

CREATIVE PEDAGOGY AS AN ALTERNATIVE LEARNING IN NEW NORMAL ERA: UTILIZATION OF COVID-19 PANDEMIC AS A SOCIAL ISSUES IN SOCIAL STUDIES LEARNING

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Abstract : *The Covid-19 pandemic can be an interesting topic in learning activities because it is a very contextual social issue. One of the lessons that is closely related to social issues is social studies learning. Creative social studies teachers will be able to take advantage of the Covid-19 pandemic as a form of creative pedagogy in social studies learning. This study aims to describe the creative pedagogy used by teachers in social studies learning during the Covid-19 pandemic. This research is a quantitative descriptive study conducted on 135 social studies teachers spread across 12 provinces in Indonesia. The data was collected online using an instrument in the form of a questionnaire which was presented on the google form. The data obtained were analyzed quantitatively by categorized and presented in percentages. The results obtained show that there are 11.85% of teachers who take advantage of the Covid-19 pandemic as a social issue in social studies learning. The form creative pedagogy in the use of the social issues of the Covid-19 pandemic is presented in the form of projects and assignments given to students related to the Covid-19 pandemic with the results : paper / essay 5.19%; observation 2.22%; mind map 0.74%; posters 1.48%; video 0.74%; and maps 1.48%.*

Keywords : creative pedagogy, social studies learning, social issues, covid-19 pandemic, new normal era

I. INTRODUCTION

Contextual learning can be carried out by linking current conditions that occur in society as a topic of discussion. Community life which is full of dynamics and problems that occur is very relevant to be used as a field of study in social studies learning to train sensitivity to the social environment

and hone problem solving skills. This is in line with the objectives of social studies learning, namely to form good citizens. NCSS stated that “*The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizen of a culturally diverse, democratic society in an interdependent world (Savage & Armstrong, 1996: 9).*”

To realize the objectives of social studies as mentioned by the NCSS above, one alternative is to link social issues as learning content and it will be more comprehensive if they are contained in the curriculum. “... *a curriculum that focuses on social problems in the classroom is highly relevant to student experiences and more interesting than lectures and abstract ideas from textbooks (Chilcoat & Ligon, 2004).*”

Social issues have a very broad scope. *Social issues include unresolved problems, unanswered problems in human affairs, and conflict situations in society that show potential and social change and discuss them widely, with different opinions (McLendon, 2018: 60).*

One way to increase students' interest in social studies learning is by presenting controversial social issues in learning. Risinger stated “*As educational researchers have studied the use of social or controversial issues in the classroom, showing that students who discussed problems in class were more likely to have an increased interest in social studies*” (<http://www.socialstudies.org>).

There are various ways to include social issues in social studies learning. *Social issues enter social studies classes through three doors: (1) through incidental treatment accorded these social issues related to the topics typically taught in social studies courses, (2) through direct and extensive study of each of several social issues in some social studies courses, and (3) through the utilization in many social studies classes of published materials that present varying points of view toward controversial issues (McLendon, 2018: 63).*

One social issue that is currently becomes a global problem is the Covid-19 pandemic. Seeing the impact that is so comprehensive and affects many areas of life, the Covid-19 pandemic can be categorized as *cross cutting issues*. “... *cross cutting issues’ because they influence many other aspect of life: health, education, the economy, families, communities and society*” (<https://www.open.edu/>).

In the new normal era, teachers can take advantage of the Covid-19 pandemic to be linked in social studies learning as a form of creative pedagogy. (Risinger) argues, “*Teachers must assist students see the*

relationship of all social studies subjects with contemporary social issues (<http://www.socialstudies.org>).

To be able to organize creative social studies learning, the teacher can use creative pedagogy as a learning approach. Creative pedagogy is in line with 21st century skill building. As stated by Trilling & Fadel (2009: 49) about the inner component *21st century skills* which called *The Four C's* consisting of *critical thinking and problem solving, communication and collaboration, creativity and imagination*.

Creative pedagogy can connect various differences in focus to develop students' creativity. *A framework of creative pedagogy is proposed to connect different foci of the implications for fostering creativity, and to promote the overlooked learning aspect as well* (Lin, 2011).

Supriatna & Maulidah, 2020 defines creative pedagogy as *planning, organizing activities and teaching and learning processes that are imaginative and innovative in the curriculum and learning strategies to develop the students' creativity*. Dezuanni and Jetnikoff (2011: 264) stated that *creative pedagogy is an imaginative and innovative curriculum structure and teaching strategy in the school classroom and the development of students' creative energy*.

Social studies teachers must be able to present learning that supports mastery of 21st century skills, one of which is creativity so that learning is carried out in accordance with the times. To realize the creativity of students, one alternative that can be chosen is creative pedagogy. *A discussion of creative pedagogy usually includes elements of creative teaching, teaching for creativity, and creative learning* (Selkrig & Keamy, 2017).

Aleinikov stated, *"creative pedagogy includes the influence of education on students for the acquisition of certain materials to elevate students to the level of creative people, traditional subject matter is changed to achieve several creative goals, and learning is interpreted as the achievement of creative goals through a process of" creative transformation "so that students no longer become the "object" of pedagogy, but become a creator in the field being taught"* (Mazolla, et al, 2011).

II. METHODS AND RESEARCH DESIGN

2.1 METHODS

This research is a quantitative descriptive study conducted on 135 social studies teachers spread across 12 provinces in Indonesia. Data collection was carried out online using an instrument in the form of a questionnaire presented in the google form and then distributed to

social studies teachers via the Whatsapp Group in August 2020 so that the data collected only reflected teachers who were familiar with accessing WAG and google forms and participating in filling out online questionnaires that had not yet been collected. evenly distributed among teachers in all provinces in Indonesia. The data obtained were analyzed quantitatively by categorizing and presented in percentages. The distribution of respondents can be seen in the following table:

Table 1. Distribution of Respondents by Teaching Place

NO.	PROVINCE	RESPONDENT	PERCENTAGE
1	Kalimantan Barat	5	3,70
2	Jawa Tengah	97	71,86
3	Yogyakarta	5	3,70
4	Sulawesi Tengah	1	0,74
5	Sumatera Utara	2	1,48
6	Kalimantan Selatan	5	3,70
7	Kalimantan Tengah	1	0,74
8	Kalimantan Timur	3	2,22
9	Nusa Tenggara Barat	2	1,48
10	Riau dan Kepulauan Riau	2	1,48
11	Aceh	2	1,48
12	Nusa Tenggara Timur	10	7,41
	Total	135	100

2.2 RESEARCH DESIGN

The study was aimed to explore data on the implementation of social studies learning by teachers during the Covid-19 pandemic. A set of questions were developed by researchers to explore teacher responses about social studies learning carried out by distance learning to explore teacher creativity in utilizing the social issues of the Covid-19 pandemic to be linked with relevant social studies material.

Data collection was carried out using open questionnaires in order to provide flexibility to fill in according to the social studies learning carried out by each teacher. After the data is collected, the data is classified into two groups, namely lessons that take advantage of the social issues of the Covid-19 pandemic as a learning topic and those that are not. Then the data that shows the use of the Covid-19 pandemic in social studies learning are categorized into various forms of projects and assignments given to students by teachers. After the data categories are formed the data is presented as a percentage.

III. RESULTS AND DISCUSSION

The results obtained show that 135 respondents who filled in the research instrument, there were 16 social studies teachers or 11.85% of teachers who applied creative pedagogy by utilizing the Covid-19 pandemic as a social issue in social studies learning, while the remaining 88.15% of respondents have not taken advantage of the Covid-19 pandemic in social studies learning. The form of creative pedagogy in the use of the social issues of the covid-19 pandemic is presented in the form of projects and assignments given to students related to the covid-19 pandemic. The results of the project and assignments given by the teacher to students are shown in table 2 below.

Table 2. Variations in Project Forms and Student Assignments

NO	ASSIGNMENT/PROJECT	TOTAL	PERCENTAGE
1	Paper/makalah/essay	7	5,19
2	Observasi	3	2,22
3	Mindmap	1	0,74
4	Poster	2	1,48
5	Video	1	0,74
6	Peta	2	1,48
	Total	16	11,85

The results above indicate that there are a small number of social studies teachers who show creative pedagogy, namely by carrying out contextual learning by raising the issue of the Covid-19 pandemic into

project materials and assignments for students associated with social studies material.

The form of projects given by the teacher related to the Covid-19 pandemic included making videos about forms of social interaction using health protocols and projects making a simple map about the spread of Covid-19 in the area around the residence. In addition to the form of the project, there is also a form of assignment, namely the preparation of papers / essays on social change due to the Covid-19 pandemic, observing the surrounding environment to see the impact of the Covid-19 pandemic on changes in interaction patterns and the community's economy, mind maps of the influence of Covid-19 in various aspects of life, and making posters to educate the public about the dangers of Covid-19 and to call for health protocols.

The elements of creative pedagogy in the social studies learning projects and assignments above are reflected in the way teachers take advantage of social issues in learning. Teachers must have creative ideas to link learning materials with current issues, while students must be creative in completing projects and assignments given by the teacher to produce certain products. This can be a form of creative pedagogy that teachers can do in the new normal era so that learning can bring out 21st century skills, one is creativity. Teachers can link other social issues in social studies learning while adjusting to the material being learned.

IV. DISCUSSION AND RECOMMENDATIONS

Social issues are part of the social studies material so that social studies learning should be centered on social issues in order to produce good citizens. *Social issues are an inseparable part of social studies material because an understanding of social issues is the basis for being good citizens, it is hoped that social studies teachers will strive to improve their teaching on social issues by better issues selection, expanded attention to significant issues, and effective issues handling in class discussions and the learning process.* (McLendon, 2018: 66-67).

Social studies teachers must be able to organize creative social studies learning that integrates social problems in learning activities to get closer to people's lives. Creative pedagogy is one of the learning alternatives that teachers can choose to foster creativity as one of the 21st century skills that are targeted to be controlled by students.

Teaching social issues to students has many benefits that are relevant to the objectives of social studies. *Contribution of teaching social problems to: (1) improve knowledge of important information, (2) develop skills in read,*

listen to, and reason about important social issues, and (3) increasing students' confidence in democracy and kindness and their ability to use these beliefs as good citizens (McLendon, 2018: 62).

Risinger stated, *“Using contemporary social issues in the classroom ... Students will benefit from learning how to evaluate and use resources; make decisions based on knowledge, perspective, and careful consideration of alternatives (http://www.socialstudies.org).* Social issues can provide benefits for students because students will be forced to evaluate and make decisions appropriately based on various considerations.

Social studies learning should provide a lot of experience and skills for students. According to Salia-Bao, *Social studies education should assist to develop the ability to learn and acquire skills (listening, speaking, reading and writing, and arithmetic) but also hand skills, along with observational, analytical, and conclusion skills essential for making the right decisions as a prerequisite for personal development for contribute to the progress of the people (1990: 65).* One of the ways to do this, by utilizing social issues as social studies learning materials.

Teaching that utilizes social issues will be able to provide meaningful experiences for students to solve problems that occur in their environment. *Another distinctive aspect of issues-centered instruction is that learning experiences are characterized by a dynamic, participatory, and collective consciousness-raising educational environment (Chilcoat & Ligon, 2004).*

Learning that takes advantage of social issues has many benefits: *1) contribute to concerns about contemporary political, social and economic problems in society; 2) promote a critical awareness of the social world, as students develop the ability to have different roles and to understand different points of view on the problems faced by others; 3) helping students to engage empathically in the experiences of others, so that they become sensitive, aware and tolerant of others; and are aware of the complexities of human relationships; 4) associated with the development of positive student citizenship outcomes including developing interest in politics, the obligation to be actively involved in politics, and that they can influence political decisions in the classroom and in society at large (Chilcoat & Ligon, 2004).* If this can happen, social studies learning will be meaningful learning and produce competent students.

It is necessary to pay attention to all of us how to increase the creativity of social studies teachers to present meaningful and contextual learning. *More specific issues in raising creativity through creative pedagogy are raised; concerns of re-evaluation of teacher's role, ways of learning, and contextualization of creative pedagogy are therefore urged (Lin, 2011).*

Adapted from *Six Facet Model of Creativity Suitable for Higher Education* (Haertel, Terkowsky & Jahnke, 2017: 9): There are several models for increasing creativity in learning, namely: 1) *Reflective learning means to reflect on any information given by a teacher rather than just receiving and reproducing it in assessment situations*; 2) *Autonomy: independent self-determined learning focuses on students' self-reliance*; 3) *Curiosity and other intrinsic motivations is another important facet of creativity in higher education*; 4) *Making: learning by creating means being creative by creating something*; 5) *Multiple-perspectives refers to the ability of seeing and framing a problem from many different perspectives*; 6) *Imagining new ideas the final facet of creativity in higher education is the imagination to think of new ideas and it is linked to the successful accomplishment of the preceding facets*.

Based on the above, the creativity of students can be developed through the learning process. In addition, adapting from opinions (Wisastra, et al, 2018) there are three methods or ways for social studies learning related to current issues, namely: teaching current issues as an addition to social learning, using current issues to complement or strengthen the program. regular social learning and, using current issues as a basis for social discussion.

In the new normal era, teachers are expected to be more creative in organizing learning, which can be reflected in the management of students, giving assignments / projects that show creativity. Creative social studies teachers will be able to link relevant social issues to the discussion topic of social studies learning as a form of creative pedagogy where this is also determined by the teacher's attitudes and beliefs. *Attitudes and beliefs of teachers inspire or prevent the use of controversial issues in the classroom as well as their pedagogical practice* (Waliaula, 2011: 5).

In order to realize the 21st century elaboration in students, social studies teachers must be able to encourage the creativity of students by organizing creative pedagogy in learning. Creative pedagogy includes three perspectives as stated by Lin (2011) that is creative learning, creative teaching, dan teaching for creativity. *According to Lin (2011), the first perspective, creative learning is an essential part of creative pedagogy since its focus is on children's action. Creative learning embraces children's intrinsic curiosity in tuition; The second perspective, creative teaching, focuses on teaching and teacher's actions. Creative teaching as a creative, innovative and imaginative approach to teaching; The third and last perspective, teaching for creativity, considers the significance of a creativity-supporting environment*.

Based on the research results obtained and the existing discussion, it can be recommended that the use of social issues in learning as a form of creative pedagogy in the new normal era. The three creative pedagogical perspectives put forward by Lin can be adapted by social studies teachers by utilizing social issues in learning as a learning method in the new normal era. Utilization of social issues in social studies learning can be realized in the form of projects and assignments that are relevant to the material being studied. Social studies learning that is presented by linking social issues will be able to form 21st century skills that include *critical thinking, creativity, collaboration and communication* during the social studies learning process and completion of projects or assignments given by the teacher.

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