
ATTITUDE AND OBSTACLES OF SOCIAL SCIENCE EDUCATION STUDENTS IN PEKANBARU CITY IN FOLLOWING ONLINE LEARNING

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Abstract:

Online teaching and learning activities can be identified as synchronous and asynchronous learning. This forces every education stakeholder to continue to provide innovation in reducing the impact of learning loss during the COVID-19 pandemic. The research was designed in quantitative descriptive using questionnaire and described in the tables and diagrams forms of survey research method. The population was all students of Social Studies Education of Riau University, Sultan Syarif Kasim State Islamic University, and Riau Islamic University. The research sample was chosen by using a Stratified Random Sampling Technique approach, with 15% of the active students. It was shown that the average score of Social Studies Education students on the three attitude indicators was in the response > 50%, indicating that the attitude of Social Studies Education students participating in online learning in Pekanbaru city was quite good even though there were still obstacles in the learning process.

Abstrak:

Kegiatan belajar mengajar secara online dapat diidentifikasi sebagai pembelajaran sinkron dan asinkron. Hal ini memaksa setiap stakeholder Pendidikan terus memberikan inovasi dalam mengurangi dampak learning loss selama pandemi COVID-19. Desain penelitian berbentuk kuantitatif guna memberikan jawaban terhadap maksud penelitian dan dijabarkan secara deskriptif dalam bentuk tabel dan diagram. Metode penelitian yang dilakukan yakni dalam bentuk. Tanggapan terhadap angket diidentifikasi sesuai 4 tingkatan Skala Likert. Populasi adalah seluruh mahasiswa Pendidikan IPS di Universitas Riau, Universitas Islam Negeri Sultan Syarif Kasim, dan Universitas Islam Riau. Penyampelan dilakukan melalui pendekatan Stratified Random Sampling Technique, di mana dipilih sebanyak 15% dari mahasiswa aktif semester genap. Secara keseluruhan skor rata-rata mahasiswa Pendidikan IPS terhadap tiga indikator sikap yakni berada pada respon >50%, maka sikap mahasiswa Pendidikan IPS di Kota Pekanbaru selama mengikuti pembelajaran online tergolong baik walaupun masih ditemui hambatan baik dalam bentuk keterbatasan jaringan internet maupun kesulitan memahami materi dalam proses pembelajaran.

Keywords:

Attitude, Obstacle, Online Learning

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INTRODUCTION

Globally, the current Coronavirus disease (COVID-19) outbreak has impacted all aspects of life. Consequently, Indonesia does not ignore the impact of the Covid-19 pandemic proven by the government policy anticipating the spread of this virus by requiring people to stay at home. Through the Circular of the Minister of Education and Culture Number 36962/MPK.A/HK/2020, the government stipulates that all learning activities use online media (Hasanah, Ludiana, Immawati, & Liviana, 2020).

Online teaching and learning activities can be identified as synchronous and asynchronous learning. Synchronous learning is a learning activity in the form of direct interaction between lecturers and students, such as the use of audio conferences, communication via the web and others (Futra, Primahardani, Putra, & Albeta, 2021). Online teaching and learning activities are challenges for lecturers and students because the interaction both verbally and non-verbally between them is limited (Xu & Jaggars, 2011). This is reinforced by several studies that have identified online learning activities, such as those conducted by (Putra, Nurdiansyah, Futra, & Primahardani, 2021), (Primahardani, Futra, & Putra, 2021), (Demuyakor, 2020), (Nambiar, 2020), (Sarwar, Akhtar, Naeem, & Khan, 2020), (Futra, Primahardani, Putra, & Albeta, 2021) & (Khalil, Mansour, Fadda, & Almisnid, 2020).

The implementation of online teaching and learning activities forces every education stakeholder to continue to provide innovations in reducing the impact of learning loss during the COVID-19 pandemic. The learning loss refers to a form of learning emptiness or a decrease in the learning ability of students because educators lack mastery of learning situations, unpreparedness of parents in accompanying children during learning activities at home, and students do not understand in following online learning methods. It is due to the lecturers who only give assignments without adequate explanations which cause anxiety for students participating in online learning (Hasanah Ludiana, Immawati, & Liviana, 2020 and Cao, Fang, Hou, Han, Xu, Dong, & Zheng, 2020).

Another aspect that needs to be reviewed regarding the implementation of online learning activities is the change in student attitudes in dealing with these online learning activities. To be able to participate in learning activities well and be able to achieve the expected learning outcomes, students are also required to have a positive attitude towards online learning activities themselves. Through a clear understanding of the implementation of online learning activities, a positive attitude of students will be formed. Attitude includes three aspects, namely, cognitive, affective, and psychomotor, or behavioral components (Azwar, 2010). Cognitive components are in the form of understanding, knowledge, and views and beliefs of a person towards the object of attitude. The affective component is a feeling of pleasure or displeasure with the attitude object. The psychomotor component is the tendency to act on the attitude object that shows the intensity of the attitude, namely the size of the intensity of a person's action or behavior towards the object.

Teaching and learning activities carried out online often encounter obstacles in each implementation (Putra, Nurdiansyah, Futra, & Primahardani, 2021) such as the

limitations of the internet network (BPS, 2018). Online learning activities have also been identified through several similar studies conducted by Baticulon, Alberto, & Baron (2021) in identifying barriers or obstacles in the implementation of online teaching and learning activities from the point of view of students in developing countries. Similarly, research related to the impact of work concepts in online teaching and learning activities according to social regulations on student achievement and behavior was investigated by (Hwang, Wang, & Lai, 2021). Rapanta, Botturi, & Goodyear (2020) also conducted a study about online teaching and learning activities to provide assistance to teachers on campus who do not have soft skills in the implementation of online teaching and learning activities.

This study aimed to analyze the attitudes and barriers of social studies teacher candidates in participating in online learning and to find out the attitudes and barriers of students as prospective Social Studies Education teachers in online learning during the COVID-19 pandemic in Pekanbaru City, Riau Province. This is because as prospective social studies education teachers, students must be able to develop their potential in cognitive, affective, and psychomotor aspects. However, when learning online, they are faced with several obstacles that allow learning loss.

RESEARCH METHOD

The research was designed in quantitative descriptive using questionnaire instrument, and was described descriptively in the form of tables and diagrams. The research method carried out is in the form of a survey using a non-experimental research approach. The attitude questionnaire was designed and adapted based on the framework of attitude. The responses given to the questionnaire were arranged based on 4 levels of Likert Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; and 4 = Strongly Agree. This research was carried out to identify the attitudes and barriers of students as prospective social studies education teachers in Pekanbaru City, Riau Province while participating in online teaching and learning activities during the Covid 19 pandemic.

In Pekanbaru City, Riau Province, there are three universities majoring in Social Studies Education, namely Riau University, Riau Islamic University, and Sultan Syarif Kasim State Islamic University. Therefore, the population in this study were all students majoring in Social Studies Education spread across the three universities. Determination of the research sample was carried out through the Stratified Random Sampling Technique approach, where 15% of the active even semester students were selected to be samples in this study.

RESULTS AND DISCUSSION

The research was conducted in Pekanbaru City, which focused on three universities, namely Riau University, Riau Islamic University, and Sultan Syarif Kasim State Islamic University. Based on the results obtained from the distribution of the e-questionnaire (google form), the population and sample data obtained are presented in table 1.

Table 1. Population and Sample

No.	University	Population	Sample
1	University of Riau	701	106
2	Riau Islamic University	78	12
3	Sultan Syarif Kasim of State Islamic University	473	71
Total		1.252 Students	189 Students

It can be identified from the table above that the total research sample was 189 students spread across three universities, namely: Riau University, Riau Islamic University, and Sultan Syarif Kasim State Islamic University. Based on table 1, it can also be identified as many as 124 samples of this study were female students and as many as 65 research samples were male students. The following is presented in Figure 1.

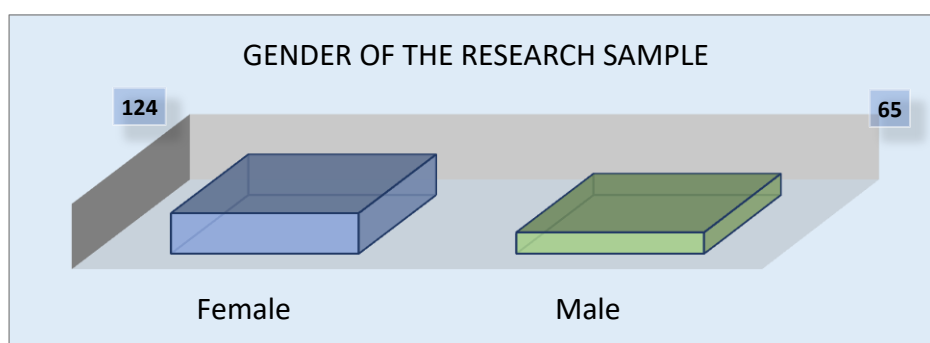


Figure 1. Gender of the Research Sample

The samples in this study were Social Studies Education students in Pekanbaru City, Riau Province, who were from three universities, namely 106 samples were Social Studies Education students at Riau University, 12 samples came from Social Studies Education at Riau Islamic University, and 71 samples were from Social Studies Education at Sultan Syarif Kasim State Islamic University. The sample distribution is presented in Figure 2.

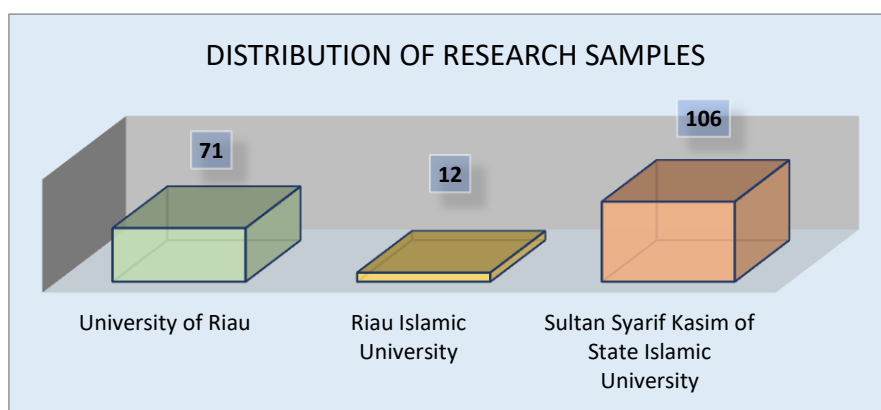


Figure 2. Distribution of Research Samples

The samples in this study were active students who study in even semesters participating in online teaching and learning activities. The samples in this study were divided into 51 students in the second semester, 73 students in the fourth semester, and 65 students in the sixth semester. The other distribution of research sample is presented in Figure 3.

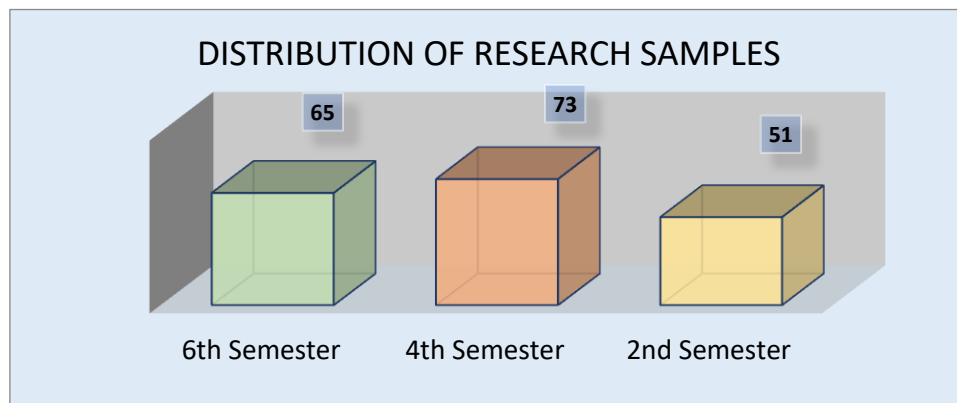


Figure 3. Distribution of Research Samples

Attitudes of Prospective Social Science Education Teachers in Following Online Learning

This study formulates and analyzes the attitudes and barriers of students as prospective social studies education teachers in participating in the online teaching and learning process during the COVID-19 pandemic.

To get answers to each attitude indicator and the obstacles experienced by students as prospective Social Studies Education teachers in Pekanbaru City, Riau Province during online learning, an analysis was carried out on the results obtained from the distribution of the e-questionnaire. In the following, the results of the analysis of attitudes and barriers are presented in accordance with the research indicators.

Cognitive Aspect

The attitudes of Social Studies Education students in online learning activities regarding cognitive aspects are presented in the following table.

Table 2. Attitudes of Social Studies Education Students Regarding Cognitive Aspects

No	Statement	Response									
		SD		D		A		SA		A+SA	
		N	%	N	%	N	%	N	%	N	%
1	Utilization of various learning resources in online learning activities is necessary to achieve learning objectives.	0	0	22	11.6	116	61.4	51	27	167	88.4
2	The implementation of online learning	18	9.5	71	37.6	82	43.4	18	9.5	100	52.9

	provides a more learning experience because it can help me understand the concept of the lesson in a more effective way.											
3	I will learn more in increasing knowledge during the implementation of online learning.	0	0	32	16.9	96	50.8	61	32.3	157	83.1	
4	The implementation of online learning can create a conducive atmosphere.	16	8.5	96	50.8	57	30.1	20	10.6	77	40.7	
5	The implementation of online learning gave me the opportunity to learn more as a Social Studies Education student.	27	14.3	44	23.3	92	48.7	26	13.7	118	62.4	
6	The implementation of online learning can accelerate my understanding of each material given.	19	10	111	58.8	48	25.4	11	5.8	59	31.2	
7	The implementation of online learning is a tedious learning process and a waste of time.	26	13.8	104	55	52	27.5	7	3.7	59	31.2	
8	The implementation of online learning makes me more motivated to continue to improve understanding by reading various literature sources.	0	0	67	35.4	82	43.4	40	21.2	122	64.6	
9	The implementation of online learning can accelerate my understanding as a Social Studies Education student.	18	9.6	113	59.7	47	24.9	11	5.8	58	30.7	
10	I feel uncomfortable	12	6.4	74	39.2	77	40.7	26	13.7	103	54.4	

11	in online learning activities. In my opinion, the implementation of online learning is not conducive to teaching and learning activities.	0	0	57	30.2	71	37.6	61	32.2	132	69.8
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From Table 2, it can be identified that as many as 88.4% of Social Studies Education Students who were designated as the research sample stated that the use of various learning resources in online learning activities was very important to achieve the learning objectives that had been set. This result is in line with the opinion of Dewi & Hilman (2018) that the use of media as a learning resource triggers the stimulation of students' thoughts, interests and attention in the online learning process. Studies on the use of media as a learning resource have been carried out by many previous researchers, such as Lestari & Pratama (2020), regarding the use of information and communication technology for learning for the teaching team, Puspitarini & Hanif (2019) about the use of learning media to increase learning motivation, and digital education proposed by (Williamson, Macgilchrist, & Potter, 2021).

A total of 64.6% of students agreed that the implementation of online learning made them more motivated to continue to improve their understanding by reading various literature sources. On the other hand, only 30.7% of the students agreed that the implementation of online learning could accelerate their understanding as the students of Social Studies Education. These results are in line with research conducted in developed countries such as Romania, which examines student perceptions of online learning which result in a decrease in students' grades and understanding (Coman, Tiru, & Schmitz, 2020).

Referring to the data obtained from the distribution of questionnaires given to all Social Studies Education students in Pekanbaru City, the average score of Social Science Education students' attitudes related to cognitive aspects was 55.41%. Futra, Primahardani, Putra, & Albeta (2021) explained that when the learning indicator is in the "agree" category value position > 50%, then the learning activities are classified as effective.

Affective Aspect

The attitude of social studies education students in online learning activities regarding affective aspects is presented in the following table.

Table 3. Attitudes of Social Studies Education Students Regarding Affective Aspects

No	Statement	Response									
		SD		D		A		SA		A+SA	
		N	%	N	%	N	%	N	%	N	%
1	I think the implementation of online learning	26	13.8	42	22.2	97	51.3	24	12.7	121	64

	allows me as a Social Studies Education student to express my thoughts in a better and different way.										
2	In my opinion, the implementation of online learning can save time and effort in creating fun learning activities.	12	6.4	52	27.5	121	64	4	2.1	125	66.1
3	I am satisfied with my learning outcomes during the implementation of online learning	37	19.6	66	34.9	74	39.1	12	6.4	86	45.5
4	The implementation of online learning is more in the form of assignments given than the material delivered.	24	12.7	46	24.3	82	43.4	37	19.6	119	63
5	I have a positive outlook on online learning activities.	29	15.4	31	16.4	117	61.9	12	6.3	129	68.2
6	Online learning is more fun than classroom learning.	51	27	88	46.6	43	22.7	7	3.7	50	26.4
7	I use computers and the internet as learning resources.	11	5.8	29	15.4	144	76.2	5	2.6	149	78.8

From the table above, it can be identified that as many as 64% of the sample spread in Pekanbaru City, Riau Province stated that the implementation of online learning allowed them as Social Studies Education students to express their thoughts in a better and different way. It was shown from the number of samples who chose to “agree” coupled with “strongly agree”. A total of 66.1% samples agreed that online learning can save time and effort in creating fun learning activities. However, only 45.5% of Social Studies Education students were satisfied with the learning outcomes during the implementation of online learning. This is shown from as many as 63% of students

stating that online learning is more in the form of assignments given than the material presented. In the implementation of online learning during the Covid 19 pandemic, 68.2% of students agreed that the implementation of online learning was more fun than learning in class because 78.6% of students used computers and the internet as learning resources. The results of the analysis obtained that the average score of the attitude of Social Studies Education students related to affective aspects was 58.88%.

The results of the analysis are supported by the research conducted by Yavuz (2015), who stated that online learning is learning using technology, such as computers. The behavior or attitudes of students can be influenced by online learning with computers and even affect the attitudes and behavior of a teacher. It was revealed that teachers have a positive and confident attitude towards learning by utilizing the learning media such as computers. A similar opinion was also expressed by Bhuvanewari (2020), who said that students had shown a moderate to very good attitude towards this online learning.

A different view regarding the affective aspect of online learning was also carried out by Male, Murniati, & Simatupang (2020), who assumed that students prefer to carry out conventional learning activities because they tend to be bored during online learning activities. This opinion is reaffirmed, who stated that learning as a social interaction may be done unconsciously, causing serious problems for students.

Behavioral Aspect

The attitudes of Social Studies Education students in online learning activities regarding behavioral aspects are presented in table 4.

Table 4. Attitudes of Social Studies Education Students Regarding Behavioral Aspects

No	Statement	Response									
		SD		D		A		SA		A+SA	
		N	%	N	%	N	%	N	%	N	%
1	I always try to find and understand the lecture material myself to increase the repertoire of knowledge that I have.	0	0	35	18.5	142	75.1	12	6.4	154	81.5
2	If I have time and opportunity, I will learn more to face this online learning activity.	0	0	44	23.3	127	67.2	18	9.5	145	76.7

It can be identified, that 81.5% of the sample of Social Studies Education students in Pekanbaru City stated that they always try to find and understand the lecture materials themselves to increase the repertoire of knowledge they have. Meanwhile, 76.7% of students stated that if they had the time and opportunity, they would learn

more to face this online learning activity. From the data analysis, it was obtained that the average score of the attitude of Social Studies Education students related to behavioral aspects was 79.1%.

The results of this study are in line with the opinion expressed, who said that online learning activities provide a positive side, namely increasing student achievement and motivation. In general, student behavior or attitudes can vary depending on the use of the technology itself. In particular, this online learning activity raises attention for students so that they can increase their confidence in participating in online learning during the Covid-19 pandemic (Kew, Petsangsri, & Tasir, 2020).

Obstacles

The obstacles experienced by prospective social studies education teachers in participating in online learning are that in terms of learning activities. Students do not master the lessons given. It is due to the lessons given are not accompanied by direct guidance from the lecturer who requires students to interpret and understand the material independently. In addition, the obstacles experienced by students as prospective social studies education teachers are differences in network stability in various regions, resulting in disruption of teaching and learning activities. Meanwhile, the obstacles experienced during online learning were also felt when many assignments were given by the lecturers which resulted in experiencing obstacles during the completion of assignments.

Many similar studies corroborate the results of the analysis, such as research conducted by Baticulon, Alberto, & Baron (2021) in the Philippines, which tries to identify barriers to online learning from the perspective of students in developing countries and Abuhammad (2020) in Jordan, where he found 4 barriers to online learning during the coronavirus pandemic in Jordan. Although the ability to access the internet in Pekanbaru City, Riau Province is in the good category (BPS, 2018). Therefore, the use of the internet network has still become obstacle in the implementation of online teaching and learning activities.

CONCLUSION

The attitudes of students as prospective Social Studies Education teachers during learning during the COVID-19 period have been analyzed based on three indicators, namely cognitive aspect, affective aspects and behavioral aspects. Overall, the average score of Social Studies Education students on the three attitude indicators was in the response >50%, so the attitude of Social Studies Education students in Pekanbaru City while participating in online learning was quite good. However, in its implementation there were still obstacles that hinder the effectiveness of learning.

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