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The Efficiency of Application of Social Media in History Learning at Junior High School

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ARTICLE INFO	ABSTRACT
	Using the appropriate learning resources is crucial to making progress towards one's educational objectives. The use of electronic resources for education increased during the Covid-19 epidemic. Because of this, educational technology in Indonesia can now develop in a new direction. This research aimed to evaluate the efficacy of using social media apps to teach history in the classroom. Quantitative research methods and testing procedures were used in this investigation. Fifty instructors participated in the study, representing Bandar Lampung, Bekasi, East Jakarta, Bogor Regency, and Tangerang City schools. There are 22 male instructors and 28 female teachers across the 24 elementary schools, 14 middle schools, and 11 high schools. History classes also make use of digital learning materials. Methods of descriptive quantitative research. The theoretical study of history can establish and foster a sense of nationalism in the younger generation. Hence history education plays an important role. However, a student-friendly learning medium is required to transmit theoretical study knowledge.

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1. INTRODUCTION

Education is an essential part of humans. Through education, it can shape the character of the nation's children with integrity through values in the learning process. Learning patterns will have an impact on the results of achievement in learning. In education in Indonesia, the development of learning continues to change according to the times. This is shown because of the significant development of

learning media in schools. The effect of changes in learning patterns is caused by the development of the times so there are changes in the dynamics of learning. The development of learning media has an influence on the achievement of success indicators, especially in the current technological era. Technology-based learning media is a solution to advance education and can change the world of education based on traditional media into technology-based learning media. In an increasingly turbulent, uncertain and complex phase of the world, change is bound to happen. This dynamic confronts and challenges individuals through an explosion of knowledge, leading to an evolving set of societal problems (Zamora & Zamora, 2022). However, it should be noted that the pattern of choosing the learning media used by the teacher must be in accordance with the achievement indicators that have been set in learning so that the media and the learning process will get significant results in learning.

Successful indicators of knowledge transfer to students can be affected by the selection of appropriate learning medium. This has implications for the role of teachers in selecting instructional materials for their classrooms. Education must undergo a radical transformation, and communication and learning processes must be reconstructed, because digitisation is permeating all area of our life (personal, academic, professional, and social) at an ever-increasing rate (Gisbert Cervera & Johnson, 2015). Learning media in the age of digitalization must change with the times if it is to yield meaningful learning outcomes. During the recent COVID-19 outbreak, for example, many people turned to digital learning resources. As a result of the COVID-19 pandemic and the turbulence caused by rapid technology advancement, the education sector has jumped on the hybrid learning bandwagon.This has been proven by several researchers (Setiawan et al., 2022). Students can do better in their courses if they give thought to the strategies they use to learn in an online setting (Dikmen, 2020).As a result, we consider the importance of creating new learning opportunities that combine online and in-person instruction so that students can gain knowledge in a variety of contexts and evaluate how their own knowledge stacks up against that of others' (Fernández-Ferrer & Espinoza-Pizarro, 2022). Teachers as role models, online educators see firsthand how students' resiliency is tested by the challenges of online learning during the COVID-19 pandemic (Sumalinog, 2022). Having these abilities will help you implement a successful learning strategy. Students in the applied education system are more likely to procrastinate on their homework because they find the monotony of the material unappealing (Budiarti, Kurniawan, & Rohana, 2022).

Students' increasing reliance on mobile and social media applications for studying has important implications for the future of online education. Students can learn at their own pace with the aid of mobile learning. In addition, the Department of Basic Education (DBE) sees mobile learning as a means by which students can engage in self-regulated study (Chibisa & Mutambara, 2022). Distance education is hardly new in Indonesia. Distance learning has been used as part of an initiative to improve education for the Indonesian people ever since the field of education embraced technological advancements. The location, size, and diversity of Indonesia's archipelago are all factors in the country's positive outlook towards its implementation. When done well, distance learning may be an engaging and effective method of education (Octaberlina & Muslimin, 2020). Improving both technology-assisted instruction and competency testing in the same setting will be a major issue for the hybrid classroom of the future (Peceo-capilla et al., 2022). Researchers say that a learning media that can be utilised by instructors is needed based on the results of preliminary research acquired in the field, as well as previous research and the conditions of the learning process during this pandemic owing to limited interactions with teachers. Learning from Home (Ningrum, Muslim, & Siregar, 2022) uses students to replace the teacher's physical presence in the classroom.

Student thinking can be bolstered by the usage of media in education (Tarmini, Safi, & Hikmat, 2022). Students' ability to analyse and reason with their grasp of the learning process can be fostered through the usage of digital media in the classroom. The use of digital-based learning media introduces a new learning pattern, analogous to the patterns of reasoning that might be made during the course of studying history. Teachers of the past should be well-versed in and up-to-date on the many information and communication technology (ICT) tools and programmes that can be utilised to improve historical education (Haydn, 1981). People all over the world communicate and share information through social

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media platforms. Everyone today uses social media regularly; it's no longer a novelty (Nurjannah et al., 2021). YouTube, for example, offers a wide variety of learning content that can be tailored to individual students' interests and needs (Vinnie, 2021). Students can access more relevant information, join study groups, and integrate with other efficient learning platforms because of the widespread usage of social media in the classroom (Sasikala, Rajam, & Prema, 2021). Young people generally view history classes as dull and uninspiring. This could be because the curriculum is not relevant to the students' lives and experiences. Using mobile devices equipped with georeferenced software and local history and heritage resources as part of a collaborative experimental method to learning historical topics from standard curriculum is one potential solution to this problem.As of 2014 (Magro, De Carvalho, & Marcelino).

The Internet has provided educators with a wealth of tools for developing innovative classroom settings. Web-based education and Web-based enriched learning are the two primary models for using the Internet and Web teaching networks for global learning (Han, 2022). As a result of technological advancements, social media now plays an important part in the 21st-century EFL classroom (Lu, Han, & Jank, 2022). Students' usage of social media can have both positive and negative effects on their mental health, depending on whether they utilise it strategically or become addicted to it. Students who have a strong sense of historical self-efficacy are better able to explain historical events using evidence from reliable sources, reducing the likelihood that misinformation about the nation's past will spread. When students have faith in their own abilities, they are more likely to seek out relevant historical materials. Students who have confidence in their own abilities are more likely to use historical information to construct an explanation for an unfamiliar occurrence (Nisa & Suprijono, 2021). This research aims to evaluate the usefulness of social media (apps) for academic purposes, namely the study of history.

2. METHOD

The quantitative descriptive method was used in this study to describe the current condition of the investigated phenomenon based on empirical evidence. No attempts are made to establish or explain correlations, no hypotheses are tested, and no predictions are made in descriptive research; rather, it only describes the research circumstance or occurrence. Furthermore, observation and natural settings are prioritised in this investigation. The researcher takes on the role of a passive bystander, classifying and recording behaviour and symptoms in an observational diary (Rachmat, 2012). The methodology employed here is a survey one. With the survey approach, a questionnaire is used to collect information from a representative subset of a population (Singarimbun & Efendi, 1989).

This research uses quantitative research with experimental methods to determine the level of efficacy of social media in the form of applications in the use of history learning media in schools. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know(Sugiyono, 2012). The steps in collecting data are by using the survey method. The survey used is in the form of a procedure design that is in accordance with quantitative research. Management of the survey, namely by making a questionnaire given to respondents consisting of several questions related to the level of efficacy of social media for use in learning history in the school environment. The sample in this study were educators in 6 (six) city districts, including Bandar Lampung, Bekasi, East Jakarta, Bogor Regency, Tangerang Regency and Tangerang City, with a total of 50 educators. The distribution of educators consists of 24 elementary schools, 14 junior high schools and 11 high schools, with 22 male teachers and 28 female teachers.

After obtaining the data from the questionnaire results, then the next stage is quantitative data analysis. Quantitative data analysis is divided into two parts, namely associative and comparative data analysis. Meanwhile, associative data analysis is the process of managing research data that seeks to find the results of the relationship between one variable and another. Meanwhile, comparative data analysis is research data analysis which aims to compare two or more variables in the research results. Then the next stage is using the discussion process through statistical tests in the form of variable descriptive statistics to explain the results of the data.

3.   FINDINGS AND DISCUSSION

3.1 Findings

Based on the results of the research that has been done, there is data acquisition related to the Efficacy of Social Media (Applications) in Learning History in Schools, which consists of the use of applications during the online and offline learning periods, Data on the use of application media (social media) in learning during the learning period online or offline and reasons for using application-based learning media (social media). The data can be seen in Figure 1, Figure 2 and Figure 3 as follows;

in transitional learning (both online and offline) do you use the application

Figure 1.Utilization of the application during online and offline learning period

in transitional learning (both online and offline) do you use the application

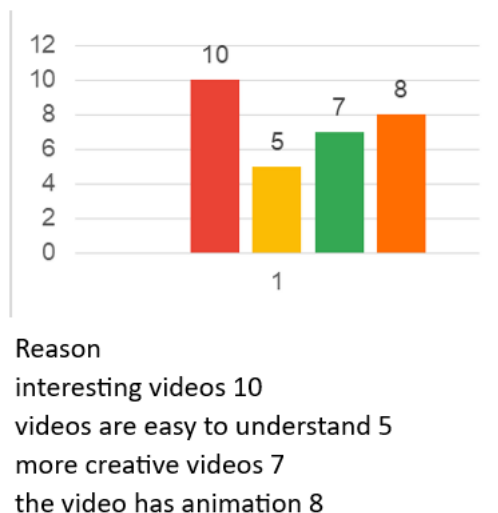**Figure 2**. Application media usage data (social media) in learning

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Reason
interesting videos 10
videos are easy to understand 5
more creative videos 7
the video has animation 8

Figure 3. Reasons for using learning media application-based (social media)

3.2 Discussion

In the learning process, the use of learning media has an important role in the process of conveying information in the process of teaching and learning activities. Learning media is a vehicle for distributing learning messages and information(Valenda & Muhtarom, 2022). The function of using learning media is to provide information about students' theoretical studies. Therefore, educators have a role to be able to develop and choose learning media. The most important thing in the process of selecting learning media is that it must be in accordance with the times and achieve the objectives of learning indicators. Selection in the use of various strategies and approaches is very important to determine the future so that the learning process goes well (Anggraeni, 2019). The use of learning media, especially in the era of the Covid-19 pandemic, is increasing. This has an effect on increasing the use of digital-based learning media. Using technology as a learning medium during the Covid-19 pandemic is an alternative solution to carry out learning activities remotely(Riyandi, Aulianita, Wiyatno, Triantori, & Musyaffa, 2020). That way, it has a positive impact on the world of education in the process of improving learning media. So many varied learning media will affect the learning process in the classroom. If educators have an understanding of the selection of varied learning media, there will be an increase in reasoning and critical thinking patterns that occur in students in the process of teaching and learning activities.

The development of learning media used during the Covid-19 pandemic had an impact on the learning model of historical material. This adapts to the times. The learning media used is very relevant to students who prefer the use of social media. The use of social media can be used as a medium for learning. The presence of social media even has an impact on how to communicate in all fields, such as marketing communications, political communications and communications in the learning system(Setiadi, 2015). Educators in the learning process, especially in the digital era, often use social media in the learning process. The social media users are audio and audio-visual-based, such as Facebook, Games, WhatsApp, Instagram, and Youtube/Video. In increasing the utilization of the efficacy of social media (applications) in history learning within the scope of the school, it shows that educators, during learning that occur online and offline, always use social media-based learning media (applications) in teaching and learning activities at school. In this era of globalization and information, learning media development is also progressing. The use of Information Technology (IT) as a learning medium is already a requirement (Muhson, 2010). Learning history in the digital era in utilizing the efficacy of social media in the form of applications in schools has been implemented by educators. It aims to provide variety in the use of learning media in historical material. The urgency of learning history needs to be increased through the efficacy of social media because historical material aims to

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increase the values of nationalism in the digital era for the younger generation. Therefore, the selection of historical learning media requires collaboration of visual and audio media in learning which can be used to convey the content of material studies through the efficacy of social media in the learning process.

4. CONCLUSION

The study's findings suggest that teachers are increasingly relying on social media-based learning tools to help their students master historical concepts. Teachers have started using social media as a form of instructional material. The evolution of new forms of instructional media in the course of classroom practise will be affected by this. Therefore, the effectiveness of learning and the originality of educators in selecting learning media will benefit from exposure to a wider range of learning media. There is evidence of the evolution of learning media in the digital age in the form of social media-based applications for education.

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