

EXPLORING NEW HORIZONS AND CHALLENGES FOR SOCIAL STUDIES IN A NEW NORMAL

Edited by

Idris, Agus Purnomo, Muhamad Alif Haji Sismat,
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EXPLORING NEW HORIZONS AND CHALLENGES FOR SOCIAL STUDIES IN A NEW NORMAL

The new standards and changes exist in social science studies. Covid 19, especially in Indonesia, at the end of 2019, has an impact on changes in every sector of life. This change is a form of community adaptation. Therefore, this conference aims to explore theoretical and practical developments of the social sciences, to build academic networks while gathering academics from various research institutes and universities.

This book provides the new standard and encourages many thoughts in theoretical and empirical studies in the social field. The scope that can be generated in this standard includes patterns, opportunities, and challenges in social science, learning to new standards, learning innovation, and implementing new learning standards in Indonesia, which was adopted in the form of the *Merdeka Belajar* program. The study results will fill the gaps in knowledge in the new social life and social science. Therefore, this book aims to mediate the researchers in the same field to discuss and find solutions to current issues in the social field and build cooperation and synergy in creative ideas to work together to create joint research.

This book will be interesting to students, scholars, and practitioners who have a deep concern in social science. It is futuristic with a lot of practical insights for the students, faculty, and practitioners. Since the contributors are from across the globe, it is fascinating to see the global benchmarks.



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Exploring New Horizons and Challenges for Social Studies in a New Normal

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Preface

The International Conference on Social Sciences and Educational Issues (ICOSSEI) is a biennial international seminar organized by the Social Science Education Study Program, Faculty of Social Sciences, Universitas Negeri Malang. The first seminar was held in 2019 with the theme Strengthening the Role of Social Studies and Promoting Environmental Issues in the Disruption Era. At this seminar, the committee presented four expert speakers in the social and environmental fields, including, (1) Bronwyn Elizabeth Wood, Ph. D from Victoria University of Wellington from New Zealand, (2) Kanako N. Kusanagi, Ph. D from University of Tokyo, from Japan, (3) Assoc. Prof. Edo Han Siu Andriessse, Ph. D from Seoul National University, from South Korea, and (4) Syamsul Bachri, Ph.D from Universitas Negeri Malang, from Indonesia.

The first seminar was successfully held with the Atlantis Press and the Reputable International Journal, International Journal of Emerging Technologies in Learning (iJET). For information, in this second seminar, the seminar's major title was adjusted from the International Conference on Social Studies and Environmental Issues to the International Conference on Social Studies and Educational Issues based on the considerations of the leadership of the Faculty of Social Sciences (ICOSSEI). The rational basis is that regularly in the same year, a similar seminar was held at the Faculty of Social Sciences by the Department of Geography with one of its environmental scopes. Therefore, since the 2nd ICOSSEI in 2021, these changes have been determined.

The second ICOSSEI seminar in 2021 refers to how new standards and changes exist in social science studies. As we know, Covid 19, which is endemic in the world, especially Indonesia, at the end of 2019, has an impact on changes in every sector of life. This change is a form of community adaptation. Therefore, this activity aims to discuss theoretical and practical developments of the Social Sciences, to build academic networks while gathering academics from various research institutes and universities.

Theme about how this new standard will provide many thought contributions to theoretical and empirical studies in the social field. The scope that can be generated in this new standard includes patterns, opportunities, and challenges in social science, learning to new standards, learning innovation, and implementing new learning standards in Indonesia, which was adopted in the form of the *Merdeka Belajar* program. The study results will fill the gaps in knowledge in the new social and social science fields' new standards. Therefore, this seminar is also a place to socialize for researchers in the same field to discuss and find solutions to current issues in the social field and build cooperation and synergy in creative ideas to work together to create joint research.



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The organizers also wish to acknowledge publicly the valuable services provided by the reviewers. On behalf of the editors, organizers, authors and readers of this Conference, we wish to thank the keynote speakers and the reviewers for their time, hard work, and dedication to this Conference.

The organizers wish to acknowledge Prof. Dr. Sumarmi, M.Pd, Prof. Dr. Sugeng Utaya, M.Si. Dr. Sri Untari, and Dr I Nyoman Ruja for the discussion, suggestion, and cooperation to organize the keynote speakers of this Conference. The organizers also wish to acknowledge for speakers and participants who attend this seminar. Many thanks given for all persons who help and support this conference.

The organizers wish to apology to the speakers who cannot publish his/her paper in this Conference Proceeding. Our apology also given to all participants for all shortcomings in this conference. See you in the next ICOSSEI 2023 at the Universitas Negeri Malang.

Malang, January 5, 2022
Local Organizer of ICOSSEI 2021
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Online learning in pandemic era and its socio-psychology consequences

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ABSTRACT: The purpose of this study is to reveal the socio-psychological consequences of online learning during the COVID-19 pandemic. This study uses a systematic literature study related to the purpose of this study. The findings of this study are: (1) parents must provide facilities that support online learning, such as laptops, large internet quotas, and modems or hotspots, (2) parents need to provide special assistance to their children, (3) parents need to improve academic knowledge, and (4) the emergence of boredom, boredom, and stress. To overcome these challenges, optimal adaptation is needed with regard to “online learning” as a new habit caused by these technological changes.

Keywords: Online learning; socio-psychology consequences

1 INTRODUCTION

The COVID-19 pandemic has brought about changes in human life since the past 2 years. The pandemic has changed basic human actions based on direct interaction into indirect interactions. Yet, it is this direct interaction that guides all human social relations. The pandemic decreased human interaction, people rarely gather, and when they do they have to maintain social distance. The emergence of the pandemic has changed direct interaction as a culture that exists to be indirect in the online form. The presence of this online media with many online platforms has broad consequences in all areas of life. This can be seen in the proliferation of online activities, such as online meetings at an office, online recitations in a religious community, online wedding receptions, online *ta'ziah*, online sales, and online learning.

In the education system in Indonesia, online learning can be said to be a refinement of distance learning, which had been running for several years before the coronavirus infection. The definition of online learning before pandemic was to learn using the internet, where teaching materials were made available through the internet. Now, online learning means face-to-face learning between teachers and students through online platforms, such as Zoom, Google Meet, and others. It must be admitted, there are many advantages offered through face-to-face online learning platforms. These facilities include flexible study times, flexible learning locations, and flexible learning styles. However, with these benefits, there are many problems faced by the families of students in particular and in Indonesian society in general because of emergence of new technology. Why

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is this a problem? Because online learning technology is a new culture that requires continuous socio-cultural adjustments.

Online learning as an academic activity has been utilized by academics. Some of them are elaborated here. (1) The impact of online learning on children's socio-emotional behavior. This study aims to determine the impact of online learning on children's socio-emotional behavior, using case studies with thematic analysis. The results of the analysis show that in general the emotional social behavior of children during online learning is that children are less cooperative because children rarely play together, lack tolerance, lack socializing with friends, is limited by studying at home, children are sometimes bored and sad, children feel homesick, and friends and teachers were also recorded as experiencing verbal abuse due to the usual learning process (Kusuma & Sutapa 2020). (2) The impact of the COVID-19 pandemic on teaching and learning activities in Indonesia. This research uses the literature study method. The results of the study found that there were challenges in the implementation of teaching and learning in the form of technological adaptation, lack of facilities, and lack of internet access (Widya et al. 2020). (3) Research on the positive and negative impacts of distance learning during the COVID-19 pandemic. Using a survey approach, this study found negative impacts in the form of students being less enthusiastic about online learning because of monotony, issues with internet access, and data limits. The positive impact is a more flexible learning time and place, gaining new experiences (Adi et al. 2021). (4) Research on systematic review: Impact of online lectures during the COVID-19 pandemic on Indonesian students. The results of the study found that there were several impacts of online learning on students, namely (a) it still confuses students (b) students become passive, less creative, and less productive, (c) accumulation of information/concepts on students is less useful, (d) students experience stress, (e) increasing students' language literacy skills (Argaheni & Bayu 2020). (5) Devi and Kumala's research (2020) found the importance of involving children's families in online mentoring. (6) Tsaniya Zahra Yutika and Krisnani (2020); Widya et al. (2020) examined the implementation of distance learning policies and found that inadequate facilities and infrastructure as well as internet connection were the most common challenges.

This study also uses a systematic literature review on socio-psychological aspects that influence each other. The research above only focuses on one aspect, that is, psychological or social. Therefore, the purpose of this article is to answer the question of what are the socio-psychological consequences of online learning. Based on the results of this study, it is hoped that the public will know and understand the consequences to regulate the use of good and useful online learning.

2 RESULTS AND DISCUSSION

In education, distance learning is a learning system that involves conducting activities of the learning process using modules and tutorials through online platforms. In addition, distance learning is also carried out remotely with special time requirements to develop knowledge and skills according to the type, nature, and level of education. Through distance learning, learning outcomes can be known, where it can be ensured whether it is near to the teacher's expectations and learners can obtain better learning outcomes under the implementation of this method. In distance learning, printed modules are used for correspondence and instructional-based learning, such as television, radio, and computers, and the online platforms (Zoom, Google Meet, Websco, etc.). Thus, the teacher must know the best media that can be used by participants when studying a subject matter and level of technological ability. Distance learning that is being used since the past few years is indeed considered quite effective in the learning process, especially during this pandemic era. Take, for example, the Open University, which has been successful in organizing distance learning until now. However, distance learning has received reactions from education stakeholders at all levels, including the community. In other words, distance learning has social consequences in society. Some of these consequences are discussed below.

2.1 *Limited provision of facilities*

Since the COVID-19 pandemic started, the government mandated all learning processes to be conducted at home. Face-to-face meetings have been cancelled in the classroom and replaced with learning from home using online platforms. To facilitate the learning process from home, the government prepares internet learning facilities, such as face-to-face applications (Zoom, Google Meet), and utilizes social media applications, such as WA, Facebook, and Instagram, as well as TikTok (Muhammad Awin 2020). Learning media are also available and recommended for use, such as Google Class Room, Edmodo, Moodle, and so on.

The process of using these learning facilities is not as easy as thought. It turns out that to run all learning applications, it is necessary to procure an Android Smartphone or laptop, all of which must comply with the minimum standards of the applications to be run. The reality in the field is proven that at the lower-middle family level, this cannot be fulfilled, and hence has an impact on students involvement in several lessons. Yustika et al. (2019) show in their research that these challenges are experienced by students in online learning. Another obstacle faced by parents is the internet network, which often has problems, such as signal fluctuations and even loss. Some areas also do not entirely receive internet signals or data so that students in those areas cannot participate in learning through the Zoom application or Google Meet. Widya et al. (2020) in their research confirm the description above by stating that poor network conditions greatly interfere with the online learning process. In many cases, many students cannot participate in learning because they do not have internet data, even though they have an Android-based smartphone. At the same time, they also have to fulfill other needs so they choose not to do online studies. Abidin et al. (2020) in their research found that students' economic unpreparedness was an influential factor in distance learning during this pandemic.

2.2 *Parents need to provide assistance*

For most Indonesians, the transition from traditional learning to distance learning creates a culture shock. Why not, people seem to be “forced” to undertake online learning without any preparation and even without knowledge. Before the era of online learning, classroom management was considered quite easy (Kamaruddin et al. 2019). However, they are no longer used today. For parents who generally belong to the Baby Boomer generation, they have no other choice but to get involved in online learning. Although those who do it are their children, who are still in elementary school, high school, but the parents still have to support their children using the application. Let alone understand online applications, many of them are still clueless. It is in this context that these parents must be able to adapt to online learning situations. Tsaniya Zahra Yutika and Krisnani (2020) in their research found that it was necessary for the presence of parents in accompanying children to learn online so that the results could be better. Parents must be present in supervising and paying attention to children both before learning begins, during learning, until after learning is complete. Zainuddin et al.'s research (2017) regarding the important role of parents in overcoming children's learning difficulties stated that at the elementary school level, children are prone to face learning difficulties, especially those who do not understand teacher's explanations. Therefore, this is where the urgency of the presence of parents to help their children with learning arises.

2.3 *Parents need to adapt and increase knowledge*

Distance learning, especially online learning, requires a lot of attention from parents toward their children (Aji 2020). If during this time children go to school to study and are accompanied by teachers for almost half a day and parents can have free time to work, then in online learning the presence of parents supervising children becomes very important and urgent.

Furthermore, parents should also help their children in studying and completing their homework. It is in this context that parents are “obligated” to re-learn basic knowledge to balance their children's learning process, especially their tasks. In this context, Wahyu (2020) stated that during online

learning, parents also have an additional task to guide their children to master and access various devices and applications used for learning media, through Google Classroom, Google Meet, or Zoom, and others. It also conditions parents to learn about all these applications. Wahyu (2020) added that parents are also encouraged to accompany their sons and daughters to know and master every subject, helping their sons and daughters to complete assignments.

2.4 *The emergence of boredom and stress*

It is undeniable that the ongoing online learning processes since the 2 years, ultimately, lead to boredom, saturation, and even stress. Online classes that take place almost every day and are limiting students to step out of their house often become a triggering factor for stress and boredom. The number of assignments given by teachers or lecturers to students almost every day increases students' burden, especially if there are problems in the facilities that cannot be addressed and so they are unable to complete their assignments. This situation is exacerbated by the low creativity of online teachers, which makes the students feel bored. The findings of Niken Bayu (2020) in his research on the *Impact of Online Lectures During the COVID-19 Pandemic on Indonesian Students* states that students on an average experience boredom and stress, which then has an impact on their productivity and they also become passive. In the context mentioned above, both Tsaniya Zahra Yutika and Krisnani (2020) and Wahyu (2020) stated that to overcome this, parents must provide understanding support so that their children have patience, do not get bored easily, and are motivated to learn.

3 CONCLUSION

The use of online learning platforms, such as Zoom and Google Meet helps students in learning without having to go to class. The flexible study time and place of study provides benefits such as time to be able to do other things. However, online learning also has negative consequences, such as limited facilities such as internet access, data limits, unavailability of Android-based smartphones, and laptops. On the other hand, parents are required to put in extra time accompanying their children during learning and need to learn again so that they can effectively guide and support their children so that they are motivated to learn, and so on.

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