

How Elementary School Teachers Integrate Technology in Social Studies Learning during the COVID-19 Pandemic?

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Abstract: *How Elementary School Teachers Integrate Technology in Social Studies Learning during the COVID-19 Pandemic?* **Objectives:** This study aims to find out how elementary school teachers integrate technology in social studies learning during the COVID-19 pandemic. **Methods:** This study uses a phenomenological approach, then interviews and documentations are used to collect the data. There are 6 elementary school teachers who participate in this study from Yogyakarta, East Java and Bangka Belitung. Research data were analyzed using qualitative data analysis techniques. **Findings:** This study finds out that teachers use technology as the main element in distance learning; synchronous learning using zoom; asynchronous learning using WhatsApp, google form, google classroom, Quizizz, YouTube; and the combination of both; obstacles that are often faced include technical constraints, economic capacity problems, and human error. **Conclusion:** There are still many obstacles faced by teachers and students regarding the use of technology in social studies learning.

Keywords: elementary school teachers, technology integration, social studies, COVID-19 pandemic.

Abstrak: *Bagaimana guru SD Mengintegrasikan Teknologi dalam Pembelajaran IPS di Masa Pandemi COVID-19?* **Tujuan:** Penelitian ini bertujuan untuk mengetahui bagaimana guru sekolah dasar mengintegrasikan teknologi dalam pembelajaran IPS di masa pandemi COVID-19. **Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan tipe fenomenologi kemudian teknik pengumpulan data menggunakan wawancara dan dokumentasi. Terdapat 6 partisipan guru SD yang tersebar di Yogyakarta, Jawa Timur dan Bangka Belitung. Analisis data menggunakan teknik analisis data kualitatif. **Temuan:** Guru menggunakan teknologi sebagai elemen utama dalam pembelajaran jarak jauh; pembelajaran sinkron menggunakan zoom; pembelajaran asinkron menggunakan whatsapp, google form, google classroom, Quizizz, youtube; serta kombinasi keduanya; kendala umum yang sering dihadapi antara lain kendala teknis, masalah kapasitas ekonomi, dan kesalahan manusia. **Kesimpulan:** Masih banyak kendala yang dihadapi guru maupun siswa terkait penggunaan teknologi dalam pembelajaran IPS.

Kata kunci: guru sekolah dasar, integrasi teknologi, ilmu pengetahuan sosial, pandemi COVID-19.

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■ INTRODUCTION

COVID-19 has become a pandemic crisis that is quite large by changing the mobility and normality of human life (Grek & Landri, 2021). The unprecedented COVID pandemic has suddenly changed world education practices globally (Jain et al., 2020; Hughes et al., 2020). The education system has finally experienced a transition to a distance learning environment (Kim et al., 2021). School closures were carried out due to the world calling for a COVID-19 emergency (Chen et al., 2021; Haas, 2021; Hoffman et al., 2021; Rauscher & Burns, 2021). Students and teachers face challenges in learning in the times of COVID 19 (Jiménez Frei & Carlson, 2020). Teachers, students and parents are facing uncertainty with the closure of schools whose solution the whole country is finally offering is distance learning (Frohn, 2021). It is undeniable that distance learning is not without reason to be one of the experiences of students and teachers in carrying out learning activities. Therefore, there are also many obstacles and difficulties in preparing online teaching, including the ability of resources and the use of technology (Song et al., 2020; Marshall et al., 2020; Squire, 2021). Despite distance learning, the teacher-student relationship remains the most important part of learning. This relationship will still have an impact on teaching effectiveness, attitudes, motivation and learning outcomes (Chamberlain et al., 2020). Even though they are online, teachers and parents still want to achieve the knowledge that is already required at the class level in addition to the meaning of content in this pandemic period which is more emphasized.

This online school that emerged in an emergency has finally taken advantage of technological assistance as the main teaching tool with the aim of keeping teachers and students communicating with each other and delivering subject matter (Dayal & Tiko, 2020). The

pandemic period requires us to innovate in the education system. The COVID-19 pandemic has provided an opportunity to pave the way for the introduction of digital learning (Pokhrel & Chhetri, 2021). This distance or virtual learning finally forces teachers to be able to master digital platforms (Jamiludin & Darnawati, 2021; Pressley, 2021). Distance learning can actually be a stepping stone for teachers and students to expand access to education because online learning certainly utilizes technology as a vehicle for surfing to various previously unknown information (Shamir-Inbal & Blau, 2021; González-calvo et al., 2021). Therefore, this momentum is actually able to hone the technological skills of education actors around the world.

Social Sciences is a lesson that should be delivered contextually and this is a challenge for teachers (Syawaluddin et al., 2020). Currently, social studies learning is required to leave the traditional way of memorizing content and switch to using digital technology by utilizing innovative pedagogical designs as a way to improve teaching, learning, and learning outcomes (Aidinopoulou et al., 2017). Jaguš et al., (2018) stated that technology can improve learning both inside and outside the classroom, especially related to student motivation and interest. So indeed technology in social studies learning needs to be used not only because it is facing an emergency situation such as COVID-19, but also to prepare for emergencies in the future (Marshall et al., 2020). In addition, optimizing the use of technology has a positive effect on the quality of teaching, especially during this pandemic which is carried out without face to face (Ahmadi & Maharani, 2019). The use of technology during this pandemic is increasingly complex. Therefore, adequate infrastructure, talents, and skills in using teacher technology play a very positive role at this time (Ermenc & Kalin, 2021).

Currently, the problems in the field for teachers in integrating technology during a pandemic in social studies learning are quite complex. It should be underlined that the use of this technology does not replace the teacher's role as a teacher. Technology, especially during the pandemic, has become a bridge for teachers in conveying knowledge to their students. However, the integration of technology that is being pursued by teachers in dealing with COVID-19 still has many challenges. The first is the difference or inequality in the use of technology between schools. We all know that in Indonesia there are still areas that can be said to be lagging, this is also what causes a technological gap between schools in cities and rural or regional schools. Second, the limitations of internet resources have not been felt throughout Indonesia. Of course, it will hinder and even make it difficult for teachers to apply technology in their learning. This is also related to the internet quota which cannot be enjoyed by all students and teachers. The third is the limited ability of teachers to use technology. Not all teachers are able to use the latest technology, indeed many teachers are already able to run an application but not a few are still having difficulty operating light applications due to lack of competence in this field. Fourth, there is a lack of communication between parents and teachers so that what teachers say by trying to use technology is often misinterpreted by parents as an effort to make it difficult for children to learn. This can influence the child's thinking which will harm him. The fifth is related to ownership of infrastructure that can support the application of technology. For example, not all students have gadgets that cause them to share with relatives or friends which ultimately makes the learning received not optimal.

The teacher seeks to integrate technology in every lesson, including in Social Science subjects. A lot of the material contained in this

learning finally forces children to be able to memorize important points in social studies. Moreover, during the pandemic, which eventually replaced face-to-face schools with long-distance ones, it became quite difficult for teachers to deliver social studies material. The next challenge is whether students will be interested in learning social studies from home with so many materials and delivered traditionally. Of course not, the teacher must be able to present interesting things packaged in such a way that students are happy and interested in learning social studies. Therefore, based on this problem, the purpose of this research is to find out how elementary school teachers integrate technology in social studies learning during the COVID-19 pandemic.

■ METHOD

Research Design

Interviews and documentation were conducted in order to collect the data in the study. Due to COVID-19 global pandemic, social studies teaching and learning process in elementary school has to be done remotely by utilizing technology. Teachers use various digital platforms to support the activity. Based on this phenomenon, the researchers identified potential participants to gather the data using interview method. There were 6 participant that matched the requirements as research objects. Then the data required was analyzed using a phenomenological approach to describe and explore human experience based on the occurred phenomenon through qualitative methods (Creswell, 2013). In this case, it is how teachers integrate technology in social studies learning for elementary students.

The documentation and interview were done to gain more information about the related topic from the participants that have been divided into certain codes. The questions were focused one; how to utilize technology in social studies

learning; how the face the obstacles in utilizing technology in learning. The participants were interviewed individually via zoom. The duration of each interview was no more than 1.5 hours. Each interview was recorded and transcribed. During the interview, the conversation was

conducted formally.

Participants of the Research

Participants of the research were six teachers. The selection of participants was based on a purposive technique.

Table 1. Data information of the demographic sample.

| Participants | Gender | Age | Origin | Education Level | Working Period |
|---------------------|---------------|------------|-----------------|------------------------|-----------------------|
| A | female | 25 | Yogyakarta | S1 | 3 |
| B | male | 24 | Yogyakarta | S1 | 2 |
| C | female | 27 | Yogyakarta | S2 | 5 |
| D | female | 24 | Yogyakarta | S1 | 2 |
| E | female | 26 | Jawad Timur | S1 | 4 |
| F | female | 24 | Bangka Belitung | S1 | 3 |

Research Procedure

The participants of the study were from across Indonesia, namely; Yogyakarta, East Java, and Bangka Belitung. The research was carried out in July-August 2021. In conducting the interviews, the researcher was granted permission from the principal to interview teachers from the related school. The researcher then contacted the teacher as a participant via WhatsApp to ask for permission to participate in the study. Online semi-structured interviews using zoom were conducted separately for each participant. The duration of the interview was no longer than 1.5 hours. The researcher also asked for the participants' consent to record the interview process. In addition, researcher also did documentation in requiring the data. The following is an explanation of the instruments used in this study.

The way to ensure the validity of this interview was by triangulating data through source

triangulation and time triangulation

Data Analysis Technique

Data analysis was carried out using qualitative data analysis techniques through data collection, data condensation, data verification, and drawing conclusions (Miles, M. B., Huberman, A. M., & Saldaña, 2014). To obtain the validity of the data triangulation technique was done. Data collection was carried out using interview and documentation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data contained in the records field and transcripts in research. Data presentation is an organized collection of information consist of conclusions to draw and actions to take. The researcher then concluded the result based on the analysis that has been done and elaborated it with the evidence that has been found in the field.

Table 2. Explanation of the instruments

| Questions | Detail Explanation |
|---|---|
| Does technology applied in the teaching and learning activities? | This question is for an early exploration of the use of technology in learning during the COVID-19 pandemic. |
| What kind of technology that is used in conducting the teaching learning activities? | This question is to find out the various types of technology used by teachers. |
| How the technology is applied (which was mentioned in the previous question) in social studies learning? | This question is to gain further description of what have been stated by previous participants. Participants can explain in more detail about the implementation of several digital platforms that have been used |
| What kind of obstacles that can be found in applying technology to social studies online learning? Explain. | This question asks participants to describe the obstacles or problems faced in applying technology during online classes. |

■ **RESULTS AND DISCUSSION**

The results of this study describe several topics/themes that are the focus of research, namely: the technology used in learning, the application of technology in social studies learning by teachers, and the problems faced in applying technology. These topics are then presented into several sub-themes where each topic and sub-theme is concluded. Each of the topics discussed is presented in more detail as follows.

Technology used in Learning during the Pandemic

COVID-19 has brought considerable changes in various aspects, including learning. The regulation applied in almost all countries due to the pandemic is the provision of distance learning. Distance learning certainly does not allow for physical contact which ultimately stops all teaching and learning activities in the classroom. Teachers in a COVID-19 emergency are trying

to divert learning virtually by utilizing technology. The technology used is not a big and complicated technology. It is also based on the needs and abilities of students and teachers. The following are some of the teachers answers as participants in this study. during the interview
Teacher C statement.

“At the beginning of the learning, there was a transition from offline to online class. I created a WhatsApp Group containing parents and students. The intention is to let the parents know and pay attention about the material and assignments received by their kids. Moreover, I also use google meet, google form, zoom, TikTok, odloo, Power Point, interactive picture, YouTube, canva, and google classroom.”

Teacher B also explained similar experience

“The use of technology during online learning initially only included WhatsApp group, YouTube, and google forms. However,

as time goes by, the applications used are increasingly diverse. These adjustments are made based on students' needs, characteristics, and the material appropriateness."

Teachers finally use technology to carry out various teaching and learning activities. The technology used is quite easy to apply by students because what the teacher uses is quite familiar among children. Indeed, not all, there are some new technologies that students have never encountered, but this increases the variety of technology used during the pandemic. Based on the results of data analysis on the use of technology in learning during the pandemic, five sub-themes were found, namely: the use of google meet and zoom; use and delivery of YouTube, video, Google classroom, google form, Quizizz, interactive picture via WhatsApp group; delivery of videos from YouTube, materials, and PPT via zoom and google meet; use of WhatsApp group to deliver material in the form of word or pdf files; as well as WhatsApp group for sending photo tasks. The results are described in detail as follows.

Table 3 presents several sub-themes from the findings of using technology in learning during the pandemic. The findings are in the form of the use of technology that is applied by the teacher in delivering the material and assignments.

Basically, the findings on this topic indicate that during the COVID-19 pandemic, distance learning using technology has been applied by teachers in delivering materials and assignments. Learning using this technology is carried out synchronously or asynchronously. Synchronous learning that can provide direct feedback generally uses video conferencing via Zoom and Google Meetings. Asynchronous learning teachers use WhatsApp group, google forms, google classroom, YouTube, Quizizz and others of the same kind.

The findings related to the general use of technology in distance learning during the pandemic are divided into two, namely, synchronous, and asynchronous (L. Pinar, 2021; Suwandayani et al., 2021). Learning using video conference or virtual face-to-face is included in synchronous groups because they can directly respond to each other (Timonen & Ruokamo,

Table 3. Technology used in learning during a pandemic

| No | Sub-theme | Correlation between sub-themes |
|----|--|---|
| 1 | Teachers use google meet and zoom for synchronous learning. | Teachers apply technology in synchronous and asynchronous learning. |
| 2 | The teacher uses youtube, video, Google classroom, google form, quizzz, interactive picture delivered in the WhatsApp group. | |
| 3 | Videos from youtube, materials, and PPT are delivered in zoom and google meet. | |
| 4 | Teachers use WhatsApp group to deliver material by sending files. | |
| 5 | WhatsApp group to send the task that was photographed. | |

2021).. One of the synchronous distance learning facilities that is often used is the zoom application (Kohnke & Moorhouse, 2020). Asynchronous learning is also not missed, in fact this option is the main one used by teachers because it is quite easy and flexible in its implementation so that if synchronous learning cannot be carried out for several reasons, asynchronous learning becomes the main support for distance learning (Glenn, 2018). Of course, both are very helpful in today's distance learning by utilizing existing technology.

Application of technology in social studies learning during the pandemic

The application of technology during the pandemic is no exception, it is also carried out in the delivery of social studies learning. The teacher realizes that there are quite a lot of social studies material so that it becomes a challenge when distance learning is applied. The teacher's challenge in delivering social studies lies not only in delivering the material but also in how to package the material and assignments to be interesting to get the attention of students. Teachers try to use various technologies that make it easier for students to absorb material and to increase student attractiveness. Several things the teacher did to deliver the material were explained by teacher A. The following is his statement.

“Actually, before there was online learning, the teachers at this school had already uploaded learning videos on the school's YouTube. Since the pandemic, the making of learning videos has become more often. This includes social studies content that is made based on the teacher's handbook which then later will be summarized in the form of a video.”

In addition to making videos, the teacher also displays existing videos from YouTube, along with teacher C's statement.

“Some of the applications used during online social studies learning are WhatsApp group, YouTube, Interactive picture, power point, zoom. When I used zoom, I showed videos and material in power point form, then I would explain more deeply. The social studies material is related to the environment in which the children lives and the current world conditions exists.”

Teachers deliver the same material as face-to-face learning, In addition to the use of zoom, there are also teachers who deliver material in the form of documents. The following is the statement of teacher E in his learning.

“At the beginning of the learning there was a literacy activity, it is not day-to-day but only once every 3 days or once a week. Almost every day, I send books or readings in the form of PDF and word documents to the WhatsApp group for students to read. After that, there are assignments in the WhatsApp group and specifically for social studies, I invite students to have contextual discussions.”

Regarding the assignment, the teacher explained several things, as stated by teacher B bellow

“My assignment is given in the morning before 7 o'clock (before parents go to work) so that students who don't have their own devices can take notes first. After parents come home from work, a new assignment will be sent.”

The teacher presents the material he has obtained from books and YouTube to facilitate students' understanding of social studies. It can be underlined that the use of this technology will not be separated as long as it is still in the implementation of distance learning. Based on the results of data analysis on the application of technology in social studies learning during the pandemic, seven sub-themes were found, namely: social studies material derived from books and

Table 4. Application of technology in social studies learning during the pandemic

| No | Sub-theme | Correlation between sub-themes |
|----|--|---|
| 1 | The teacher makes material from the teacher's handbook and then pours it or summarizes it into a learning video uploaded to YouTube. | Teachers in carrying out social studies learning through online, offline, and a combination of both synchronously and asynchronously. |
| 2. | The teacher uses zoom and google meet by showing videos and power points to explain the material. | |
| 3 | The teacher gives a task to observe the surrounding environment then the assignment is sent via a digital platform. | |
| 4 | The teacher gives assignments and materials through photos and documents via WhatsApp group. | |
| 5 | The teacher asks students to do assignments through google class room, google form, quizzz, and interactive picture. | |
| 6 | The teacher informs the material (with text) then the assignment comes from a worksheet or textbook. | |
| 7 | The teacher gives assignments through the WhatsApp group then the assignments are submitted to the school by parents once a week. | |

then poured into videos uploaded on YouTube; use zoom and google meet to explain power point and video material; the task of observing the surrounding environment then the report is submitted via WhatsApp; materials and assignments are submitted in the form of word and pdf files as well as photos to the WhatsApp group; students do assignments through google class room, google form, Quizizz, and interactive picture; materials and assignments are delivered via text messages in the WhatsApp group; and assignments are submitted to school. The results are described in detail as follows.

Table 4 presents several sub-themes from the findings of the application of technology in social studies learning during the pandemic. It covers the source of material presented by the

teacher, the use of applications in learning, the delivery of student assignments, and the assignment collection system.

Basically, the findings on this topic indicate that during the COVID-19 pandemic, distance learning using technology has been carried out by teachers in delivering social studies material. Learning using this technology is carried out synchronously, asynchronously, and also a combination of both Synchronous learning generally uses video conferencing via Zoom and Google Meetings. These two platforms are the choice of teachers to facilitate their synchronous learning.

The application of technology in learning can improve students' abilities especially if it can be done anywhere and anytime so that it is an

opportunity for students (Elyakim et al., 2019); (Ahmad et al., 2020). Social studies learning is no exception, it is also applied synchronously, asynchronously, or mixed (Long et al., 2021). The technology used in social studies learning uses a common platform. The choice of using asynchronous technology such as Whatsapps, Google Forms, Google Classroom is based on

easy operation and this application tends to be light, does not burden students and does not require expensive cellphones (Daar & Nasar, 2021). Synchronous often uses zoom, while mixed is used a little for things that really need a combination of both (Code et al., 2020). An example of a situation is presented in the following figure.



Figure 1. Zoom meeting synchronous learning

Figure 1 is a screenshot of a learning process using zoom. The students and teachers are doing learning activities as usual. It can be seen in the picture that many students are raising their hands using emoticons. It also shows that the teacher asks questions and the students are enthusiastic.

Zoom is one of the facilities synchronous distance learning facilities that is often used is the zoom application (Kohnke & Moorhouse, 2020). Zoom is an application that is quite easy to operate by students and there are even features that can be used as a bridge for interaction such as stickers that can be used during learning. For students and even teachers, getting to know zoom for the first time is precisely because of this distance learning, so it is an interesting experience to get new knowledge regarding this distance learning technology. Zoom is one of the popular

applications during distance learning which can be said to be important and increase innovation in learning (Ohnigian et al., 2021). The use of zoom allows students to interact with each other even though it cannot be carried out every day. Zoom is a synchronous technology that can be used to display videos, images, power points, and even create separate spaces between groups (Kohnke & Moorhouse, 2020).

Asynchronous learning teachers use WhatsApp groups, google forms, google classroom, YouTube, Quizizz and others of the same kind. Asynchronous can train students to think and learn independently because the teacher has sent the material beforehand and students can learn anywhere and anytime (Mairing et al., 2021). An example of a situation is presented in the following figure.

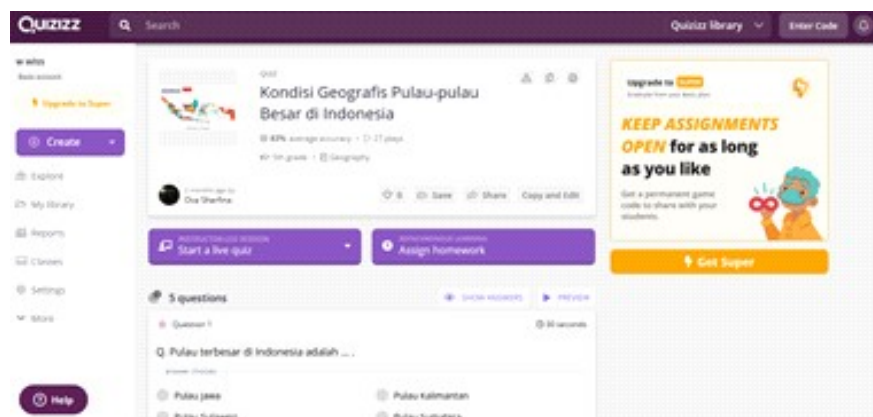


Figure 2. Asynchronous learning with Quizizz

Figure 2 shows the Quizizz application created by the teacher. It can be seen in the picture that the related questions are about Indonesia's geographical condition.

Quizizz is an option because it displays features that can provide questions of various types such as multiple choice, short answers, or essay questions. A colorful display and can be applied with time to work, adding to the interest of students in doing assignments from the teacher. Quizizz is based on an online game that is used to work on questions in a certain time (Mei et al., 2018). One of the teachers stated that there was a student who was initially reluctant to collect school assignments, after using this Quizizz, it was unexpected that the child became willing to collect the assignments given by the teacher.

The problem of applying technology in social studies learning during the pandemic

Distance learning can continue to be carried out, one of which is the use of technology. It can be said that technology is an important element in today's education. The application of technology does not always run smoothly, especially those that seem forced and urgent because of the pandemic. The problems that are present are quite diverse, which is likely to have been predicted by educational activists. The problem was expressed by teacher B as follows.

"There are many kinds of problems like the video sent by teacher cannot be opened on student devices, students' limited quota, problems in downloading and operating Google Meet, network stability, and parents that have not familiar yet with technology that makes it is also difficult for children to learn."

Through this statement, it can be seen that the problems that occur during online learning are quite complex, various other obstacles also can be found in social studies online learning, especially technology-related ones. The following are some of the results of interviews with other participants.

Teacher C explained problems related to the use of video conferencing applications, namely zoom.

"The zoom can only be used for 40 minutes. Some students do not have supportive device, so they don't take part in the zoom meeting."

The government, in this case the relevant agency, has not provided zoom facility that can be accessed without a time limit. Meanwhile, teacher C really takes advantage of zoom because it feels like he can see the active children "directly" during the learning. Followed by E's statement, which said that the use of zoom cannot be done on a daily basis, considering the limited student quota and also due to the unsupportive students' device to run the application

“Zoom cannot be done every day because now the government no longer provides free data. I do not make zoom compulsory, considering the economic conditions of the students’ parents. Especially not all devices used are able to access the zoom. On the other hand, many children still do not have their own devices, so when the parents work in the morning, the children cannot join the zoom. There is no device. Another obstacle is that there are some parents who are still reluctant to accept the use of technology such as zoom and YouTube in learning activities because they feel it will only make it difficult for students.”

The lack of devices is not only happened in one school. Every school, at least in one class, always has some students who do not have their own gadget yet. Moreover, other problems arise from students’ motivation. The following are the statements of teachers D and F.

“Students are starting to lose their motivation in online learning” (Partisipant D).
“Students get bored more quickly and they lack of focus because of the use of the application itself and the network conditions they experienced.” (Partisipant F)

The findings in this study based on the results of data analysis resulted in three sub-themes which are presented in the following table.

Table 5. The problem of applying technology in social studies learning during the pandemic

| No | Sub-theme | Correlation between sub-themes |
|----|--|--|
| 1 | The network of teachers and students is sometimes constrained so that it is difficult to carry out learning | Constraints during learning are caused by technical, economic conditions, and human errors |
| 2. | Internet quota assistance is currently stopped | |
| 3 | Teachers can only use limited access to zoom | |
| 4 | Devices used by students are less supportive/less compatible (hard to open large files) | |
| 5 | Students cannot follow the zoom and are left behind with materials and assignments due to the absence of a smartphone (brought by their parents to work) | |
| 6 | Lack of ability of parents and children to operate technology. There are also some parents who refuse to use new technology because they find it difficult | |
| 7 | Students can feel bored when learning online | |

Table 5 presents several sub-themes from the findings of problems in applying technology in social studies learning during the pandemic. The first is related to the network, then the internet data, willingness to access zoom, devices that are not supported, lack of gadget or device,

technology that is till unfamiliar, as well as boredom felt by students in online learning.

Learning using technology is nothing but an important element in the implementation of distance learning. However, in its implementation, it is not uncommon to encounter several obstacles

that are felt by almost all parties involved in teaching and learning activities. Learning by applying this technology has several obstacles, both caused by technical, economic conditions, and individual mistakes. Technical errors are usually related to the network, the state of the cellphone that is not supported, and the constraint of the zoom which is limited to access. Economic conditions usually affect the existence of cellphones that are intended for online learning. Individual mistakes are related to parents' lack of understanding of the importance of supporting devices for learning so that misunderstandings often occur.

The shift from face-to-face classes to distance learning suddenly creates various pressures, challenges, demands, and problems for both students and teachers (Lapitan et al., 2021; Robosa et al., 2021). There was an emergency shift to online or virtual learning which eventually brought new problems related to digital infrastructure, digital divide, digital literacy, digital content, and even pedagogy. Common problems that arise are poor internet connections, high costs of buying data packages or internet quotas, lack of compatible devices, less conducive home environment, lack of technical and pedagogical skills, teacher competence, and also student involvement in learning (Rahman, 2021; Lubis & Dasopang, 2021; Carius, 2020; Soares et al., 2020). The biggest and main obstacle is internet connection and incompatible devices that most students have to take part in learning (Egielewa et al., 2021; Shamir-Inbal & Blau, 2021). Technically and economically each family cannot be changed quickly. The urgency to meet other needs is also one of the factors related to HP ownership that can support the applications used.

The emergence of online schools is a challenge for teachers related to making materials, honing student activity, and also presenting interesting and creative materials (Shamir-Inbal & Blau, 2021). Teachers in delivering material

online are certainly based on the learning components, methods, available time, and what applications are used for learning (Aliyyah et al., 2020). However, it cannot be denied that the efforts that have been made by teachers are not all acceptable to parents of students (Fauzi & Khusuma Sastra, 2020). The application of technology expected by teachers is often not accompanied by parental approval because it is considered difficult and inconvenient for parents as facilitators at home. This is the challenge for teachers how to convey that what has been attempted is a good step in the distance learning process.

■ CONCLUSIONS

Learning activities that were originally carried out face-to-face have now shifted to distance learning due to the COVID-19 pandemic. For the sake of implementing distance learning, teachers try to use technology as the main element in learning. Technology is important at this time, even though long before the pandemic hit, the use of technology in education has been echoed. Apart from emergencies and compulsion, pandemic era education utilizes synchronous learning that usually uses zoom; then asynchronous by using WhatsApp, google form, google classroom, Quizizz, YouTube, and many more; and a combination of synchronous and asynchronous.

Learning by utilizing technology does not always run smoothly, and in elementary school social studies learning is no exception. Common obstacles are often faced by teachers, students, and parents. The problems that are presented are diverse and can even occur every day. However, these problems can still be solved even if only partially. Generally, problems with devices that are not supported can be found another way out, while related to technical problems, teachers cannot act because they are beyond their capabilities. The teacher tries to give the best for

his students, difficulties in accessing an application or material document, the teacher will find a way out and still consider the facilities and conditions of the students.

This finding recommends the government to train teachers in the use of more complex technology because there are still many various technologies and applications that have not been mastered by teachers. Socialization to parents and guardians is important so that schools, teachers and parents can walk rhythmically in accompanying children while studying from home. In addition to schools, parents, communities, and especially the government to support distance learning activities by improving facilities such as networks and internet quotas for students and teachers so that all teaching and learning activities run smoothly. The government can also provide a platform or website that can be accessed easily and free of charge for all schools for the implementation of distance learning.

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