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49 The Provincial Government of DKI Jakarta has taken various ways as a preventive measure so
50 that Covid-19 does not increasingly spread in communities in DKI Jakarta and outside DKI
51 Jakarta. The steps were taken by the government, such as closing tourism spots, closing learning
52 centers/centers, calling on companies to be able to issue work from home policies, even
53 dismissing face-to-face teaching and learning activities at schools. President Joko Widodo also
54 explained that the government has set a large-scale social restriction (PSBB) policy. Policies are
55 also regulated in Government Regulations (PP) and presidential decrees to establish a public
56 health emergency (Zainuddin, 2020). Teaching and learning activities for teachers and students
57 that were initially carried out face to face in the school environment must be transferred to virtual
58 learning or online distance learning. After the PSBB policy was extended to become a
59 transitional PSBB for an undetermined period, the DKI Jakarta provincial education office issued
60 a policy for implementing distance learning (PJJ) in the 2020/2021 Academic Year to take effect
61 from July 13 - September 2020.

62 The internet has become a means of teaching and learning. Online distance learning is often
63 referred to as virtual learning. The application of virtual learning is a distance learning system
64 that is becoming a future technology trend, through improving the quality of education in
65 providing communication opportunities between learning participants and administering or
66 teaching as well as communication between learning participants, learning materials that are not
67 bound by space and time (Munawaroh, 2005).

68 The implementation of online distance learning (PJJ) is applied to all schools in DKI Jakarta
69 forces teachers and students to adapt to new habits in teaching and learning patterns. The
70 pandemic is a challenge for teachers in teaching various subjects, including history subjects.
71 History subjects which are taught by literacy activities by teachers are less effective because of

72 limited interactions in learning. This is the reason for researchers to examine more deeply how
 73 the application of historical literacy in ²⁵ history learning at the high school level in the time of
 74 Covid-19 and then the obstacles faced by teachers and students in learning history in the current
 75 online distance learning period.

76

77 **Material and Method**

78 ² This research uses a qualitative approach. Qualitative research methods are research methods
 79 ⁵ used to examine the conditions of natural objects, where the researcher is the key instrument.
 80 The data collection technique is done by triangulation. The data analysis is inductive and the
 81 results of qualitative research emphasize meaning rather than generalization. Objects in
 82 qualitative ² research are natural objects or natural settings, so this research method is often called
 83 ² the naturalistic method. Natural objects are objects that are what they are, not ³ manipulated by the
 84 researcher so that the conditions when the researcher enters the object, after being in the object
 85 and after leaving the object are relatively unchanged (Sugiyono, 2014).

86 ²⁴ The qualitative research design used a case study approach (case study) with ²³ primary data and
 87 secondary data. A case study is a research method that seeks to research, describe, and find the
 88 best solution or solution to solve problems facing education. The object and target of the research
 89 are special cases or problems. That means the case study method is designed to solve problems
 90 not to find or create new theories (Muliawan, 2014). Similarly, Yin revealed that the case study
 91 approach wanted to reveal various questions related to “what, why, and how” the learning
 92 process was held to improve the quality of education. (Yin, 2011).

93 This research was conducted at one private high school or SMA in Jakarta with the subject being
 94 one of the history teachers teaching class X and students of class X Mathematics and Natural

95 Sciences and Social Sciences. All students in class X totaled 284 people and all students were
96 used as subjects in this study to find out how the implementation of history learning in the
97 current Covid-19 pandemic.

98 The stages in this research started from conducting in-depth interviews with teachers and
99 students to get broader answers. Interviews with teachers were initially carried out online via
100 Whatsapp communication media, then after there was a new policy for online teaching teachers
101 from research schools they were allowed to conduct interviews and direct observations with
102 teachers to see how the implementation of distance learning (PJJ) in the network at the school.
103 Interviews with students were conducted online via Whatsapp communication media. Students
104 who become participants are selected by purposive sampling/based on the objectives to be
105 discussed and snowball sampling/from one source will be directed to other sources. The choice
106 of the purposive sampling method was chosen because the research theme was quite specific
107 regarding historical literacy in history learning. The selected participants were 4 participants
108 from class X MIPA and X IPS.

109 Before conducting interviews, researchers have prepared interview guidelines as a reference in
110 field implementation, but questions will develop at any time during implementation. In addition
111 to conducting interviews, this study also uses observation and documentation techniques to find
112 answers to existing problem formulations. The unstructured observation was carried out in
113 qualitative research because the focus of the study was not clear. The focus of observation will
114 develop during the observation activity. In making observations, researchers do not use
115 standardized instruments, but only in the form of observation signs (Sugiyono, 2014). In this
116 case study, the researcher also uses a triangulation technique combining other techniques
117 (interviews, observation, and, documentation) to check the validity of the data. For data analysis

118 in this study, researchers used pre-field analysis by analyzing preparation before conducting
119 research, field analysis using the Miles and Huberman model through three lines, namely (1) data
120 reduction, (2) data presentation, and (3) withdrawal. conclusion (Milles & Huberman, 1994).

121 **Result and Discussion**

122 *Implementation of online distance learning*

123 Responding to the policy set by the government, The School made various preparations for the
124 implementation of online distance learning (PJJ) for the 2020/2021 academic year which was
125 held from July 13-September 2020. Implementation of distance learning (PJJ) at The School
126 using media features electronics in learning or called E-learning. The School has an E-LABS
127 website as a place where learning materials are presented to students and in E-LABS teachers
128 can also arrange assignments and student examinations through E-Learning. The School provides
129 a zoom meeting as a platform for interaction with students. Indonesian history subjects in class X
130 are taught by one of the teachers (EH, 2020). The teacher is one of the senior teachers in The
131 School with a service period of 23 years to date.

132 According to the teacher, implementing online distance learning was the first time for her, so that
133 there were many obstacles faced by her. The schedules of Indonesian history class subjects are
134 held in one meeting on Tuesday. Class X which has 8 classes with 284 students gathers in one
135 lesson for 2 credits of 60 minutes. In the implementation of online distance learning (PJJ) all
136 teachers are directed from the school not to give too many assignments because the workload
137 must be adjusted to the conditions of students in situations like this.

138 *Historical learning during online distance learning (PJJ)*

139 The implementation of history learning which was originally given 2x45 minutes in one meeting
140 was cut to 2x30 minutes in one meeting. This significant reduction in time forced the teacher to

141 rearrange the lesson plan for teaching history. Historical material which is known to be dense
142 must be simplified by the teacher to fit the specified time. During the online distance learning
143 period (PJJ), time allocation, and simplification of material were the main challenges for teachers
144 in learning history during PJJ (EH, 2020).

145 The history teacher (EH, 2020), said that the time allocation for history subjects which was
146 reduced to 1 hour for each meeting constrained the limited interaction with students. The purpose
147 of learning history is in transferring information about historical material, building historical
148 knowledge, historical thinking, historical understanding, and ⁸historical awareness of students
149 during history learning. However, this has the potential to fail for students because of the limited
150 interaction between teachers and students caused by a lack of time allocation.

151 According to the teacher, the time allocation will more be limited for a technical reason e.g. 15
152 minutes to ensure that learning can begin immediately, and another 10 minutes for student
153 attendance, so if the remaining time is calculated for the teacher there was only 35 minutes are
154 left to explain the dense historical material, that time will not be enough.

155 Examples of cases found by researchers in the second meeting of learning, the teacher had
156 prepared material about the concept of change and sustainability in history by instructing
157 students to read the material in the UKBM or worksheet that had been given the day before so
158 that in the first 25 minutes after attendance, the teacher would explain the main thing from the
159 material that has been read by a student the in the last 10 minutes was followed by a daily quiz
160 session so that the teacher can see the extent of students' understanding of the material described.
161 Nevertheless, many children have not read the information in worksheet/UKBM so in the
162 process of explaining the material the teacher has to repeat the explanation. Therefore, the
163 teacher's plan to complete the material on the concept of change and sustainability was not

164 completed because the time was limited and the planned quiz was not implemented. The result of
165 uncompleted the lesson plan at that meeting will have an impact on the next meeting where
166 students who were still curious about the material will ask again at the next meeting and it will
167 take time to explain the next material so that the material would not be completed on time. This
168 flow was felt by the teacher will continue to roll during the PJJ period. (EH, 2020)

169

170 ***Constraints faced by history teachers in online distance learning (PJJ)***

171 Based on research data found in the school, there were several obstacles faced by history
172 teachers in the period of online distance learning (PJJ). The first problem was the online distance
173 learning which was applied without sufficient training so that teachers and students experience
174 difficulties in new learning patterns. Teachers and students often had technical problems such as
175 network problems or with devices used such as laptops or cell phones.

176 Due to the shortage of zoom platform, online learning in The School combines eight X classes of
177 284 students in one meeting. This situation was felt to be very heavy by the teacher to control.
178 Most of the students turned off the camera and sound so that the teacher did not know whether
179 the children were taking part in learning or not. The teacher has made an effort to direct students
180 to activate the camera and sound during learning, but the teacher cannot control it continuously
181 when explaining because it will disturb the teacher's focus. The zoom monitor screen is only able
182 to display 25 student monitors, the rest must be checked by the teacher by sliding the screen
183 which amounts to 12 slides. This makes students take advantage of the opportunity by turning off
184 the camera and sound. This requires assertiveness and policies from the school to regulate this.
185 (EH, 2020).

186 The next obstacle was the allocation of time for the learning makes it difficult for teachers to
187 explain dense historical material and to interact with students. Unpredictable constraints in the
188 field will also affect the allocation of time. For example, when the teacher is explaining the
189 material, there was a student whose network suddenly went down so that they have to suddenly
190 exit the application making the student unable to clearly understand the material that has been
191 delivered. This makes the teacher have to repeat the explanation and make the student others feel
192 bored. Another case example was that learning time was cut because it was used by the previous
193 teacher.

194 The challenge for history teachers also came to adjust students with a new study pattern in The
195 School that has national recognition and the existence of a very strong image among students
196 that history is a rote, less interesting, and boring subject (Sayono, 2013). Students are not
197 accustomed to interpreting an event or to understand the dynamics of a change (Purnamasari &
198 Wasino, 2011). Students' views on memorizing and boring history learning will make students
199 lose the meaningful value of a learned historical event. The observations show that it was
200 difficult for teachers to change students' views. They should be accustomed to having a social
201 relationship with the environment, choosing existing problems so that they are used to
202 understanding the dynamics of a change (Alfian, 2011).

203 From the observations seen during the history lesson, students' responses to subjects were only a
204 few active students, the rest became good listeners because when asked a question by the teacher
205 many students were students and did not respond. From interviews conducted with students (AL,
206 2020) said that the factor of their lack of interest in responding was because the learning room
207 was not directed, only face to face via video so they felt less interaction with the teacher.
208 However, the teachers have done several things in overcoming these obstacles. The effort made

209 was to prepare a planning strategy according to the needs of students. Besides, the teacher also
210 creates a learning model by applying a point system that students got when answered teacher
211 questions or provide questions about things that were not understood yet. This provides the
212 opportunity for teachers to increase students' interest in taking history lessons.

213

214 **Discussion**

215 Learning history appropriately is one of the best ways to create an Indonesian identity in
216 students. If history is given a new perspective, and through the right orientation, the future will
217 become more interesting and hopeful (Kochhar, 2008). According to Dahalan & Ahmad, (2018),
218 21st century learning of history should link with citizenship values. The aspect of citizenship
219 values in learning history is supporting the principles and values of democracy, emotional
220 attachment toward one's country, sense of belonging, patriotism, and, self-identity. However,
221 linking the study of history with citizenship values does not mean indoctrination. So that the
222 value internalization process takes place optimally, students are allowed to find and construct
223 their knowledge (Kurniawan, 2018).

224 The school and the government must be able to facilitate and provide teachers in the
225 implementation of learning, especially history learning so that the purpose of implementing
226 history learning will not lose its meaning. It can be understood that the teacher's challenge in
227 teaching history is not easy. Teachers must understand very well what the goals, characteristics,
228 and objectives of historical learning. Teachers must also understand the vision and mission of
229 education so that the history they teach can provide enlightenment and a basis for thinking in
230 attitudes for students in their era (Susanto, 2014). By paying attention to the three principles of
231 historical learning in the online distance learning period (PJJ) it will still be carried out properly

232 without losing the essence of history subjects that have solid material so that skills are needed
 233 from the teacher.

234 ¹⁶
Conclusion.

235 Based on the results of the analysis and discussion, it can be formulated in research activities that
 236 the application of online distance learning (PJJ) has an impact on historical learning. teachers
 237 and students have difficulty adapting to new learning patterns and teachers have the skills to
 238 create new learning designs that suit the needs of students during the PJJ period starting from
 239 planning, implementing, and evaluating. This makes the workload of teachers increase and
 240 makes students' interest in learning decrease because they do not experience direct interaction
 241 with teachers in the same room as usual before the implementation of PJJ.

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