Sociology Teacher Innovation in Online Learning During the Covid-19 Pandemic in Central Lombok Regency

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Abstract: The aim of this study was to determine the innovation ability of sociology teachers in teaching and learning during the Covid-19 pandemic in Central Lombok Regency in terms of school location and current conditions in Central Lombok Regency. This study uses quantitative methods to conduct survey research. All 50 sociology teachers who participated in this study constituted the study population. The proportionate random sampling method was applied in this investigation. All sociology teachers who have fulfilled the research requirements required by using SPSS version 26'for windows were given a questionnaire as a research instrument. Data collection techniques involving surveys and documentation. Using data analysis methods, especially comparative analysis, to test hypotheses. These findings demonstrate the innovation ability of sociology teachers to innovate during the Covid-19 outbreak, with an average school location (suburb, city, remote) and the status of public and private schools. Therefore, it can be said that the findings of this study indicate that sociology teachers in Central Lombok Regency lack the innovation abilities of sociology teachers during the Covid-19 outbreak.

Introduction

The Covid-19 pandemic has changed face-to-face learning activities to online (Bao, 2020). However, pandemic teaching procedures are less effective Susanto (Kabid Dikmen Dinas Bikbud NTB) mention"that one of the learning problems is that the teacher does not package a teaching and learning atmosphere creatively, interactively, and varied" (Lombok Post, 2020). Furthermore, the results of research by Purwanto et al (2020) said that not all teachers are proficient in using Internet technology in some areas. In addition, teachers only focus on giving assignments without explaining the material (Allo, 2020), students experience boredom with learning online (Irawan et al, 2020), require funds (Morgan, 2020), and conditions in different regions (Alea et al., 2020, Tran et al, 2020). This may present a challenge when studying online. Therefore, it is very important to manage it so that the online teaching and learning process runs smoothly (Soni, 2020).

Teachers are required to have expertise in creating an online learning atmosphere, especially in the capacity to teach and organize teaching and learning activities, in order to be able to teach in these circumstances (Jannah, Sukardi, & Masyhuri, 2022). Therefore, good and superior education is education that always relies on teacher effectiveness (Mudena, Wilian, & Sukardi, 2017). In order for teaching and learning activities to be meaningful,

students actively build their own knowledge and understanding through their experiences (Aprianti, 2019) in Ismail and Suryanti Sukardi (2014). Freedom of learning for students is emphasized by the paradigm of teacher online teaching and learning activities. Optimizing students' academic abilities is one of its goals (Nursaptini et al. 2020).

According to previous research, studying during a pandemic requires courage. If implemented properly, it can enhance a meaningful learning atmosphere because it allows flexibility or flexible time; learning more independently; more motivation; freedom to ask questions and express opinions (Mukhtar et al, 2020, Verawardina et al, 2020, Zhu & Liu, 2020); (Sadikin & Hamidah, 2020); (Soni, 2020); (Firman & Rahay According to Dube (2020), who has a different perspective, it is difficult to follow the process of teaching and learning activities online in rural areas with limited internet connections. Growing psychological pressure on students (Hasan & Bao, 2020), especially in places that are classified as marginal and have the minimal infrastructure (Sukardi et al, 2014).

Several studies evaluating online learning during the Covid-19 outbreak (Alda et al., 2020), the use of PPT media during online learning (Lusi et al., 2020), and strategies for teaching and learning activities during the outbreak (Yuangga, 2020), it is possible to browse research looking at online time teaching and learning activities during this time period. Through research completed (Amin, 2017) that concentrates on web-based online learning models to promote student learning outcomes and motivation (Anan, 2020), more specific studies addressing online teaching and learning activities during the outbreak can be traced. More attention is paid to the progress of online teaching and learning and its role in increasing learner autonomy. Meanwhile, this research looks at how to study online during an outbreak.

Another factor that influenced the sociology teacher's innovation in online teaching and learning activities during the pandemic was the condition of the area, especially the geographical problem where he lived. Moreover, the innovation of sociology teachers in online teaching and learning activities during the pandemic is very interesting to study. Even before the pandemic, the quality of service was still problematic (Sukardi, et al 2019). On the basis of differences in the novelty of this research, it lies in the variables (school location and school status) that influence the innovation of sociology teachers when studying online during a pandemic, seen from the location of the school and the status of the school.

Research methods

This study uses Sugiyono's (2018) quantitative survey methodology. Questionnaires are the main method used to collect survey research data (Singarimbun & Effendi, 2008). In order to collect quantitative information regarding the innovations made by sociology teachers in online learning during the pandemic, judging by the location of the school and the status of the school, the researchers distributed questionnaires directly to the sociology teacher informants. The participants in this study were 50 sociology teachers at public and private high schools in Central Lombok Regency with an error tolerance of 0.05. The sample is determined using the Slovin formula to produce the entire sample. Due to the homogeneity and proportional stratification of all sociology instructors, this study used a proportionate random sampling approach, which considers items or categories in the population.

Questionnaires that have been tested in the field by being given to informants are directly used for data collection and validity and reliability have been carried out previously. Likert scales with ratings of 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), and 5 (strongly agree) are used in all instruments. In addition, data collection uses a database as a data source. After the instrument is declared valid by the expert and has been submitted for a

validation test, a correlation test is then performed without using the product-moment correlation test to ensure that the instrument is still valid. According to Ismail and Sukardi (2008), data is considered valid if r count > r table, and vice versa. The final instrument uses a Cronbach Alpha reliability level of > 0.60 (Ghozali, 2011). The data is then translated into reliability criteria as follows: 0.00-0.20 (very low); 0.21-0.40 (low); 0.41-0.60 (medium); 0.61-0.80 (high); and 0.81-1.00 (very high) (Ismail & Sukardi, 2008). Instruments that are valid and reliable can be applied in research to measure the level of the innovation ability of sociology teachers in online teaching and learning activities during a pandemic.

Data analysis techniques in this study used descriptive statistics and comparative analysis. Next, a comparative analysis was carried out to find out the level of innovation of sociology teachers in online learning seen from various variables (school location, school status). The comparative test uses the t-test technique or statistical parametric t-test provided that it fulfills the analysis requirements. The analysis requirements test referred to involves the normality test using the Kolmogorov-Smirnov test and the homogeneity test using the Levene statistic. The hypothesis test in this study uses comparative analysis.

Research Results and Discussion

Results of Descriptive Statistics

Descriptive statistics were carried out to describe the innovations of sociology teachers in online learning during the pandemic, which can be seen in Table 1 as follows:

Table I. Descriptive Statistics of Research Data

Variabel	N	Min	Max	Mean	Std
School Location					
Isolated	12	147	185	163,33	12,441
Outskirts	29	131	183	158,17	10,236
City	9	123	165	152,44	12,962
School Status					
Public school	35	123	183	159,74	11,075
Private school	15	131	185	154,06	11,664

Based on the above, it can be seen that the average value of the variable location of the school, the average value of remote schools is 163.33, the average suburban school is 158.17, and the average city school is 152.44. And the school status variable has an average value of 159.74 for public schools, while an average of 154.06 for private schools.

Data Analysis Requirements Test Results

The Kolmogorov-Smirnov normality test was used in this investigation. The significance level must be greater than 0.05 for the data to be considered normally distributed; otherwise, it is considered not normally distributed. The results of the research normality test as shown in Table 2 are as follows:

Table 2. Normality Test Results

Variabel	Statistics	Sig	α	Information
Sociology teacher innovation in online learning during the Covid-19 pandemic	0,104	0,200	0,05	Normal

The table above proves that the significance value of the sociology teacher innovation variable in online learning during the pandemic was 0.200 which indicates that the results in the study were > 0.05, so it can be stated that the research data above is normally distributed.

Hypothesis Test Results

Test the hypothesis to find out whether there is innovation in sociology teachers. Anova and two independent sample T tests were used to test the hypothesis. This shows that the data is normally distributed based on the description of the data and the criteria for testing the data analysis. Then the parametric test is used to test the hypothesis. Based on the test results using SPSS, the Anova Test value for urban research was 2,408, the suburbs were 2,408, and remote areas were 2,408, so the significance was 0.101 > 0.05 and the two independent samples T-test for public and private research was 1.15, so the significance of public schools was 0.208 > 0. ,05. And private schools 0.237 > 0.05 So based on these results it can be concluded that there is no difference in the level of innovation ability of sociology teachers in online learning during the pandemic.

Table 3. Results of Hypothesis Testing Based on Variables

Variabel	Kategori	N	Mean	Std.Dev	F	Sig	Keterangan
School Location	City	9	1.372	12.963			
	Countryside	29	4.587	10.237	2.408	0,101	Ho diterima
	Isolated	12	1.960	12.441			
School Status	Public school	35	3.596	11.07552		0,208	
	Private school	15	2.328	12.55388	1,15	0,237	Ho accepted

Discussion

The characteristics of school locations and school status in Central Lombok District High School did not affect the innovation of sociology teachers in online teaching and learning activities during the pandemic. The findings show that there is no difference in the innovation of sociology teachers in location-based online teaching and learning activities during the pandemic; however, the proportion of suburban and remote schools is larger than that of cities because the number of urban schools is smaller than that of suburban and remote schools, making suburban and remote areas schools much larger in proportion than urban

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schools. In contrast, online learning is a type of distance education that focuses on integrating technology and the Internet into the classroom (Assumption, 2020).

Learning activities carried out remotely by utilizing various technologies and internet networks can be said to be online teaching and learning activities. This finding differs from the study of Wang (2013), who found that compared to urban schools, remote schools have less access to technology and lower levels of computer literacy among instructors and students. In addition, unstable internet networks (Beng et al, 2018), as well as a lack of resources and infrastructure (Chand & Mohan. 2019). Furthermore, Ogbugo-Ololube (2016) said that remote schools face challenges in funding levels, and geographical conditions, all of which have an impact on the quality of learning that students receive. The perception of innovation by sociology teachers in online teaching and learning activities from public schools is better than that of private schools. This is different from the research by Mulyanti et al (2020) who found no differences in sociology teacher innovation based on school status. In this study, it was found that public schools were better than other schools in terms of the availability of facilities so the sociology teacher's innovation in online teaching and learning activities during the pandemic went well.

Conclusion

This study concludes that there is no difference in perceptions of innovation by sociology teachers in online learning during the pandemic, seen from the variables of school location and school status. Overall, perceptions of innovation by sociology teachers in online learning during the pandemic were better (in public schools and suburban schools) compared to (private schools, remote schools, and city schools)..

Suggestion

The results of this study, that sociology teacher innovation in online learning during the pandemic should consider geographical characteristics (school status and school location) in the design of sociology teacher innovation interventions besides that, full online provision for teachers so they can increase capacity, be able to package learning creatively and innovative so that the innovations of sociology teachers in online learning during the pandemic become more interactive and fun.

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