research, namely optimizing the role and function of teachers in history learning during the pandemic.

Data analysis technique in qualitative research is a data processing process by arranging the data sequence, organizing it into a pattern, categorizing, and describing it. [6]. In this study used data analysis model from Miles and Huberman [7] Miles and Huberman divide data analysis in qualitative research into three stages.

### 3 Results and Discussion

This study involved a history teacher at a high school in the city of Manado who already had an Educator Certificate, with a focus on research problems related to how the efforts of teachers to carry out their roles and functions in history learning during the last two years during the Covid 19 Pandemic. Based on the results of the research above, the researchers drew several conclusions from this study, the researchers identified 20 of Optimizing the Role and Functions of Teachers in History Learning in the Covid-19 Pandemic Period, namely.

- a. History teachers know the students' personalities well. Seen in the Fig. 1.

Based on the picture above, we can see that basically students agree that the history teacher has the ability to recognize students well with about 40 choices agree.

- b. Before starting history lessons, the history teacher always asks questions related to the past material that has been studied. Seen in the Fig. 2.

Wina Sanjaya [9] provide a description of the role and function of the teacher in detail, namely: First, the teacher as a learning resource; the role and function of the teacher as a learning resource is closely related to the mastery of the subject matter.

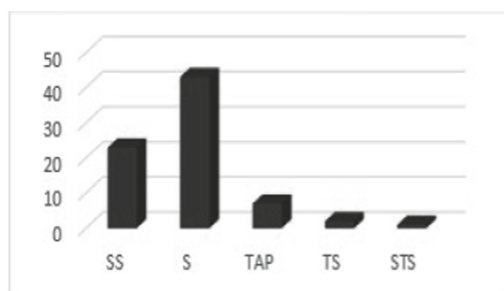


Fig 1. .

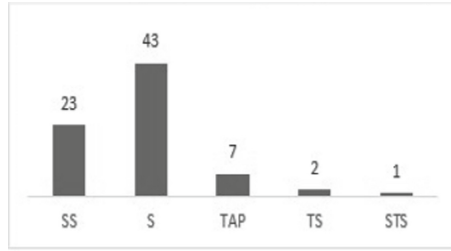


Fig 2. .

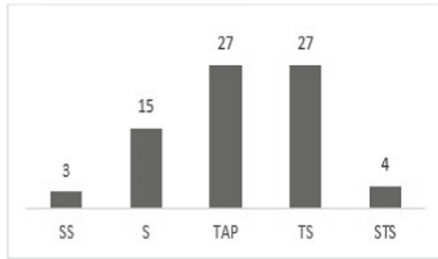


Fig 3. .

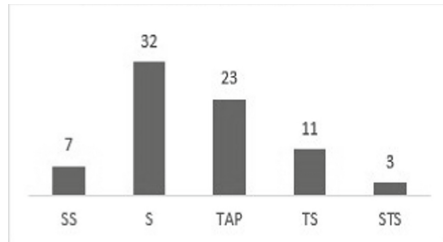


Fig 4. .

c. The History teacher never forgets to convey about the learning objectives before carrying out the lesson. Seen in the Fig. 3.

Before starting learning, a teacher must of course also convey the learning objectives or related to the material to be delivered at the meeting.

d. The duration of time to study History is uncertain during the Pandemic. Seen in the Fig. 4.

During the COVID-19 pandemic, of course, many things were affected, including the learning process for teaching history subjects in high school to the erratic and often changing learning time. As seen in the graphic image shows 32 students agree with the statement of course because they feel the learning process themselves.

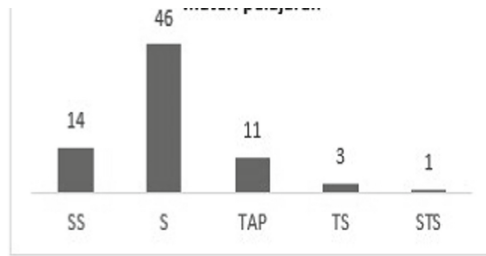


Fig 5. .



Fig 6. .

- e. In online learning, History teachers provide opportunities for joint discussions about subject matter. Seen in the Fig. 5.

In addition to the lecture method, a teacher must of course be able to provide other variations in terms of choosing learning methods and applying them to students, one of which can use the discussion method even though it is virtual or online.

- f. Even though learning is online, the learning atmosphere is well packaged and students are actively learning. Seen in the Fig. 6.

Of course, it is a challenge for a teacher when dealing with online learning and a teacher must try to manage online learning in new ways and innovations that can support online learning.

- g. During online learning, the History Teacher continues to foster students who are lazy to study. Seen in the Fig. 7.

Of course, there are so many problems that arise during online learning, mainly related to the difficulty of monitoring student activities during online learning and of course also learning from sometimes making students lazy to follow the teaching and learning process.

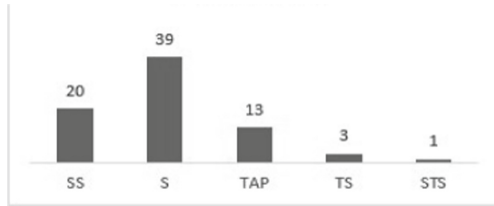


Fig 7. .

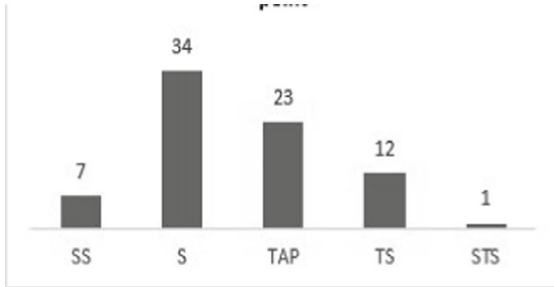


Fig 8. .

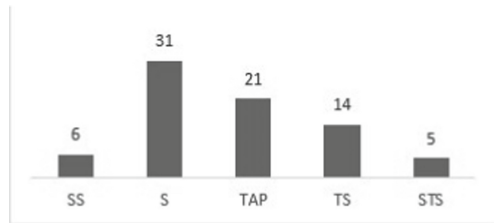


Fig 9. .

h. Learning History in class Students online use media in the form of video films or power point presentations. Seen in the Fig. 8.

Variations in learning will greatly assist the teaching and learning process during the pandemic in order to avoid boredom both from students and from the teacher himself. Teachers as facilitators..

i. Learning History during the Pandemic did not give students the opportunity to ask questions. Seen in the Fig. 9.

Online learning of course also has its own problems and not all learning methods can work well in certain conditions, for example because of the broken network experienced by both a teacher and a student so that for example the opportunity to ask questions is reduced.

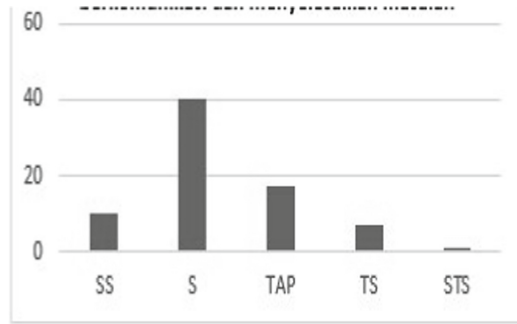


Fig 10. .

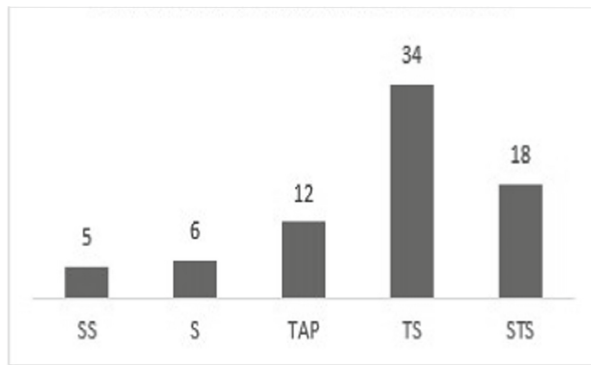


Fig 11. .

- j. Learning History during the Pandemic provides Students with assignments that develop communication and problem solving skills. Seen in the Fig. 10.

Sometimes when we are faced with a problem, it will directly stimulate our creativity in solving the problem, as well as online learning questions, every problem faced by teachers and students will require both of them to find a way out of the problem.

- k. History Teacher Students do not form Whatsapp Groups with classmates. Seen in the Fig. 11.

In certain conditions a teacher must train students to think independently or in groups so that the teacher’s position is no longer providing all the paths but also must provide challenges to students.

- l. History teacher in class Students are skilled at using digital media in learning. Seen in the Fig. 12.

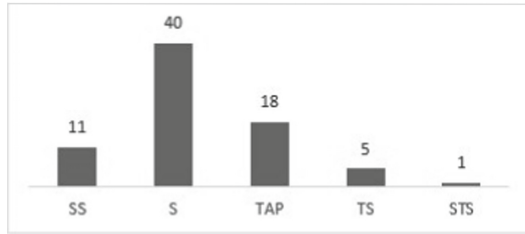


Fig 12. .

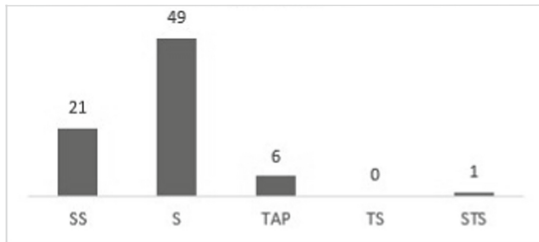


Fig 13. .

History Learning during the Covid-19 Pandemic also provides a great opportunity for teachers to surf with various online learning applications optimally to ensure that History learning remains of high quality even in difficult times.

- m. History teacher is able to explain the material systematically and mastery of the material is very good. Seen in the Fig. 13.

Teachers as Learning Resources; the role and function of the teacher as a learning resource is closely related to the mastery of the subject matter. Mastery of subject matter is closely related to the professional competence of teacher.

- n. The History teacher explains the material using other sources. Seen in the Fig. 14.
- o. History teacher is able to manage online classes well. Seen in the Fig. 15.

Knowledge is always evolving. It is the same with historical knowledge.

- p. History learning is fun because the learning is dynamic and is supported by interesting media such as films, pictures. Seen in the Fig. 16.

The teacher does not only play a role and function in the classroom when carrying out learning tasks; but more than that, the teacher becomes a “role model” for students in applying the values of life and the knowledge gained.



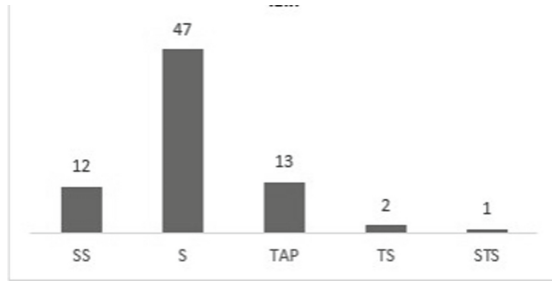


Fig 14. .

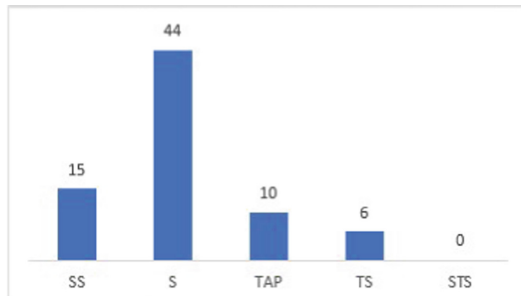


Fig 15. .

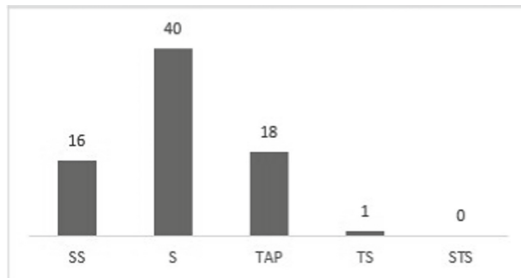


Fig 16. .

q. History teachers act decisively in disciplining students in online classes. Seen in the Fig. 17.

In the online learning process, of course, many students also become undisciplined, so a teacher needs to act more decisively in guiding students..

r. In the implementation of the History Test, the questions given vary in the level of difficulty. Seen in the Fig. 18.

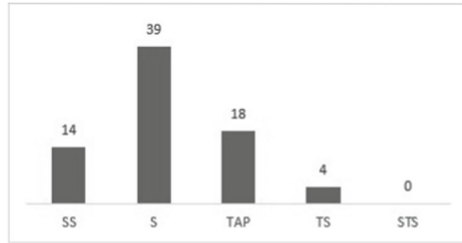


Fig 17. .

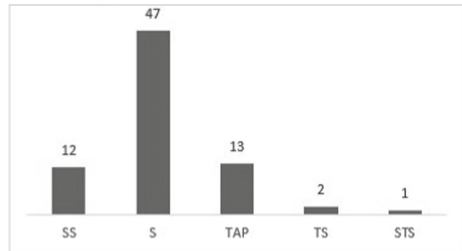


Fig 18. .

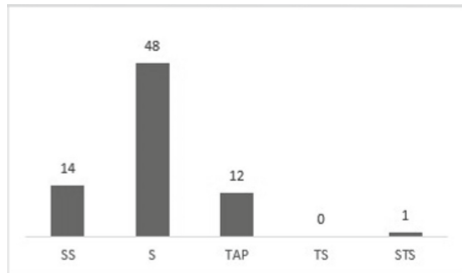


Fig 19. .

As an evaluator does not mean that the teacher is a determinant of the success of student.

- s. History Deuteronomy questions are more about understanding and analyzing a historical event. Seen in the Fig. 19.

History Lessons by Isjoni [11] is a subject that instills knowledge and values regarding the process of change and development of Indonesian society and the world from the past to the present.

- t. History teachers are able to develop learning materials by utilizing other material sources. Seen in the Fig. 20.



**Fig 20.** .

Various applications such as e-learning, google meet, zoom meeting are the dominant applications used as virtual classrooms. Of course this requires extra abilities for teachers, especially in applying their roles and functions in the learning process; including mastery of skills to operate virtual learning.

## 4 Conclusion

Based on the results of the research above, the researchers drew several conclusions from this study, the researchers identified 20 of Optimizing the Role and Functions of Teachers in History Learning in the Covid-19 Pandemic Period.

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