



The Important Role of Social and Cultural Capital in Online History Learning during the Covid-19 Pandemic

Asriana Zainal Abidin

English Education Department, Muhammadiyah University of Makassar,
Indonesia



*Corresponding Author: Asriana Zainal Abidin

Article Info

Article history:

Received 25 September 2020

Received in revised form 01
October 2020

Accepted 03 October 2020

Keywords:

Covid-19

Social Capital

Cultural Capital

Online learning

Abstract

The study discussed the role of social and cultural capital in online history learning. Social capital and cultural capital have a close relationship with character education in the learning process and become one of the important factors in the success of an educational goal. Social and cultural capital has a very important role for this, with the application and development of social and cultural capital in history learning, the development of students, especially in terms of character education, will improve Online learning during the current Covid-19 pandemic. This social and cultural capital has several character values that can be developed for students in every lesson, especially history learning even though it is online. The character values contained in social capital include: beliefs, social networks, and norms.

Introduction

Various countries around the world are tested with the presence of a global problem with the Corona Virus Disease - 2019 outbreak or commonly known as COVID-19. The presence of COVID-19 has had such a big impact on the development and growth and survival of a country, one of which is Indonesia. The spread of Covid-19 has spread to almost all parts of Indonesia, especially Jabodetabek, with a high transmission rate. So that to reduce the impact or risk of being infected from Covid-19, the government has implemented all new regulations and implemented social distancing and several areas have imposed Large-Scale Social Restrictions (PSBB) to reduce the impact of the spread of Covid-19.

The existence of various restrictions on these activities has a separate impact in every sector in Indonesia, one of which is in the field of education. The implementation of social distancing and PSBB indirectly causes many activities that must be limited and must be done at home or what is commonly referred to as Work From Home (WFH). The government through the Minister of Education and Culture, decided to move all face-to-face learning processes into online learning which applies to all levels of education. (Rhema & Miliszewska, 2010; Ziguras, 2001).

Online learning that is enforced gives extra demands for education personnel and students to be able to familiarize themselves with learning models that are not usually done before, so that educators in particular are required to be able to innovate in implementing online learning (Fedila, 2007; Means et al., 1988;). Learning that is designed must be able to bring students to cognitive value recognition, affective value appreciation and finally to real value practice. Thus everything that is learned must contain character education.

Character education of an individual cannot be formed instantly and quickly, but it takes several deep stages and processes to shape the character of a good individual. Of course, online learning has had its own positive and negative impacts. One of the negative impacts of online

learning is the decline in student interest in learning and the decline in student character education because they do not get direct understanding and guidance from educators (Tüzün et al., 2009; Jennings & Greenberg, 2009).

In online learning all subjects have their own role in shaping the character of a student (Arnon & Reichel, 2007; Tinto, 1997). However, it must be admitted that with this online learning model, interesting learning is needed to increase the interest of students so that they remain enthusiastic in participating in learning. Learning History itself is one of the lessons that can be considered interesting and boring for a handful of students. Therefore, educators must be able to realize the planting of character values in history learning, one of which is by applying the character values that exist in the social and cultural capital that will be discussed in this paper. Education is a cultural endeavor that aims to provide guidance in the life of children's mental and physical growth so that in their personal nature and the influence of their environment, they gain inner and outer progress towards human etiquette, namely the highest personality or character. Education is responsible for building character, including working with others. Therefore a foundation is needed for the development of positive values in everyday life.

Social Capital and Cultural Capital

have a close relationship with character education in the learning process and become one of the important factors in the success of an educational goal. Today, many educators only focus on the cognitive aspects without paying attention to the affective and psychomotor aspects of a child. This of course will have an impact on the development of a child, especially in personality and character. Good education is education that is able to develop the cognitive, affective and psychomotor aspects of a student in a balanced manner.

Online Learning during the Current Covid-19 Pandemic

PANDEMI Covid-19 has almost 3 months of making everything done from home (Work From Home). Government policies to break the chain of the spread of Covid-19 ask the public to have more awareness of the importance of staying at home, washing hands with soap, physical distancing, and wearing masks if there are important matters that force them to leave the house. This condition is certainly not easy to deal with, especially for people who are not used to it or who cannot work from home. This too is felt by me as a Lecturer / Educator. Carrying out the learning process from home online or online is not as easy as imagined. There are so many things that must be thought about and considered in order to achieve the learning objectives that we previously planned, including learning strategies, methods, models, and even the availability of facilities that support the online or online learning.

The Minister of Education and Culture stated that there is a lesson from the existence of this Covid-19 Pandemic, where we can feel the learning process that is not limited by classrooms, but can be anywhere and anytime. And this is the first time that almost all educators in Indonesia carry out the learning process online or online. Indeed, we are already in the Era of the Industry 4.0 Revolution which requires us to be smarter in utilizing technology to facilitate the work we do. However, it cannot be denied that not all parties are ready to accept learning conditions like this, be it the Lecturers / Teachers as educators or the students / students as students.

It can be seen from the results of the questionnaire on the level of student satisfaction with online or online learning which was distributed to 100 students in the city of Manado. Of all the components in the questionnaire covering Educational Facilities, Teaching Media, Lecture Tools, Lecturer Reliability, Responsiveness, and Understanding of student interests, measured

using the Customer Satisfaction Index (CSI), only 71% satisfaction level was obtained. students towards the online learning process, or in other words, the satisfaction level is not at the very satisfied level but only at the satisfied level. Likewise, if calculated on each component. For the components of Educational Facilities, Teaching Media, and Lecture Tools, only 66% was obtained. This means that the online learning process amid the Covid-19 pandemic has not been fully effective. This is due, among other things, to the availability of adequate learning facilities such as laptops / smartphones, internet quota, and even internet networks that cannot be fully and maximally felt by students.

The disruption in the economy of the parents / guardians of students is also an obstacle that makes some students only have the ability to buy a small internet quota or even cannot afford it. Although there are several campuses that help provide internet quota for students, in reality there are also students who do not feel and enjoy the assistance. Besides that, we also cannot close our eyes to the situation of students who do not have smooth internet access in their hometowns. However, that does not mean that we underestimate the learning process in the midst of the Covid-19 pandemic. The competence and ability of educators to innovate and remain responsible for carrying out their responsibilities as teachers are also important components that are able to create an effective learning process. Can indirectly hinder the development of a child both mentally and psychologically. This is because online learning carried out by the majority of education levels focuses more on the development of students' knowledge in learning and does not pay attention to the development of a child's character and personality.

Because some simple things like this are able to have a big impact both negatively and positively, it is necessary to apply and develop social and cultural capital as evidence of the inculcation of character values in the history learning process. This is because in history learning, there are still many educators who provide learning without paying attention to the character development of students. Social and cultural capital has a very important role for this, with the application and development of social and cultural capital in history learning, the development of students, especially in terms of character education, will improve.

This social and cultural capital has several character values that can be developed for students in every lesson, especially history learning even though it is online. The character values contained in social capital include: beliefs, social networks, and norms. These three values are very influential in the character development of a student, this is because through these three values can help students to develop the character they have. In addition, cultural capital also has values that are just as important as social capital, namely social systems, physical culture and cultural systems.

Conclusion

The application of social and cultural capital in learning History essentially invites all students and educators to continue to pay attention to character development and apply it in everyday life. With the social and cultural capital that is applied in this History lesson, learning that is carried out online will continue to run effectively and actively.

Social and cultural capital is part of the main key so that the inculcation of character values during a pandemic in online learning, especially History learning, can develop and be able to reduce the negative impact of online learning itself for every student and educator who carries it out.

References

- Arnon, S., & Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers and Teaching: theory and practice*, 13(5), 441-464.
- Fedila, M. (2007). Appropriateness of problem based learning in maritime education and training.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, 79(1), 491-525.
- Means, B., Mumaw, R. J., Roth, C., Schlager, M. S., McWilliams, E., Gagne, E., ... & Heon, S. (1988). ATC training analysis study: Design of the next-generation ATC training system. *Washington, DC: Federal Aviation Administration*.
- Rhema, A., & Miliszewska, I. (2010). Towards e-learning in higher education in Libya. *Issues in Informing Science and Information Technology*, 7(1), 423-437.
- Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *The Journal of higher education*, 68(6), 599-623.
- Tüzün, H., Yılmaz-Soylu, M., Karakuş, T., İnal, Y., & Kızılkaya, G. (2009). The effects of computer games on primary school students' achievement and motivation in geography learning. *Computers & Education*, 52(1), 68-77.
- Ziguras, C. (2001). Educational technology in transnational higher education in South East Asia: the cultural politics of flexible learning. *Journal of Educational Technology & Society*, 4(4), 8-18.