

## Original Paper

# Is the Presentation of the Teaching Materials during Covid-19 Pandemic Contextual?

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### **Abstract**

*This study aimed to determine the presentation of teaching material during the Covid-19 pandemic seen from various variables (gender, age, school location, and school status) in the Senior High School (SMA). This research used qualitative approach with survey based. The population in this study were all high school students, amounting to 14.566 with a minimum sample of 427 based on the Slovin formulation. The data for the presentation of teaching material used a questionnaire with the help of google form which meets the research requirements. Overall data were analyzed quantitatively, using comparative analysis, namely non - parametric statistics because they did not meet the requirements of the analysis. The results showed that the presentation of teaching materials tended to be contextual in the dimensions of fact that teacher always present the teaching material based on the pandemic condition, as well as other dimensions, such as concepts, principles, procedures, and from several variables (gender, age, school location, and school status) that there were differences in perceptions of the presentation of teaching material in Senior High Schools.*

### **Keywords**

*material presentation, contextual, covid-19*

## **1. Introduction**

Coronavirus Disease (Covid-19) is an infectious disease that infects the human respiratory tract (Dewi, 2020). Covid-19 had an impact in various fields including the education sector (Riyanda et al., 2020). To break the chain of spreading the virus, the government made a policy, such as changing face-to-face

learning to learning from home with online media (Kemendikbud, 2020). However, in the implementation of online teaching and learning activities there are many obstacles, such as the lack of understanding of teachers in distance learning systematics, the material presented is not contextual with the current pandemic conditions (Ridho, 2020). More clearly, KPAI (2020) stated that learning content was still focused on the content of the applicable curriculum structure, not yet contextual with the latest issues of Covid-19. The teacher only gives assignments, summarizes the material, and copies the questions in the book (Charismiadi, 2020) causing the students only receiving knowledge passively (Adekantari et al., 2020). In line with this research, the results of research by Setiawan and Komalasari (2020) stated that learning only focuses on the material in the book. Asmuni (2020) emphasized that textual (text book) is not contextual with current conditions. Therefore, it is important to deal with it so that the teaching material during the Covid-19 pandemic is conveyed properly.

Regarding some of these problems, the presentation of teaching materials should ideally be contextualized with the current pandemic conditions. It is necessary to apply contextual learning. Contextual learning according to Sanjaya (2006) is a learning concept that helps teachers link the material they teach with students' real-world situations and relate it to life situations. Based on Hakim's research (2012) found that applying contextual learning can improve student learning outcomes. Teaching materials with actual context approach can help students construct learning material in everyday life, so that student learning outcomes can increase (Purwanto, 2015). Likewise, in Sociology learning, Mandasari's (2017) research result showed that the delivery of contextual material can reduce student difficulties.

From some of the research results above, no one has examined the contextual learning associated with the pandemic condition. In reality, contextual learning is very suitable to be applied during a pandemic to suit current condition. Contextual learning according to Hutagaol (2013) is a learning concept that helps teachers connect the material they teach with students' real-world situations. In addition, there is still a lack of study of contextual learning from various variables, namely (gender, age, school location, and school status), because these variables are very influential during this pandemic. Like the location of the school, students in remote villages will be different from students in cities in accessing online learning (Wekke & Saleh, 2020). Likewise with public and private schools that the knowledge and skills of students in public schools are better than students in private schools (Dewi, 2010).

## 2. Method

This research uses quantitative approach based on survey. The survey method involves a systematic, in-depth, and comprehensive analysis of information (Ary et al., 2010). Surveys describe quantitatively some trends, behaviors, or opinions of a population by examining a sample of that population (Creswell, 2019). The population in this study was all public and private high school students in East Lombok Regency with a total of 14.655 (BPS, 2020). Therefore, the sampling technique used was accidental sampling technique. Using the Slovin formula, the minimum sample was 386. There were a total of 427

respondents who filled out the questionnaire; as many as 178 respondents are male, while the other 249 respondents are female. The data collection technique in this research used instruments whose indicators were adapted from Amalia and Adi's (2020) with components of facts, concepts, principles, procedures. All instruments used 4 point Likert scale (score 1 = always, often up to never = 4) via Google form. The results of the validity test of the instrument using the Pearson product moment (r) correlation coefficient, obtained 20 items with valid results. Then the results of the reliability test using the Alpha Cronbach formula obtained a correlation coefficient of 0.92 that was very high. Overall data on the presentation of teaching materials were analyzed using descriptive statistics and comparative analysis. Prior to the comparative analysis test, the analysis requirements test was conducted, namely normality and homogeneity. The normality test used the Kolmogorov-Smirnov test and the homogeneity test used the Levene statistic. All data were analyzed using the assistance of the SPSS version 22 for windows.

### 3. Result

The results of this research are as follows.

**Table 1. Students' Perceptions of Presentation of Teaching Materials during the Covid-19 Pandemic**

Indicator	Opinion			
	Always	Often	Sometimes	Never
Fact	23.2%	36.7%	29.5%	10.4%
Concept	22.4%	34.8%	29.3%	13.3%
Principle	23.3%	37.4%	30.9%	8.2%
Procedure	23.0%	38.2%	26.7%	11.9%

Based on the data above, it can be concluded that there are differences in the presentation of teaching material during the Covid-19 pandemic in high school, which is seen from the components of facts, concepts, principles, procedures. With the average respondent's answers that the presentation of teaching material during the Covid-19 pandemic was presented contextually, such as the fact component of social problem material is always exemplified by pandemic conditions as well as in the concept component that teachers always facilitate students to learn social groups formed in society associated with the pandemic.

**Table 2. Descriptive Statistics of Research Data**

Variables	N	Min	Max	Mean	Std.
<b>Gender</b>					
Male	178	20	75	45.48	12.973
Female	249	20	75	45.92	12.890
<b>Age</b>					
16 Years	143	20	75	46.60	12.241
17 Years	176	20	75	48.89	13.445
18 Years	108	20	69	42.71	11.058
<b>School Location</b>					
City	134	20	75	49.76	13.851
Countryside	152	20	72	44.09	12.176
Isolated	141	20	75	43.69	11.934
<b>School Status</b>					
Public	353	20	75	54.57	12.423
Private	74	20	73	43.88	12.244

Source: Primary Data Processing

### 3.1 Requirement Analysis Test Result

The requirements analysis test in this study was carried out by testing the normality and homogeneity. The results of the normality test used the Kolmogorov-Smirnov test, while the homogeneity test used the homogeneity of variance test by looking at the Levene statistic value. The normality test result is as follows.

**Table 3. Result of Normality Test**

Variable	K-Test	Sig.	Explanation
Learning Material Presentation	0.065	0.000	Not normal

Source: Primary Data Processing

The result of the normality test shows the probability of  $0.000 < 0.05$ , hence, it can be concluded that the data on the presentation of teaching materials during the Covid-19 pandemic, came from a population with an abnormal distribution. Therefore the homogeneity test in this study was not carried out.

### 3.2 Hypothesis Test

The results of the analysis requirements test on the data indicated that the data was not normally distributed, so the hypothesis testing was carried out by non-parametric using the Mann-whitney test and Kruskal-wallis test. The result of the hypothesis are as follows.

**Table 4. Students' Perception of Teaching Material Presentation from Various Variables**

Variables	Categories	Mean	Sd	<u>Mwu/Kwu</u>	<u>p-value</u>	$\alpha$	<u>Explanation</u>	
<b>Gender</b>	Male	178	45.48	12.973	-0.592	0.554	0.05	H <sub>0</sub> Accepted
	Female	279	45.92	12.890				
<b>Age</b>	16 Years	143	46.60	12.241	6.718	0.035	0.05	H <sub>0</sub> Rejected
	17 Years	176	48.89	13.445				
	18 Years	108	42.71	11.058				
<b>School Location</b>	City	134	49.76	13.851				
	Countryside	152	44.09	12.176	15.808	0.000	0.05	H <sub>0</sub> Rejected
	Isolated	141	43.69	11.934				
<b>School Status</b>	Negeri	353	54.57	12.423				
	Swasta	74	43.88	12.244	-6.455	0.000	0.05	H <sub>0</sub> Rejected

*Source:* Primary Data Processing

Based on the summary as shown in Table 4, it can be explained below.

H1: It is suspected that there is no difference in the presentation of teaching material during the Covid-19 pandemic at SMA East Lombok Regency based on gender. Based on test results obtained using the SPSS value of the Mann-Whitney test research at -0.592 with probability value of  $0.554 > 0.05$ . Based on these results, we can conclude that not there are differences in perception between the gender (women and men) on teaching materials during the Covid-19 pandemic.

H2: It is suspected that there are differences in the presentation of teaching materials during the Covid-19 pandemic in high school based on age. Based on the results of the test using SPSS, the Kruskal-wallis test value of the study was 6.718 with a probability value of  $0.035 < 0.05$ . Based on these results, it can be concluded that there are differences in perceptions between ages (16 years, 17 years, and 18 years) regarding the teaching material during the Covid-19 pandemic. This difference is considered significant based on the probability value.

H3: It is suspected that there is a difference in the presentation of teaching material during the Covid-19 pandemic in East Lombok High School based on the location of the school. Based on test results obtained using the SPSS, the Kruskal-Wallis test value of the study was 15.808 with a probability value of  $0.000 < 0.05$ . Based on these results, it can be concluded that there are differences in perceptions between the schools location (City, Uptown, and Remote) on teaching materials during the Covid-19 pandemic. This difference is considered significant based on the probability value.

H4: It is suspected that there are differences in the presentation of teaching materials during the pandemic period in East Lombok High School based on school status. Based on test results obtained using the SPSS, value of Mann-Whitney U test of the study was -6.455 with probability value of 0.000

$< 0.05$ . Based on these results, it can be concluded that there was a difference in perception between the status of schools (public and private) about the teaching materials during the Covid-19 pandemic. This difference is considered significant based on the probability value.

#### 4. Discussion and Conclusion

Based on the data above, it was concluded that the presentation of teaching material during the Covid-19 pandemic tended to be contextual seen from the components of facts, concepts, principles, and procedures. This is supported by the results of the study by Ramdani (2012) which stated that teaching materials in the form of concepts, principles, procedures can facilitate the presentation of learning. In line with Adisendjaja's research (2008), the teaching materials for facts, concepts, principles can help to remember scientific knowledge and information. It is the same with this research that the teaching materials for facts, concepts, principles, and procedures can improve the presentation of teaching materials in a contextual manner. Where contextual learning according to Hutagaol (2012) is a learning concept that helps teachers connect the material they teach with students' real-world situations. Because, during this pandemic, teachers are required to design or plan quality and meaningful learning so that students can connect learning with everyday life and the problems they are currently facing (Pujiasih, 2020). In line with this, Keller (Sukardi, 2016) also argues that the importance of relevant material needs of students so that it can attract learning interest and motivation. Thus, they will better understand and better interpret the material (Puspitorini, 2020). So, contextual learning is very suitable to be applied during the Covid-19 pandemic.

Furthermore, the results showed that there were differences in the presentation of teaching material during the Covid-19 pandemic in Senior High School from the variables (age, school status, and school location), while in the gender variable there was no difference in perception. The results showed that there was no difference in the perception of the presentation of teaching material during the pandemic based on gender. Becirovic's research (2017) clarifies that "girls have achieved equality with boys in learning mathematics..." as well as this study that there is no difference in perceptions of teaching material between boys and girls. Zubaedah (2013) stated that in learning mathematics the knowledge of men and women is the same. Efendy's (2014) study explained that basically men and women are the same (equal) both in terms of education and others. However, a different study by Hoang (2008) stated that female students have a more positive attitude towards learning than male students. Different research results also by Noviana et al. (2020) stated that women have better perceptions of the learning process during the pandemic than men. This is because the learning motivation of female students is higher than male students (Khoirunnisa, 2016).

The result of the study of the age variable showed that there are differences in the presentation of teaching materials during the pandemic era based on age. This is in line with the research of Johonstone (2002) which stated that the more mature a person is, the lower the desire to learn and memorize. Likewise with this study, the tendency of the perception of teaching material was better at the age of 16

and 17 years compared to the age of 18 years. It is emphasized by the research of Noviana et al. (2020) that the tendency of the perception of 16 years and 17 years of age is better regarding the learning process during the pandemic period compared to 18 years. Age differences reflect differences in motivation and interest in learning (Marinova et al., 2000). This is because the treatment and roles given by parents according to the age or sequence of children in the family have an influence on the personality and attitude formation of children, the development of children's behavior patterns, and affect differences in children's learning motivation levels (Hurlock, 1997). The results of the study of variable location of the school, the city school is better than suburbs and remote area schools. Schools in rural areas (remote) still have many limitations both in terms of facilities and technology compared to urban schools (Hohlfeld et al., 2008). Students who are in remote villages with limited family conditions in terms of education and technology will certainly be different from the students in the city with good family education in accessing the online learning (Wekke & Saleh, 2020). The existence of students who are far from the city center or far from the reach of the provider network, of course, cannot carry out learning smoothly (Jamaluddin et al., 2020). Moreover, the lack of skilled and experienced teachers compared with city (Herselman, 2003), lack of content mastery and teaching strategies (Sukardi et al., 2019), as well as the lack of interest of students to learn (Juliansyah, 2013). Furthermore, Gurcan-Namlu (2003) stated that in remote schools there were a lack of access to funding levels compared to urban schools, thus, hindering the opportunities of students who are classified as poor.

The results of the study of school status variables showed that there were differences in the presentation of teaching materials during the pandemic era based on school status. The perception of teaching material presentation in public schools was better than private schools. This is in line with research by Hoxby (2002) which stated that student achievement in public schools was different from private schools. In line with this, Dewi (2010) stated that the knowledge and skills of students in public elementary schools (SDN) were better than students in private schools. Public schools were different in terms of teaching patterns, programs and curricula, learning methods, quality of outputs, and infrastructure obtained so that they affected the learning process (Humairo, 2013). Therefore, the emotional intelligence of students in public schools was better than in private schools (Novesar, 2020). Based on the results of data analysis and discussion that has been carried out, it can be concluded that the presentation of teaching material during the Covid-19 pandemic is presented contextually both from components (facts, concepts, principles, procedures) and from various variables (age, school status, and school location). Meanwhile, in the gender variable, there was no difference in the perception of teaching materials during the pandemic. Overall, the teaching material during the pandemic period was more often presented contextually and from various variables (at the age of 17 and 16 years, public schools, and suburban and urban schools) than (18 years old, private schools, and remote school).

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