E-learning Based Innovation in Social Science Education

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A B S T R A C T

In essence, social studies online learning innovation is an effort to meet the continuous improvement in the quality of the educational process, to meet the growing demands of society for education. Therefore, the innovation does not mean an increase in refinement and renewal of invention in the learning process that is contrary to these principles which will quickly lag and will even become an obstacle, change or delay in the innovation process. This innovation in social studies learning will be effectively carried out when indicated by the results of evaluation and research in the field of social studies learning. Web-based learning which is popularly known as web-based treading or sometimes called web-base d education can be defined as technology applications—web in the world of learning for an educational process. In simple terms, it can be said that all learning by utilizing internet technology, and while the learning process is felt to occur by those who follow it, this activity can be called web-based learning. Website media- based knowledge is part of the use of the internet in the world of education. It is a learning activity that utilizes website media that can be accessed via the internet network. Website media-based learning is also a learning activity that uses media sites (websites) that can be accessed through the internet network. Website media-based learning or also known as web-based learning is one type of application of electronic learning (e -learning). Website media-based knowledge is part of the use of the internet in education and is a learning activity that utilizes website media. which can be accessed via the internet network.

1. Introduction

The use of mobile technology has a significant contribution to educational institutions, including the achievement of distance learning goals (Henderson, 2003). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Effendy and Hartono, 2005), and instant messaging applications such as WhatsApp (Uno and Ma'ruf, 2016). Online learning can even be done through social media such as Facebook and Instagram (Clark and Mayer, 2003). Online learning connects students with learning resources (databases, experts/instructors, libraries) that are physically separated or even far apart but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously).

Along with the times marked by the rapid progress of products and the use of information technology, the implementation of learning has also changed from conventional (face-to-face) to a learning model that utilizes information technology. Learning in the 21st century has transformed, one of which is due to the influence of the use of digital communication tools and online network-based applications. It causes changes in the characteristics, needs, and demands of students which make learning shift towards independent learning (Alias, DeWitt, & Siraj, 2015). This research was aimed to evaluate the use of online-based learning on social science education.

2. Literature Review

The advancement of information and

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communication technology (ICT) makes many learning materials that can be used by students to gain knowledge, one of which is through the internet media. According to (Arriany, Ibrahim and Sukardjo, 2020), the survey noted that internet users in Indonesia who come from among children and adolescents are predicted to reach 30 million people. Research conducted by Triastuti, Prabowo, and Napis (2017) states that 80% of children and adolescents aged 10- 19 years are internet users.

One of the motivations for children and adolescents to access the internet is to seek information, as a medium to connect or connect with friends (old and new), and as a medium of entertainment. Information searches carried out are often driven by school assignments, while the use of social media and entertainment content is supported by personal needs (Effendy and Harono, 2005). The same research related to motivation to use the internet and online activities of children and adolescents conducted by The United Nations Children Foundation (UNICEF) and the Ministry of Communication and Informatics of the Republic of Indonesia states that most of the motivation and online activities carried out by them are related to school assignments, seeking information, and socializing with friends through social media (Triastuti, Prabowo, and Napis, 2017). According to Rusman (2010) a quality learning process is undoubtedly the main goal in every lesson. The integration of ICT in the development of learning materials must be pursued by the teacher because there is a need to plan lessons that will motivate students to learn. The integration of ICT in the development of learning materials can be applied to all subjects, one of which is Social Science Education. Viewed from the material side, social studies learning in junior high schools is interesting because it is close to

everyday situations and real life. However, the reality is that social studies subjects are less attractive to students. Social studies learning has less space than other subjects such as mathematics, Natural Sciences, and English or other subjects. This happens because social studies subjects are not included in the subjects on the nationalized exam. Also, social studies learning is usually done using conventional learning, such as the lecture method and instructing students to write in student workbooks.

Entering the era of globalization in 2020, the Indonesian nation, the competitive era globally is included in the arena of other nations. Changes in various aspects of life characterize this condition. The types and requirements of the job are getting higher, and the chances of entering the job are getting more competitive. Likewise, formal schooling will be increasingly left behind. The uncertainty in the development of society which is driven by science and technology affects the demands for the quality of human resources. This is a severe challenge to the need for innovation in the social studies learning process.

The gap between the quality of education in empirical reality, with the ideal demands of a practical life curriculum and community development, demands continuous innovation in social studies education. Innovation is a necessity and a must so that this gap can be controlled. Besides, it needs to be realized that the education system tends always to be left behind by the development of society. On the one hand, society is dynamic, while on the other hand, education tends to be conservative, especially in developing societies.

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society for education. Therefore, innovation does not mean an increase in refinement and renewal of innovation in the learning process that is contrary to these principles which will quickly lag and will even become an obstacle, change or delay in the innovation process. Thus, innovation in social studies learning will be effectively carried out, when indicated by the results of evaluation and research in the field of social studies learning. Weakness and scarcity of research in this field make innovation difficult. If so, it will result in low quality, relevance, education efficiency, and will even affect educational opportunities and equity.

The development of communication and information technology is considered very influential in changing the learning process. Information technology plays an important role, especially in providing innovation in learning. Utilization of information technology is expected to shape students in the learning process independently. The learning development process is, of course, different for each lesson, adjusted to the nature or concept of the subject. The more abstract the concept of a lesson, the more difficult it will be to teach the concept to students. One of them is that the social studies subject contains a lot of material concepts that require visualization to be easily understood by students.

Previous research that are relevant to this research

include (Uno and Ma'ruf, 2016), the results of this research indicate that the media in the form of comics as a source of learning geography is suitable for use in learning. It is proven that geography material experts rate very well, with an average score of 4.83. Media experts rated it very well with an average score of 4.34. Geography subject teachers rated it very well with an average score of 4.27. Infield trials, learning geography using comic media succeeded in increasing the average test scores

of students from 76.17 (pre-test) to 84.67 (post-test).

Web-based learning which is popularly known as web-based processing (WBT) or sometimes called web- based education (WBE) can be defined as a web technology application in the world of learning for an educational process. In simple terms, it can be said that all learning by utilizing internet technology, and while the learning process is felt to occur by those who follow it, this activity can be called web-based learning. Website media-based learning is part of the use of the internet in the world of education. It is a learning activity that utilizes website media that can be accessed via the internet network. Website media-based learning is also a learning activity that utilizes media sites (websites) that can be accessed through internet. Website-based learning or what is also known as web- based learning is one type of application of electronic learning (e-learning).

Developing effective web-based learning requires the application of a systems approach and learning design principles. According to Zaman (2007), in terms of developing web-based learning, formulate what the audience wants to do and decide how the system can best be achieved. Students must be taken into account in the design process when learning development is used as a general guide in producing web-based learning because one of the tasks of developing any model is "know your goals" (Rusman, 2013).

Website is an internet facility that connects documents both locally and remotely. Documents on the website are called web pages, and the links on the website allow users to move from one page to another (hypertext), both between pages stored on the same server and servers around the world. Pages are accessed and read through browsers such as Netscape Navigator or Internet Explorer, various other browser applications.

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3. Methods

This research is qualitative research with the method used in data retrieval is library research. Research that relies on or uses literature sources, namely studies whose research objects are literary works in the form of scientific journals, books, articles in the mass media. This method the author uses by reading, studying books and articles related to Islamic economic design in life applications. The technique used is a document study. Document studies are carried out by reviewing documents related to research topics.

4. Result and Discussion

E-Learning as an education model

E-learning is an educational activity that uses computer media. So all forms of learning activities that use computers are said to be e-learning (Effendy and Hartono, 2005). In general, there are two basic perceptions of e-learning, namely (Munir, 2009).

Electronic-based learning is learning that utilizes information and communication technology, especially devices in the form of electronics, meaning not only the internet but all electronic devices such as films, videos, audio recording, OHP, slides, electronics, LCD projector as far as using the device.

Internet-based, is learning that uses internet facilities that are online as the main instrument. That is, having the perception that e-learning must use the internet that is online, namely a computer facility connected to the internet.

Characteristics of e-learning, among others. First, utilizing electronic technology services; where teachers and students, students and fellow students or teachers and fellow teachers can communicate relatively easily without being limited by protocol matters. Second, take advantage of the advantages of computers (digital media and computer networks). Third, using self-learning materials stored on a computer so that it can be accessed by teachers and students anytime and anywhere if they need it. Fourth, utilizing the learning schedule, curriculum, the results of learning progress and matters related to educational administration can be seen at any time on the computer (Rusman, 2010).

The use of e-learning products has models that can be used as guidance and instructional invalid and valuable training and teaching that have strengths and weaknesses in achieving a goal—Haughey's opinion on e-learning development. According to him, there are three possibilities in developing an internet-based learning system, namely web courses, web-centric courses, and web-enhanced courses.

A web course is the use of the internet for educational purposes, where students and teachers are entirely separate, and face-to-face is not required. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully conveyed via the internet. In other words, this model uses a remote system.

Web-centric course is the use of the internet that combines distance learning and face to face (conventional). Some of the material is conveyed via the internet, and partly through

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face-to-face. Its functions are complementary. In this model, the teacher can provide instructions for students to study the subject matter via the web that he has made. Students are also given directions to find other sources from relevant websites. Students and teachers have more discussion about the findings of the material that has been studied via the internet.

A web-enhanced course is the use of the internet to support the improvement of the quality of learning conducted in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students and other resource persons. Therefore the role of the teacher, in this case, is required to master the techniques of searching for information on the internet, guide students to search for and find sites that are relevant to learning materials, present material through the web that is interesting and of interest, serve guidance and communication via the internet, and other skills required.

E-learning as an innovation in social sciences education

Social sciences characteristics, Social studies have a distinctiveness compared to other educational disciplines, namely integrated (integrated) comprehensive problem solving, interdisciplinary (understanding other sciences), multidimensional (complex), and even cross- discipline (assistance or comparison of other sciences). The national council for the social studies (NCSS) defines social sciences as follows: social studies are the integrated study of the social sciences and humanities to promote civic competence. The characteristics of the social sciences subjects for junior high school according to Rusman (2010) are as follows: social science is a combination of elements of geography, history, economics, law, citizenship, sociology, even in the humanities, education and religion.

Basic social studies competencies come from the scientific structure of geography, history, economics, law and, sociology, which are packaged in such a way that they become a particular subject or topic (theme).

Social science basic competence also concerns various social problems which are formulated with an interdisciplinary and multidisciplinary approach.

Competency standards and basic competencies can involve events and changes in people's lives with the principles of cause and effect, territoriality, adaptation and management of the environment, structures, processes and social problems as well as efforts to struggle for life to survive such as fulfilling needs, power, justice and security guarantees. Henderson (2003) reveals five principles for the integration of technology into social studies learning methods:

Extending learning beyond what could be done without technology. Introducing technology in context. Provide opportunities for students to study the relationship between science, technology and society. Development of knowledge, skills and participation as good citizens in democratic societies. Contribute to research and evaluation of social and technological studies.

Development of e-learning in social studies is very relevant. It is because the integrative approach in social studies requires a theme that functions to combine one concept with another. The development of themes in social studies learning requires extensive and information-rich media and learning resources.

The use of e-learning can enrich information sources from the themes developed in learning. Various forms of information can be obtained through the use of e-learning, both written information or documents, oral sources, and visible

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performance results that can be seen through visualization carried out through e- learning media.

The reason e-learning is an innovation in social studies

The use of e-learning will further change several paradigms in social studies learning, in the form of materials, learning methods, and learning activities. E- learning innovations in social studies learning exist in several ways, including:

E-learning based social studies learning provides new knowledge in the social studies learning process, which has been conventional to become media. No longer focused on teachers, mono media, textbooks and printed media, but, using information technology.

The characteristics of e-learning as mass media can be a richer and up to date source of social studies learning. As we know, social studies learning materials include social events and cases that occur in various regions. With e-learning students no longer review cases or events in the past that usually exist in textbooks, students are also no longer busy to be given the task of finding newspapers. However, it is easy for students to access all the information needed quickly and up to date in enriching the material being studied by students.

Internet, a discussion learning model, can facilitate discussion and collaboration activities by a group of people. Also, with its ability to hold face-to-face communication (teleconference), it allows internet users to communicate so that it is possible to hold real-time verbal and non-verbal communication.

Examples of the application of e-learning in social studies

The following example of e-learning application is an example of a web-enhanced course, namely the use of the Internet to support the improvement of the quality of learning conducted in class. Several sites that can be used by teachers and students in supporting social studies learning include (Enterprise, 2010):

Khake

Khake is a site that provides a variety of information relating to job opportunities and educational support sources. There are 90 categories of information, while the categories related to social studies are history and geography categories. On the history and geography category page, several links related to social studies will be found, namely: history, inventors and invention, technology, biography, maps and flags, and social studies.

World History Compass

World history compass is a site that provides links related to historical sites around the world.

Scicentral

Scicentral is a site that collects news on a variety of scientific research from reliable and reliable sources. This site has received more than 30 web awards and reviews from leading publishers.

Popular sites like Google and Wikipedia

Some of the sites above can be used as learning resources that can help teachers and students deepen the social studies material that is being studied such as material on maps, history, the development of world society, and historical sites.

Apart from being a web, several applications can be used as a medium to support social studies learning that is more interesting, especially for teachers who always present different material every day. Presentation of material is not only in the form of lectures or through commonly used power points. Teachers can use several free applications available on the internet to make the material more attractive and interactive.

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5. Conclusion

The location of e-learning innovation in social studies learning exists in several things, including e - learning based social studies learning provides new knowledge in the social studies learning process which has been conventional to media. Characteristics of e - learning as mass media can be a source of social studies learning which is more prosperous. Up to date, the internet discussion learning model can facilitate discussion and collaboration activities by a group of people and allows the implementation of real time verbal and non-verbal communication.

An example of the application of e-learning in social studies learning is the use of the Khake website (*http://www.khake.com*). There are 90 categories of information, while the categories related to social studies are history and geography categories. On the history and geography category page, we will find some links related to social studies, namely history, inventors and invention, technology, biography, maps and tags, and social studies. Use of the site world history compass (*www.worldhistorycompass.com*) is a site that provides links related to historical sites around the world.

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