

Implementation of Social Studies Learning at Cimahi City Junior High School Post-Covid-19 Pandemic

Arnie Fajar *Masters Program in Social Sciences Education STKIP Pasundan, Indonesia.*

Abstract

This study aims to determine the implementation of social science learning at the end of the COVID-19 pandemic in junior high schools in Cimahi City. The approach used is qualitative with a descriptive method. The research instruments used are observation, interviews, documentation, and literature studies. Data analysis is carried out interactively simultaneously as data collection and continuous until data collection is complete. Furthermore, data reduction is carried out, data exposure is done, and finally, conclusions are made. The results showed that junior high school social studies teachers in Cimahi City had implemented social studies learning at the end of the COVID-19 pandemic by planning, implementing, and conducting learning assessments following applicable laws and regulations. Learning planning includes preparing annual programs, semesters, syllabi, and lesson implementation plans, although some social studies teachers must complete them. Most social studies teachers have carried out learning, including preparatory or preliminary activities, core learning, and closing, following the learning syntax very well, and some are included in the excellent category and quite well according to applicable regulations. However, the enrichment program has not been able to be implemented optimally. Social studies teachers have also conducted learning assessments following applicable laws and regulations, including affective, cognitive, and psychomotor domain assessments.

Keywords:

implementation, social studies learning, post COVID-19 pandemic

INTRODUCTION

The Covid-19 pandemic that has hit the world has dramatically impacted various areas of life. In education, especially in the implementation of learning, almost all students in various parts of the world experience disruptions in their learning activities. Similarly, in Indonesia, students from early childhood to higher education can only be carried out sometimes. The government issued a policy that students learn from their homes through distance learning or network-based learning, often called online learning. This learning uses

computer devices or gadgets where educators and students communicate interactively through learning applications such as Google Classroom, Google Meet, Edmodo, Zoom, and so on through internet media. Online learning is a learning process that uses the internet network (Belawati, 2019). Such conditions drastically change the world of Indonesian education because the only solution to carry out the learning process is online learning. It provides shock therapy for educators and students because the pattern of learning habits carried out so far is conventional. Online

learning is the same as face-to-face learning, namely developing attitudes, concepts, and skills that must be learned, directing students to carry out the learning process, and providing independent exercises that students must do (Belawati, 2019).

Over time, gradually, the learning process in the network becomes a habit in the learning process. Several studies have shown a positive impact on the learning process during the COVID-19 pandemic, including research conducted by Ferdiansyah, Kokoh, et al. (2021) that online learning during the COVID-19 pandemic using Zoom Meet learning media in Social Sciences subjects is effective. Furthermore, Budiman's research, Jumardi (2021), shows that online learning positively impacts students' learning independence, increased activity in finding learning resources, and educator innovation in implementing their learning styles. However, there are also complaints from students and educators in the form of boredom and decreased interest in learning due to inadequate supporting facilities, no internet quota, and poor internet signal. Furthermore, the research results by Marinus and Waruwu (2020), which evaluated online learning during the COVID-19 pandemic, show that online learning impacts academic improvement. However, the impact is minor on non-academics, such as building character.

The results of research that has a negative impact, including research conducted by Yasir, Saddam et al. (2021), show that learning has an impact, namely the non-achievement of graduate

competence and attitude competence and the non-achievement of routine activities of students. It is caused by students having difficulty understanding learning, some parents of students who cannot provide learning facilities, educators who cannot conduct simultaneous learning, and the inability to monitor students' learning progress optimally. In line with the research above is the research of Febiani, Meta and Nisa, Aisyah Nur Sayidatun (2021), which shows that students have difficulty understanding social studies material through online learning through digital technology, namely using online learning applications. Regarding the implementation of social studies learning, the research results were given by Pansari and Ahmad (2021) can be stated, which shows that the planning and implementation of social studies learning is not following applicable regulations.

The COVID-19 pandemic is starting to subside; the government has issued a policy that schools and campuses can start implementing blended learning, which combines online and offline learning. Based on this description, the main problem is implementing Social Science learning at the end of the COVID-19 pandemic at junior high schools in Cimahi City.

Implementation means implementing or applying something that can cause specific effects or impacts. Implementation refers to an action to achieve the objectives set in a decision (Mulyadi, D, 2015). Thus, implementation is an action to turn a written document into an activity to

achieve the objectives of a decision or policy. In other words, implementation is the operationalization of a policy to achieve the expected policy objectives. This research aims to implement social science learning at the end of the COVID-19 pandemic at junior high schools in Cimahi City.

Based on Permendikbudristek of the Republic of Indonesia Number 16 of 2022 concerning Process Standards in Early Childhood Education, Primary Education Level, and Secondary Education Level, learning planning contains at least learning objectives, learning steps or activities, and learning assessment or assessment. Learning objectives contain a set of competencies and a formulated scope of subject matter that takes into account the characteristics of students, as well as the resources contained in the school. Steps or ways to achieve learning objectives are carried out by developing learning strategies that can provide a quality learning experience for students, namely learning that relates material to real problems or contexts, encourages active interaction and participation of students, optimizes the use of resources available in the school environment and community environment, uses information and communication technology devices, and learning is cross-lesson and cross-grade levels. The implementation of learning is carried out in an interactive, inspiring, fun, and challenging manner so that students are motivated to actively participate and provide sufficient space for initiative, creativity, and independence following the talents, interests, and physical and psychological

development of students, which educators carry out by providing role models, guidance, and facilitation.

Learning assessment is based on the Permendikbudristek of the Republic of Indonesia Number 21 of 2022 concerning Education Assessment Standards in Early Childhood Education, Basic Education Level, and Secondary Education Level. This standard contains a mechanism for assessing student learning outcomes, which follows the objectives of assessment in a fair, objective, and educative manner by referring to the curriculum used by schools and contained in the Learning Implementation Plan. Learning outcome assessment procedures include the formulation of formative and summative assessment objectives, selection and development of assessment instruments following the characteristics of students and contained in the learning implementation plan, implementation of assessment, processing of assessment results, and reporting of assessment results. The processing of assessment results is carried out by analyzing the data from the implementation of the assessment in the form of numbers or descriptions. Finally, a learning outcome assessment report should be made that at least contains information about the achievement of student learning outcomes in the form of learning outcomes reports or report cards.

Learning is a process of change in students, shown by increasing the quality and quantity of actions or behaviors, including increasing attitudes, knowledge, skills, habits, and so on (Fajar, A., 2009). Learning is a change in

activity and response to the environment, such as making observations, reading, listening, imitating, following rules, and trying to do something to oneself (Ernes R. Hilgard in Cahyanin, 2011). Learning is also a physical and spiritual/mental activity engaged in interaction with the environment to produce relatively fixed changes. The occurrence of learning will be shown through its characteristics, namely the existence of new abilities or changes in behavior, attitudes, knowledge, and skills; these changes occur through effort due to interaction with the environment so that it can be fixed or fixed (R, Abdul, 2014). While learning is learning, students use educational principles and learning theories using multicomunication, namely between educators and students, between students, and between students and other parties in their learning environment. Learning is a combination of human elements, media, tools or materials, facilities, and other equipment based on procedures that mutually affect the achievement of learning objectives (Hamdan, 2011).

The learning process will be realized by individual interaction with the environment. Therefore, learning contains a broader meaning than teaching, an effort made by someone deliberately, directed, and planned to achieve predetermined goals, taking place in a controlled manner so that the learning process occurs in a person following learning principles (Nasution, 2008). Effective learning is a process of change in students, which is shown in the form of increasing the quality and quantity of behavior or

action, led, guided, directed, monitored, and assessed by educators as an effort to improve and develop the cognitive (intellectual), affective (attitude/emotional-spiritual), and psychomotor (skills) potential of students appropriately and successfully so that it affects the thinking patterns and behavior of students following learning objectives Fajar, Arnie. (2022).

Social sciences is a simplification of the social sciences and humanities, namely law, politics, history, economics, geography, sociology, anthropology, philosophy, psychology, and values that exist in society that are scientifically organized for the benefit of education. NCSS formulates that within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. (National Council for the Social Studies 1994: vii). Thus, social studies education not only studies the social sciences and humanities but also mathematics and natural sciences. Social studies education aims to help develop students' ability to make rational decisions so that they can solve problems alone and in groups together to carry out social actions that can influence public policy. Bank, J.A. 1977 translation Setiawan, Yana, et al. (2012). The Bank's thinking, supported by NCSS (1994), is that the primary purpose of social studies is to help young people develop the ability to make informed and reasoned

decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. From the description above, it can be interpreted that social studies education, which contains material on social sciences and humanities that has been simplified, is part of the curriculum to develop competencies in the realm of attitudes, knowledge, and skills of students to be able to take a role in the life of society, nation, and state. In other words, the ultimate goal of social studies education is to make students good citizens following the values contained in Pancasila. A good citizen is a citizen who has social feelings and carries out social actions or behaviors (social action) CSS (Sapriya, 2017). Based on the description above, how will social science learning be implemented at the end of the COVID-19 pandemic in junior high schools in Cimahi City?

RESEARCH METHOD

This study uses a qualitative approach because it takes place naturally, which gives rise to human behavior and events Creswell, John W. (1994). Furthermore, it explains the phenomenon that occurs naturally, thoroughly, and in-depth about the implementation of Social Science learning at the end of the COVID-19 pandemic at junior high schools in Cimahi City. In addition, it is also to understand social phenomena from the perspective of participants who are observed and interviewed and provide opinions, thoughts, perceptions, and data (Komara, 2014). This approach uses data from observations, interviews, field

notes, documents in the form of recorded notes, photos, recordings or videos, and materials from the internet about human life personally and in groups (Johnny Salda). Qualitative research is used to examine the natural condition of objects, is more descriptive, emphasizes process rather than outcome, conducts inductive analysis, and emphasizes the meaning behind the data obtained (Sugiyono, 2013). The descriptive method is a method of examining the status of a group of humans, an object, a condition, a system of thought, or something in the present that aims to make a description, picture, or painting systematically and the relationship between the phenomena investigated Nazir, Moh. (2011).

A qualitative approach was chosen in this study because first, researchers can observe directly to find out the actual conditions in the field regarding the implementation of social science learning at the end of the COVID-19 pandemic at junior high schools in Cimahi City. Second, researchers can interact directly with the object of research to obtain the accuracy and validity of data from the information obtained. Thus, researchers will produce thorough data that will be presented descriptively.

The research instruments used are (1) observation, (2) interviews, (3) documentation, and (4) literature studies. Data analysis occurs when data collection occurs interactively and continues continuously until data collection is complete. The model used in analyzing data is the Miles and Huberman model, namely (1) data reduction, (2) data display, and (3)

conclusion drawing/verification (Sugiyono, 2020).

The study was conducted in Cimahi City; the respondents interviewed were social studies teachers and students in junior high schools in Cimahi City in three sub-districts: South Cimahi, Central Cimahi, and North Cimahi. Below is a map of Cimahi City.

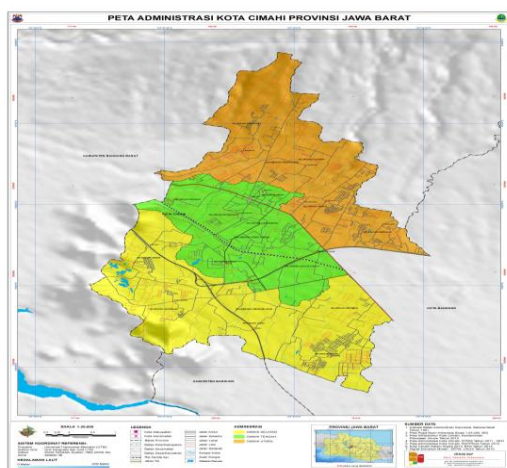


Figure (1): Map of Cimahi City

Source: <https://profilkotacimahi.blogspot.com/2017/03/geografi.html>

South Cimahi sub-district consists of five urban villages, Central Cimahi six urban villages, and North Cimahi four urban villages. Each sub-district is randomly selected by one school representing the village. Thus, there are fifteen (15) junior high schools that are the location of the study, namely SMP Negeri 3, SMPN 5, SMP Negeri 6, SMP Negeri 7, SMP Negeri 8, SMPN 12, SMP Negeri 14, SMP Warga Bakti, SMP Plus YPP Darursurur, SMP Pasundan 1, SMP Pasundan 2, SMP Pasundan 3, SMP Budi Luhur, SMP PGRI 4, and SMP PGRI 5.

RESULTS AND DISCUSSION

Learning in all schools that are the location of the study uses blended learning, namely online and offline learning. When conducting research into junior high schools, which are the location of research, all schools carry out offline or face-to-face direct learning on a limited basis in class. It means that the learning process meeting time is limited/reduced from the supposed 40 minutes to 25 minutes, but some schools arrange for students to enter the school alternately.

The implementation of social studies learning at the end of the COVID-19 pandemic in Cimahi City is described as follows.

1. Social Studies Learning Planning

The results showed that all social studies teachers had prepared lesson plans at the beginning of the school year. So before starting learning, social studies teachers have prepared lesson plans, including annual programs, semester programs, syllabi, and Learning Implementation Plans. Social studies teachers have formulated learning objectives, learning outcome indicators, and learning experiences through a contextual approach by applying varied discussion methods, project-based learning, and lectures. The media used are computers, laptops, and projectors to make presentations and display videos. The learning resources used are textbooks from the Ministry of Education and Culture, other reference books, and other learning resources, which were searched through the internet and social media. Social studies teachers have owned and prepared assessment

designs, instruments, answer keys, rubrics, and criteria for daily assessments, midterm assessments, and end-of-semester assessments by regulations; have and compile structured assignment programs and instruments and unstructured independent activities by regulations and keep documents of the results of their assignments. However, some social studies teachers still need to complete learning planning. The following is an example of a lesson plan prepared by a social studies teacher.

Most social studies teachers at junior high schools in Cimahi City have prepared lesson plans following applicable laws and regulations, namely Permendikbud Number 16 of 2022 concerning Process Standards based on directions from the principal and the Cimahi City Social Studies Teacher Deliberation (MGMP). MGMP activities routinely discuss various matters related to the curriculum, such as understanding curriculum content, the learning models used, the essential materials learned, teacher and student handbooks, modules, media used through applications on the internet, and how to assess attitudes, knowledge, and skills. Social studies teachers can easily plan the implementation of social studies learning, meaning that the activities carried out by the Cimahi City Social Studies MGMP benefit teachers in carrying out their duties.

**PROGRAM TAHUNAN
PERHITUNGAN WAKTU EFEKTIF PEMBELAJARAN
TAHUN PELAJARAN 2022-2023**

Mata Pelajaran : IPS
Kelas : VIII (Delapan)

A. Semester I (Smt I) Periode 2022

| BULAN | Harat Kuliah | Harat Tugas | Harat Kuis | Harat Ujian Kuliah | Atmanga Kuliah | Atmanga Kuis | Atmanga Ujian Kuliah |
|----------------|-----------------|----------------|---------------|--------------------------|-------------------|-----------------|----------------------------|
| Agustus 2022 | 11 | 10 | 11 | 11 | 0 | 0 | 0 |
| September 2022 | 11 | 10 | 11 | 11 | 0 | 0 | 0 |
| Oktober 2022 | 11 | 10 | 11 | 11 | 0 | 0 | 0 |
| November 2022 | 11 | 10 | 11 | 11 | 0 | 0 | 0 |
| Desember 2022 | 11 | 10 | 11 | 11 | 0 | 0 | 0 |
| Jumlah | 55 | 50 | 55 | 55 | 0 | 0 | 0 |

Keterangan: Jumlah Jam Pelajaran = 18 Minggu x 4 Jam Pelajaran = 72 Jam Pelajaran

**PROGRAM SEMESTER
Tahun Pelajaran : 2022/2023
Mata Pelajaran : IPS**

| Materi Pokok / Kompetensi Materi | Jumlah JP | Jumlah | | | | Alokasi | | | |
|---|--------------|-----------|----------|----------|-------------|----------|----------|----------|-------------|
| | | Teori | Praktik | Asesmen | Kelembagaan | Teori | Praktik | Asesmen | Kelembagaan |
| 1. Mengetahui dan memahami perubahan sosial dan budaya masyarakat Indonesia | 12 JP | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. Mengetahui dan memahami interaksi sosial dan budaya masyarakat Indonesia | 12 JP | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Mengetahui dan memahami interaksi sosial dan budaya masyarakat Indonesia | 12 JP | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Mengetahui dan memahami interaksi sosial dan budaya masyarakat Indonesia | 12 JP | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Jumlah | 48 JP | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Sumber: Dokumen Pustaka 2022

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP PGRI 4 Cimahi
Mata Pelajaran : IPS
Kelas/Semester : VIII / 3
Tahun Pelajaran : 2022/2022
Alokasi Waktu : 12 JP (4 minggu - semester I)

- Menghargai dan menghormati ajaran agama yang dianutnya
- Menghargai dan menghormati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam penerapannya sebagai warga masyarakat Indonesia
- Memahami pengetahuan (fakta, konsep, dan prosedural) berdasarakan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- Mencoba, menguji, dan menyaji dalam bentuk kerangka (mengorganisasi, menguji, memodifikasi, dan membuat) dan hasil akhir (menelaah, menelaah, menguji, mengorganisasi, dan menyaji) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

| Kompetensi Dasar | Materi Pembelajaran | Nilai Karakter | Indikator | Kegiatan Pembelajaran | Alasan | Penilaian |
|---|---|--|---|---|--|---|
| 3.1. Memahami perubahan keruangan dan interaksi sosial di Indonesia dan negara-negara ASEAN yang diakibatkan faktor alam dan manusia (ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik. | Kerangka geografis, Negara-negara ASEAN (letak, luas, iklim, bentuk muka bumi, sumber daya alam, dan penduduk), serta interaksi sosial di Indonesia dan negara-negara ASEAN | Kejujuran, tanggung jawab, disiplin, dan peduli lingkungan | 3.1.1. Mendeskripsikan perubahan keruangan dan interaksi sosial di Indonesia dan negara-negara ASEAN 3.1.2. Mendeskripsikan faktor alam dan manusia (ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik. | Mengamati peta keruangan keruangan di Negara-negara ASEAN Membaca peta keruangan keruangan di Negara-negara ASEAN Mendiskusikan hasil kerja kelompok tentang keruangan keruangan di Negara-negara ASEAN Mendiskusikan hasil kerja kelompok tentang keruangan keruangan di Negara-negara ASEAN Mendiskusikan hasil kerja kelompok tentang keruangan keruangan di Negara-negara ASEAN | Kelembagaan di Pendidikan dan Kebudayaan Kelembagaan di Pendidikan dan Kebudayaan Kelembagaan di Pendidikan dan Kebudayaan | Uraian, Tes Tertulis, Penilaian Diri, Penilaian Teman Sebangkai |



Figure 3: Social Science Subject Teacher Deliberation Activities of Cimahi City Junior High School
Source: Researcher Document. (2022)

RENCANA PELAKSANAAN PEMBELAJARAN 01

Satuan Pendidikan : SMP PGRI 4 Cimahi
Mata Pelajaran : Ilmu Pengetahuan Sosial
Kelas/Semester : VIII / 3
Materi Pokok : Interaksi Keruangan Dalam Kehidupan Di Negara
Sub Materi : Negara ASEAN
Alokasi Waktu : 2 jam pelajaran (1 pertemuan) (033)

| KOMPETENSI DASAR | INDIKATOR |
|--|--|
| 3.1. Memahami perubahan keruangan dan interaksi antar-ruang di Indonesia dan negara-negara ASEAN yang diakibatkan faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik. | 1. Mengidentifikasi Negara, ibukota dan mata uang anggota ASEAN 2. Mengidentifikasi luas, dan letak Negara kawasan ASEAN 3. Mengidentifikasi ciri geografis negara ASEAN |
| 4.1. Menyajikan hasil telaah tentang perubahan keruangan dan interaksi antar-ruang di Indonesia dan negara-negara ASEAN yang diakibatkan faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik. | 1. Mempresentasikan hasil kerja kelompok tentang nama Negara, ciri geografis, letak dan luas negara ASEAN |

Figure 2: Annual Programs, Semester Programs, Syllabus, and Learning Implementation Plans
Source: Research Document (2022)

Research by Irawan, Roni (2021) shows that teachers have prepared lesson planning early before learning activities, including making learning tools based on core competencies and essential competencies in the 2013 syllabus and

curriculum. Research by Niswah, Yustin, Hayatun, (2022), shows that teachers have prepared an integrated social studies lesson plan contained in the lesson implementation plan as a teacher guide to achieve learning objectives. Another case with Pansari's research, Ahmad (2021) shows that teachers need to plan social studies learning correctly and follow government policies or applicable regulations.

Based on several research findings and research conducted by researchers, the environment influences teachers in preparing lesson planning, as well as the will, ability, and experience of teachers, personally or together. As happened to social studies teachers in Cimahi City in preparing lesson planning, in addition to being influenced by the internal conditions of teachers, MGMP's activeness in carrying out activities was also greatly helped. Based on pedagogical theory and mental discipline theory, the role of teachers is to prepare learning materials by considering essential materials, with methods or models that follow the characteristics of students in the hope that they can know and understand the material well. Morrison, Roger. (2021). in ? 2023).

Based on the compliance approach and factual approach, the implementation stage largely determines the success or implementation of the policy. The ability of the implementation determines the success of the implementation process, namely the compliance of social studies teachers to carry out instructions and directions from the principal as superiors and the will, ability, and decisions of social

studies teachers in participating in MGMP activities (Mulyadi, 2015).

2. Implementation of Social Studies Learning

The results showed that all social studies teachers had carried out social studies learning by the lesson plan prepared, including preparation or introduction, core learning activities, and closing. The implementation of social studies learning in detail is described as follows. Almost all social studies teachers check students' readiness in the preparation or preliminary stage and conduct attendance activities well. Some carry out and ask for news about the health conditions of students. According to naturalistic theory, the teacher creates a pleasant learning atmosphere that can develop students' potential. (Morrison Roger, 2021, in ? 2023). The condition of students who are in a happy, healthy, ready, and focused mood to learn will motivate them to follow further learning.



Figure 4: Social Studies Learning Activities
Source: Research Document. (2022)

At this stage, most social studies teachers have carried out learning by delivering material following the learning hierarchy in sequence or according to the syntax of applicable regulations, namely conveying competencies and learning objectives that will be achieved very well; some

teachers carry out well and quite well. The teacher demonstrates professionalism by mastering the material, associating the material with other relevant knowledge and realities of life very well, and some carry out with good conditions. It means that most teachers have delivered learning materials that students can understand. Regarding pedagogy, most teachers deliver material in clear spoken and written language to create a pleasant atmosphere in fostering positive habits and active participation, and some are in good condition and quite good. The theory of behaviorism and unity emphasizes that in learning, teachers can relate the knowledge and experience of learners, whether they are exciting or not, and associate new knowledge with their knowledge or experience so that each other is interrelated in unity. Cognitive theory emphasizes that teachers in the learning process follow a specific syntax that can improve and develop understanding processes such as learning to think and language and assume that students already have knowledge and experience organized in the form of cognitive structures. (Morrison Roger, 2021, in ? 2023).

Most social studies teachers have implemented the practical and efficient use of media by involving students in using media and producing exciting messages. However, some teachers do not use media. Reflection has been done well by most teachers, namely by making summaries by involving students, carrying out follow-up by giving directions, doing activities, or giving assignments as part of remedial or

enrichment, and some teachers carry out quite well.

Based on the results of interviews with students, it is known that social studies teachers deliver learning material well and understandably, convey material using the internet, through exposure or percentages, games (games), videos, and provide practice questions. Learning resources use textbooks and other books, as well as the internet. Social studies lessons increase knowledge and understanding because they are more familiar with activities, social interactions, and attitudes when interacting with friends and family. Students understand because they often discuss in groups, and the results of discussions are presented in front of the class. Students assume that social studies lessons improve their skills in finding information because when doing assignments in class and homework, they have to find information alone and with friends from various sources, and social studies lessons are very comprehensive. Students conclude that learning social studies is fun.



Figure 5: Social Studies Learning Activities
Source: Research Document. (2022)

Research by Irawan, Roni (2021) shows that learning is implemented with two models: offline or face-to-face learning and distance learning or online learning. Along with Irawan, Roni's research, is the research of Niswah,

Yustin, Hayatun, (2022), which also shows that teachers use online and offline learning. In addition, the teacher applied the learning method of inquiry and assignment in this study. Task collection is carried out during offline learning. These two studies need to show how the learning process is implemented. Furthermore, Pansari's research, Ahmad (2021) shows that implementing social studies learning has yet to be carried out following applicable regulations. Another case is the research of Harahap, Muhammad, Riduan (2022), which shows that the implementation of learning that is carried out alternately, namely three days online and three days offline, has a positive impact on student learning outcomes and the level of stress that occurs when online learning can be handled using offline learning. Teachers have tried to do creative and innovative learning so that the learning process works well.

3. Implementation of Learning Assessments

The results showed that social studies teachers had carried out learning assessments, including assessment of attitudes, knowledge, and skills. The assessment of attitudes towards students has been done well, and some are doing very well and quite well; conduct daily assessments, midterm assessments, and end-of-term assessments well and some with excellent and quite good conditions; have and keep documents of the results of daily assessments, midterm assessments and end-of-semester assessments well in the grade list book and some well and quite well; as well as having and storing documents of

remedial assessments and task assessments well and some store very well and quite well.

Most social studies teachers carry out assessments in several stages, first at the beginning of learning to assess students' attitudes, then in the learning process to assess attitudes, knowledge, and skills. The implementation of assessment in the learning process is carried out during the teacher's time in the classroom, namely when delivering material, giving assignments, observing group discussion activities, and providing assessments of student work. Some teachers give awards to students whose work is excellent by applauding together. Related to this assessment, students revealed that social studies teachers carry out observations when they study in class, and they assume that social studies teachers want to know their attitudes. Next, conduct daily tests, midterm and end-of-semester tests, and return test results. They assume the results of the returned tests so that they know the test scores and can improve learning alone and in groups. However, some teachers still need to implement enrichment programs according to regulations. Similarly, related to structured assignment instruments and unstructured independent activities, some social studies teachers must implement according to applicable regulations.

That most social studies teachers have carried out assessments correctly and adequately cannot be separated from the role of the Cimahi City Social Studies Subject Teacher Deliberation (MGMP), which has carried out various activities

related to curriculum implementation, especially in social studies subjects, and social studies teachers in Cimahi City are primarily active in participating in the Social Studies Subject Teacher Deliberation (MGMP) activities so that they can understand and apply learning assessment procedures and techniques. Assessment and evaluation are among the pedagogical competencies teachers must possess (Majid, 2014: 2). Learning outcomes are assessed authentically, integrated, comprehensive, and balanced between attitude competencies, knowledge, and skills. (Deni Hadiana, 2015). In addition, the results of research (Wahono, Margi and Wardhani, Wahyu Novia, 2016) show that teachers understand and can use authentic assessment in evaluating student learning outcomes covering three aspects, namely the assessment of aspects of knowledge, attitudes, and skills, which are the primary assessments of student learning outcomes. Such is the case with the results of research (Widiyanto, Delfiyan and Istiqomah, Annisa. 2021) that teachers at each level have generally implemented the 2013 curriculum assessment.

CONCLUSION

Junior high school social studies teachers in Cimahi City have planned the social studies learning process at the end of the COVID-19 pandemic, namely by compiling annual programs, semester programs, syllabi, and learning implementation plans following applicable laws and regulations, even though there are several social studies

teachers whose documents are incomplete.

Junior high school social studies teachers in Cimahi City have carried out social studies learning, including preparatory or preliminary activities, core learning, and closing following the syntax contained in the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022.

Social studies teachers have conducted social studies learning assessments, including affective, cognitive, and psychomotor domain assessments, following applicable laws and regulations. However, some social studies teachers could be more optimal in implementing enrichment programs.

RECOMMENDATIONS

1. Social studies teachers are expected to develop skills in using alternative learning media such as Google Classroom, Google Meet, Edmodo, Zoom, and other technological media to utilize modifiers optimally when using online learning. In addition, social studies teachers are expected to become members and be active in participating in various MGMP programs.
2. Students are expected to be able to utilize technology-based learning media optimally so that social studies learning activities become effective.
3. Parents are expected to patiently accompany their children in learning because they play role of mothers and fathers who care for and educate their children so that their

learning success is achieved to the maximum.

4. To the Researcher, the research results are an opportunity to be followed up by research in other cities or districts or expanding the research locus to the regional or provincial level.

Acknowledgments

Thanks to all junior high school principals in the Cimahi City area who have provided permits and facilities during the research. To social studies teachers and junior high school students in Cimahi City who are ready to work well. Moreover, finally, sincere thanks to the students of the Class 15 Social Studies Education Master Study Program who have helped collect research data.

REFERENCES

- Bank, J.A. (1977). *Teaching Strategies for The Social Studies – Inquiry, Valuing, and Decision Making*. Seatle University of Washington. (Terjemahan Setiawan, Yana dkk. Program Studi Pendidikan Ilmu Pengetahuan Sosial Sekolah Pascasarjana Universitas Pendidikan Indonesia Bandung).
- Belawati, Tian. (2019). *Pembelajaran Online*. Universitas Terbuka.
- Budiman, jumardi. (2021). *Evaluasi Pelaksanaan Pembelajaran Daring Di Indonesia Selama Masa Pandemi Covid-19* Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura.
- Creswell, John W. (1994). *Research Design Qualitative & Quantitative Approaches* (Alih Bahasa: Angkatan

- III & IV KIK UI dan Bekerjasama dengan Nur Khabibah). KIK Press.
- Cahyanin. (2011). *Pengertian pengalaman Mengajar*. Bumi Aksara.
- Deni, Hadiana^[1]. (2015). *Penilaian Hasil Belajar Untuk Siswa Sekolah Dasar - Assessment Of Learning Outcomes For Elementary School Students*. Pusat Penilaian Pendidikan, Balitbang Kemdikbud. (<https://www.bing.com/search?FORM=U523DF&PC=U523&q=jurnal+tentang+penilaian+hasil+belajar>)
- Febiani, Meta. (2021). *Analisis Aktivitas Pembelajaran IPS Berbasis Daring pada Masa Pandemi Covid- 19 bagi Peserta Didik SMP di Kecamatan Tahunan Kabupaten Jepara*. HARMONY 6 (1) <https://www.bing.com/search?q=Febiani%2C+Meta.+%282021%29.+Analisis+Aktivitas+Pembelajaran+IPS+Berbasis+Daring+pada+Masa+Pandemi+Covid-19+bagi+Peserta+Didik+SMP+di+Kecamatan+Tahunan+Kabupaten+Jepara.+&qsn&form=QBRE&sp=-1&lq=0&pq=febiani%2C+meta.+%282021%29.+analisis+aktivitas+pembelajaran+ips+berbasis+daring+pada+masa+pandemi+covid-19+bagi+peserta+didik+smp+di+kecamatan+tahunan+kabupaten+jepara.+&sc=0-165&sk=&cvid=5A319EB7D9C843F0B9E29E48029E6B32&ghsh=0&ghacc=0&ghpl=>
- Lestari, PF Kokoh. (2021). *Efektivoitas Pembelajaran Daring dengan Menggunakan Zoom Meet di Kelas VII Selama Pandemi Covid-19 pada Pelajaran Ilmu Pengetahuan Sosial (IPS) di SMP*

- Negeri 1 Trucuk*. Jurnal Pendidikan Edutama. (<http://repository.ikipgribojonegoro.ac.id/1719/>)
- Fajar, Arnie. (2009). Portofolio dalam Pembelajaran IPS. Remaja Rosdakarya.
- Fajar, Arnie. (2022). Implementasi Pembelajaran Pendidikan Antikorupsi Untuk Mahasiswa. Widina.
- Blogspot.com. (2017). Geografi-Profil Kota Cimahi, <https://profilkotacimahi.blogspot.com/2017/03/geografi.html>
- Hamdan. (2011). Strategi Belajar Mengajar. Pustaka Setia.
- Harahap, Muhammad, Riduan. (2022), *Implementasi Pembelajaran Daring dan Luring pada Masa Pandemi Covid-19 di SMP Awal Karya Pembangunan Kecamatan Lubuk Pakam*. Jurnal Pendidikan Agama Islam Vol: 1 No.1. <file:///Users/arniefajar/Downloads/JURNAL+Ruri+Dzah+Fitri-16-23.pdf>
- Irawan, Roni. (2021). *Implementasi Pembelajaran Sejarah pada Masa Pandemi Covid 19 di SMA Negeri 1 Ambalawi*. Jurnal Pendidikan IPS. Vol 11 No. 1. <https://ejournal.tsb.ac.id/index.php/jpi/article/view/445>
- Komara, Endang. (2014). Belajar dan Pembelajaran Interaktif. PT. Refika Aditama.
- Majid, A. (2014). Penilaian autentik proses dan hasil belajar. Remaja Rosdakarya.
- Morrison, Roger. (2021) dalam ? 2023, 6 Teori Pembelajaran Pedagogi dan Ciri-cirinya <https://ms1.warbletoncouncil.org/teorias-pedagogicas-9640#:~:text=The%20teori%20pedagogi%20mereka%20adalah%20cara%20yang%20berbeza,pelbagai%20andaian%2C%20dan%20kaedah%20pengajaran%20umum%20yang%20berbeza.>
- Waruwu, Marinus. (2020). *Studi Evaluatif Implementasi Pembelajaran Daring Selama Pandemi Covid-19*. Jurnal Administrasi Pendidikan. 27 (2). 288-295. https://www.researchgate.net/publication/350235389_STUDI_EVALUATIF_IMPLEMENTASI_PEMBELAJARAN_DARING_SELAMA_PANDEMI_COVID-19
- Mulyadi, D. (2015). Study Kebijakan Publik dan Pelayanan Publik. Alfabeta.
- Nasution. (2008). Berbagai Pendekatan dalam Proses Belajar Mengajar. Bumi Aksara.
- Nazir, Moh. (2011). Metode Penelitian, Ghalia Indonesia.
- National Council for the Social Studies. 1994. *Expectations of Excellence Curriculum Standards for Social Studies*. United States of America.
- Niswah, Yustin, Hayatun. (2021). Implementasi Strategi Pembelajaran IPS Terpadu di Tengah Masa Pandemi Covid 19 pada Siswa Kelas 9a di MTs Wali Songo Krebet Bululawan. Skripsi Universitas Islam Negeri Maulana Malik Ibrahim. <http://etheses.uin-malang.ac.id/30193/1/14130072.pdf>
- Pansari, Ahmad. (2021), Pembelajaran IPS pada Masa Pandemi Covid-19 Studi di SMP Negeri 02 Pasemah Air Keruh, e-Repository Perpustakaan IAIN

- Bengkulu.
<http://repository.iainbengkulu.ac.id/7748/>
- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbud Ristek) Republik Indonesia Nomor 16 Tahun 2022 tentang Standar Proses pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah.
- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbud Ristek) Republik Indonesia Nomor 21 Tahun 2022 tentang Standar Penilaian Pendidikan pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah.
- Profil Kota Cimahi, 2017 (: <https://profilkotacimahi.blogspot.com/2017/03/geografi.html>)
- R, Abdul. (2014). Tahapan Mendidik Anak Teladan. Irsyad Baitusalam.
- Sapriya. (2017) Pendidikan Ilmu Pengetahuan Sosial. PT. Remaja Rosdakarya
- Sugiyono. (2013). Cara Mudah Menyusun Skripsi, Tesis, dan Disertasi, Cetakan Ke-5 2020. Alfabeta, cv.
- Sugiyono. (2020) Metode Penelitian Kuantitatif, Kualitatif, Kombinasi (Mix Methods). Alfabeta, cv.
- Wahono, Margi. (2016). *Dinamika Pelaksanaan Kurikulum 2013 Pada Tingkat Sekolah Menengah Pertama di Kota Semarang*. Jurnal Civics Volume 13 Nomor 2. (<https://journal.uny.ac.id/index.php/civics/article/view/12724/pdf>)
- Widiyanto, Delfiyan. (2021). *Pelaksanaan Penilaian Hasil Belajar Siswa Mata Pelajaran Pendidikan Pancasila Dan Kewarganegaraan*. Jurnal Kalacakra, Volume 02, Nomor 02, 2021, pp: 56-64(<https://www.bing.com/search?q=jurnal+tentang+penilaian+hasil+belajar+peserta+didik&qs=n&form=QBRE&sp=-1&ghc=1&lq=0&pq=jurnal+tentang+penilaian+hasil+belajar+peserta+didi&sc=7-51&sk=&cvid=7CC3FB3C939343749897028496329FB0&ghsh=0&ghacc=0&ghpl=#:~:text=%C2%A0%C2%B7%20PDF%20file-PELAKSANAAN%20PENILAIAN%20HASIL%20BELAJAR%20SISWA%20MATA%20%E2%80%A6,-Webpembelajaran.>)
- Yasir, Saddam. (2021). *Penerapan Kurikulum 2013 Pada Masa Pandemi Covid- 19 di SMP-IT Ad- Durrah Medan*. Ilmuna: Jurnal Studi Pendidikan Agama Islam. 24 Oktober 2020.