



TELEGRAM APPLICATIONS IN HISTORY LEARNING OF SMA NEGERI 2 KABANJAHE

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Abstract

Learning limitations as a result of the covid-19 pandemic which requires distance learning or online learning (on the network) of history subjects based on the telegram application. This type of qualitative descriptive research aims to find out the events, facts and circumstances that occurred during the research by presenting what happened. This research was conducted to see the process and impact of the use of the telegram application on students' history learning at SMA Negeri 2 Kabanjahe. The data instrument in this study used observations, online interviews and instrument filling in class XI IPS 2 students as samples using google forms, as well as documentation. The method used to analyze the data is a qualitative technique. The result of the research is that by utilizing the telegram application in history learning for class XI students at SMA Negeri 2 Kabanjahe, it runs well with few obstacles on the network in the event of rain or power outages. This can be seen in the smooth learning process and the results of interviews with teachers and students who say there are no obstacles in the use of this telegram application as a medium in the history learning process, other than only network constraints in the event of rain or power outages. It can also be proven in the learning outcomes of students in the cognitive (knowledge) and psychomotor (skills) aspects that are good with the percentage of completeness reaching (64.7%) in the cognitive (knowledge) and (85.2%) psychomotor aspects (Skills).

Keywords: *E- learning media, History, SMAN 2 Kabanjahe*

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INTRODUCTION

Corona Virus disease (Covid-19) which was announced by WHO as a world pandemic has affected various aspects of life. In order to break the chain of the spread of this virus, human movement is limited so that there is no direct contact between one human and another human being who may have been infected and could potentially transmit it. As a result, various activities that are usually carried out face to face are currently reduced in intensity and even eliminated.

The fact that currently almost all countries are implementing social distancing and asking their citizens to stay at home or work from home has now also been felt by the world of education as revealed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that the corona virus outbreak has had an impact on the education sector. Alternative learning is online learning, which is learning carried out during the Covid-19 emergency using the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions.

Telegram application is a free cross-platform cloud-based instant messaging service application, through this telegram application users can send messages, photos, videos, stickers, audio, and other file types such as files (doc, zip, mp3, and others).) with a maximum size of 1.5 GB per file.

The telegram application media can help the learning process between teachers and students which is carried out remotely (distance learning). This telegram application can assist teachers in providing or delivering learning in the form of text messages, learning files in pdf or doc form, distributing books (e-books) in large size, and through the telegram application teachers can share video files or long-duration learning films that cannot be done by similar messaging applications. For students, the telegram application media can help the learning process, which can send school assignments in the form of files, students are helped by doing online learning, in this network students can make interactions in the form of video calls with teachers and fellow students.

The advantages of this telegram application in terms of security are that it uses end-to-end encryption and uses the MTProto scheme, besides that this telegram application has a secret chat feature, namely a message

will automatically be deleted by itself. The contents of this message cannot be accessed by anyone on other devices. , only by the sender and receiver on the device being used. Furthermore, the content of the message will in principle be deleted with a predetermined time setting, so that the security and privacy of your message is guaranteed. This telegram application also has advantages such as the channel-based broadcast message feature that has a large capacity, besides that this telegram has a cloud-based message feature, it means that with telegram you can communicate with anyone (who has a telegram account and has installed this application) without device or gadget restrictions. Does not burden storage memory, on Telegram the file is stored forever on the server and will not be deleted or lost unless deleted, sharing files in the form of photos, videos or audio, will not burden the memory of the gadget.

Yenni Florentina Barus S.Pd as a history subject teacher, said that during this online learning, the school has also implemented a lot of learning using the help of online-based learning media. Based on the description above, the objectives of this study are: 1) to determine the process of using telegram as a medium in learning history for class XI SMA Negeri 2 Kabanjahe and 2) to determine the impact of using telegram applications on history learning in class XI SMA Negeri 2 Kabanjahe.

RESEARCH METHOD

This research is a qualitative research, namely by observing the use of media used by teachers in the history subject of class XI IPS 2 SMA Negeri 2 Kabanjahe, using the three processes and seven steps described above. Data collection techniques in this study using observation techniques, interviews, documentation and questionnaires.

The research subject is the whole object where there are several sources or informants who can provide information about problems related to research and are often referred to as informants. Informants are people who are trusted to be resource persons or sources of information by researchers who will provide accurate information to complement research data, which in this study are history teachers, and students of class XI IPS 2 SMA Negeri 2 Kabanjahe.

Analysis according to Miles and Huberman (1992) is divided into three streams of activities that occur simultaneously.

The three paths are (1) data reduction, (2) data display, and (3) drawing conclusions.

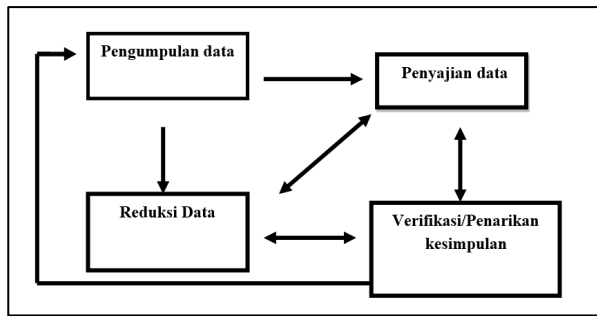


Figure 3. Miles & Huberman (1992) data analysis model

RESULTS AND DISCUSSION

Online Learning Process By Utilizing Telegram Applications In History Learning

Utilization of media, can be used and utilized properly by teachers and students in learning history. The telegram application can be used 100% by teachers and students, it can be seen from the results of interviews with teachers and students, where all say this application media can be put to good use in history learning. There were no obstacles or obstacles encountered during the use of this telegram application as a medium in on-line learning of history subjects, the telegram application as a medium of interaction in the learning process between teachers and students in on-line learning, this application is also a tool to convey or sending learning materials in the form of word files, learning videos and learning films for teachers of history subjects,

The students get satisfactory grades by using the telegram application as a medium in on-line learning, this is due to good understanding and digestion by students during online learning by using the telegram application, besides that it is also supported by the creativity of the teacher in delivering subject matter accompanied by other methods and media made by the teacher in the history learning process. A total of 22 (64.7%) students surpassed mastery in on-line history learning by using this telegram application as a medium in history learning.

Analysis And Description Of The Results Of Interviews With The Vice Principal Of The

Curriculum Section

SMA Negeri 2 Kabanjahe chose this telegram application as a medium for on-line learning, according to the agreement and decision of the meeting with the teacher council and school principal. The main reason for determining the use of telegram is because after a search was carried out by the telegram school it was more effective than other media, the search was carried out to see the harmony between the on-line learning systematics made by SMA Negeri 2 Kabanjahe (this telegram application is more effective than the telegram application). others) and how long the telegram application can be used by SMA Negeri 2 Kabanjahe for future learning. In addition, the strengthening reason is due to the delivery of learning materials in the form of document files or others.

Analysis And Description Of The Results Of Interviews With History Subject Teachers

The results of the interview with Mrs. Yenni Florentina, S.Pd as a history subject teacher, said that there were generally no obstacles or obstacles while using telegram media, it came back to how a teacher reacted to them, but small obstacles or obstacles were only problems with unstable networks and blackouts. electricity. He also said that he felt the maximum in the use of the telegram application as a learning medium but it was not 100%, on the grounds that he had fully used this application to its fullest for history learning activities. However, in terms of delivering learning materials and sending assignments by students, students still like to be late or not on time, this is what makes this telegram application not 100% used by both teachers and students.

Analysis And Description Of The Results Of Interviews With Students Via Google Form

Of the 34 students, only 1 student did not respond, in addition as many as 33 students answered that they liked history subjects for various reasons such as "Knowing the history of stories or events in the past can provide inspiration for today, there are also those who like history subjects with reasoning with "Studying history can find wrong events / events in the past and become a better reference in the present. However, there was 1

student who answered that he did not like the subject of history on the grounds that he did not like/do not want to reminisce about the past, and it was in accordance with the achievement of his learning outcomes as seen from the value of incomplete learning outcomes (getting a final score of 50).

From the results of interviews with students in history learning, the level of student satisfaction stated that as many as (43.75%) students answered like or were satisfied, with the average answer being "I really like and am happy because the telegram application is easy to use and in history lessons it is also easier to use. easy to submit assignments. Meanwhile (9.3%) students said it was normal, and (46.8%) students did not like online learning or were dissatisfied. Constraints or obstacles encountered by students during on-line learning using the telegram application (50%) of students said that the constraints/obstacles on the network and the lack of power they had, the internet network was not optimal.

Furthermore, as many as (68.75%) students said that the telegram application was effectively used in history learning with the answer "Because the data in the class group is very easy to find, and the process of collecting assignments is quite effective and because it helps students to study at home during Covid-19". Students who said that as many as (31.25%) said that the telegram application was not effective as a medium in history learning because the telegram application could not make video calls, such as zoom and google meet and the teacher could only explain the material through text and voice notes only. A total of (37, 5%) students feel that they are maximal in doing online learning using the telegram application with the answer "As a student, it feels optimal because the tasks given by the teacher can be understood and can be done, that is what makes students feel maximal On-line learning uses the telegram application because in this application the teacher gives assignments and students do it when students are given assignments and when they are finished they are sent back to the teacher. Meanwhile (62.5%) students do not feel that on-line learning by utilizing the telegram application only provides material and assignments without explaining so that students have to

learn on their own and understand the lesson, besides that because every explanation only uses video and voice notes.

Description of Student Learning Outcomes from On-Line Learning Using the Telegram Application in History Learning

The use of telegram learning media in on-line learning has a good effect, where during the Covid-19 pandemic, which requires students to carry out the learning process remotely. In the learning outcomes of assessing the psychomotor aspects (Skills) of these students by using the telegram application in on-line history learning during the covid-19 pandemic, it is not much different from the knowledge (cognitive) value in this psychomotor (skill) value, there are 29 (85, 2%) students, there were 5 (14.7%) students who were declared (incomplete). The value predicate interval is divided into 4 parts, namely A, 93-100 (very good), B, 85-92 (good), C, 77-84 (enough), D less than 77 (less) can be classified against psychomotor scores (skills) learning outcomes obtained by students.

CONCLUSION

Utilization of the telegram application in on-line history learning in history learning with the use of the telegram application, went well with few obstacles on the network in the event of a power outage and the internet network was weak, this was seen in the smooth learning process and the results of teacher and student interviews said there were no obstacles in the use of this telegram application as a medium in the history learning process. and students, as well as getting good learning outcomes for students, as evidenced by learning outcomes in cognitive (knowledge) and psychomotor (knowledge) aspects. skills) with a good percentage of completeness (64.7%) in the cognitive (knowledge) and (85.2%) psychomotor (skills) aspects. The impact of the use of the telegram application on on-line history learning by using the telegram application, has a good impact on the learning process for teachers.

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