HISTORY, SCOPE, METHODS OF EDUCATION PSYCHOLOGY IN STUDENTS IN THE ELEMENTARY SCHOOL ENVIRONMENT

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Article Info

ABSTRACT

SDN Poris Pelawad 1 is a school located in one of the areas in Tangerang City, precisely in Poris Pelawad Village. Since the covid-19 outbreak, which requires all Indonesian citizens and even all over the world to apply WFH (Work Form Home) where the continuity of teaching and learning is also carried out online (In the Network) using media that we already recognize with the term zoom meeting or other media that saves usage. internet package, so that students in the learning process will produce a good ending. Learning is basically a process of interaction between educators and students, both direct (face-to-face) and indirect (learning activities using learning media in web applications). In the midst of the COVID-19 pandemic, teaching and learning activities are recommended to use an online learning model. The government has also provided assistance to students and educators in an effort to provide a free quota of 50GB every month, the level of the amount of the quota depends on the level of education as well, starting from elementary, junior high, high school to college, why is there a need for differences in the amount of quota distribution. Because each level requires different power, the higher the level of majority education, the more power needs that must be spent to achieve something that is expected. This study used an interview method to one of the teachers of SDN Poris Pelawad 1. The interview was conducted directly / offline by approaching the resource person.

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1. INTRODUCTION

Psychology which in the old term is called psychology comes from the English word Psychology. The word Psychology is two root words that come from Greek (Greek), namely: 1) Psyche which means soul; 2) Logos which means knowledge. So, literally psychology does mean the science of the soul. As a result, we can briefly draw a conclusion that psychology is a science that investigates and discusses open and closed behavior in humans, both as individuals and groups, in relation to the environment. The environment in this case includes all people, goods, circumstances, and events that surround humans (Slater, Davies, & Burgess, 2012).

Education which comes from the word "educate", then this word gets the prefix me so that it becomes "educate", meaning to maintain and provide training in maintaining and providing training requires teaching,

guidance, and leadership regarding morals and intelligence of the mind (see Big Dictionary of the Indonesian Language) (Walther, 2017). Furthermore, the definition of "education" according to the Big Indonesian Dictionary is the process of changing the behavior of a person or group of people in an effort to mature humans through teaching and training efforts.

According to some experts, educational psychology is a sub-discipline of psychology, not educational psychology itself. They think that educational psychology does not have its own theories, concepts, and methods. More simply and practically, Wronka-Pośpiech (2016) defines educational psychology as a body of knowledge grounded in psychological research which provides a repertoire of resources to aid you in functioning more effectively in the teaching learning process. Educational psychology is a field of knowledge based on psychological research that provides a range of resources to help you carry out your duties as a teacher in the teaching and learning process more effectively. The pressure of this definition outwardly only revolves around the process of interaction between teachers and students in the classroom.

Furthermore, Witherington in his book Educational Psychology translated by Partanen (2011) defines educational psychology as A systematic study of the process and factors involved in the educational of human being is called educational psychology. and factors related to human education. Whatever is put forward by experts on Educational Psychology, it can be concluded that Educational Psychology is a branch of psychology which in its analysis and research emphasizes the growth and development of children, both physically and mentally, which is closely related to educational problems, especially those affecting the process and development of children. learning success (Sidiq, Fakhriyah, & Masfuah, 2020).

Based on the results of the interview, the teacher stated that the school only had the main learning guide tool in the form of a learning book (Awosika, 2014). This problem causes students to become bored and learning becomes unattractive for students. Students tend to be engrossed in other activities outside of learning activities such as drawing and chatting with their classmates. They ignore the presence of the teacher in front of the class who is teaching. In addition, learning that is not innovative causes no multi-way learning communication, namely teacher and student and student and student.

One of the skills needed by learning designers, in this case educators, is the ability to design learning systems. As learning designers, educators are required to have the ability to compile or create a learning design, of course in carrying out the task of designing it requires knowledge or knowledge about learning design or design (Wijaya & Bukhori, 2017). Learning is a core activity in the educational process, because through this learning activity it is hoped that educational goals can be achieved in the form of changes in behavior in students, it is also the hope of all parties so that each student achieves the best possible learning outcomes in accordance with their respective abilities. respectively. The learning process occurs because there is a goal to be achieved. However, many educators fail in learning, such as many students who do not achieve the expected goals (Ariesca, Dewi, & Setiawan, 2021).

Good educators will try as much as possible so that learning is successful. One of the factors that can bring success, is the existence of lesson plans made by previous educators. Through maximum planning, an educator can determine what strategies are used so that learning objectives can be achieved (Satriami, Darmiany, & Saputra, 2021). Planning can prevent learning failure. Learning as a collaborative process between educators and students will inevitably face some learning problems. This will have an impact on learning failure. Through good planning.

2. RESEARCH METHOD

The research compiled by the author is descriptive, in its implementation using a qualitative approach. Description research is the most basic research, which aims to describe a phenomenon that occurs, both natural phenomena and man-made phenomena. Descriptive research is an action that studies forms, activities, characters, relationships, changes, differences, and similarities with other phenomena (Sugiyono, 2016). The author gets a lot of information about the meaning of descriptive research itself, which is an effort to get results which will later be in the form of accurate data, this research is used and obtained results in various forms. The most important thing is the analysis process in this study includes presentation, analysis and interpretation. The results obtained from this research action can find important findings as an example of a finding regarding learning methods during the covid-19 pandemic.

Problems in a study can be taken an action to solve these problems, namely the presence of information, with descriptive research can be used to collect information data. There are several kinds of information

used to solve problems in research. The first information is about the current situation, how the situation we face today, what we have, about the things we do, about the strengths and weaknesses we have, the mistakes we make, and so on. The second information is information that is in accordance with what is desired.

This research was conducted to collect information data about an impulse or urge that must be completed, the needs to be fulfilled, and the difficulties to be overcome. The third information is how to reach the destination, how to reach it, and the information collected is obtained through the experience of someone else who goes through the same urge. Qualitative research is a research method based on the philosophy of post positivism, which is used to examine the condition of natural objects where the researcher is the key instrument. The data collection technique is carried out in a combined manner (triangulation), then the data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

Qualitative research aims to describe a certain phenomenon and tell an event either from individuals or groups (Jennings, 2018). Qualitative methods are used to obtain in-depth information, a data that contains meaning. The meaning in question is actual data, which is definite data that becomes a value behind the visible data. Therefore, qualitative research does not emphasize generalization, but focuses more on its meaning. Generalization in qualitative research is called transferability. Based on the description of the qualitative data, the objectives to be achieved by researchers include:

1. Get an explanation of how someone explains something that is done about activities, designs, and so on.
2. Describe a situation consisting of an event to explain certain actions that cannot be separated from the available environmental conditions.
3. Describe and explain the process by which an action can occur and how the action is carried out.
4. Explain the arguments or opinions regarding the actions that have been taken.

2.1. Place and time of research
2.1.1. Research Place
This research was conducted on Jalan KH. Hasyim Ashari Poris Pelawad, Cipondoh District, Tangerang City. SDN Poris Pelawad 1 was the first time to implement online learning in 2020. Previously, the school had never applied online learning to its students so that researchers were interested in reviewing the theme of online learning at SDN Poris Pelawad 1 in this study.

2.1.2. Research Time
This research was conducted at the time of interviewing the informants through direct/offline conversations. The research was conducted outside of active lesson hours, where the teacher gave or sent assignments via WhatsApp Groups, or other application media.

2.2. Data Sources and Types
The data collected consists of various kinds of data about online learning during the Covid-19 pandemic as a learning strategy and learning outcomes for grade 1 B students at SDN Poris Pelawad 1, Cipondoh District, Tangerang City. The data collected generally includes primary data and secondary data. Primary data is data compiled by researchers that is used to achieve the goal of solving the problems to be studied. Researchers collect direct data obtained from the main source or the place where the research is carried out. The data obtained is the result of interviews with the Principal, and Class 1 B teachers. While secondary data is a source that does not directly provide data to data collectors, for example through other people or through documents. The data can be obtained quickly, and the data sources can come from books, articles, literature allowances, and so on (Sugiyono, 2016).

2.3. Data collection technique
One of the factors in achieving the success of a research lies in the selection of research methods or approaches, as well as information that has been collected by researchers as a determinant of research results. This study uses various data collection techniques, including:

2.3.1. Observation Method
Observation is an activity to record or record an event using an instrument for scientific purposes or other purposes. Researchers use all their abilities to obtain information data. Information data can be obtained through direct interaction. Observations were made to find out about online learning and learning strategies as initial data, observations were made directly/Offline. The data collected through observation was generated

based on statements from the grade 1 B teacher regarding online learning and learning strategies, which is a learning that is being applied to students for the first time.

2.3.2. Interview Method

Interviews are activities that aim to obtain data from sources that are carried out by researchers, these activities are in the form of asking several questions to informants or respondents directly and trying to find information data.

Interviews are divided into two types, namely structured interviews and unstructured interviews. The definition of structured interview is an activity carried out before the interview; the researcher will prepare a grid of written questions that will be submitted to the resource person in order to obtain information data in the research carried out. While the definition of an unstructured interview is an interview activity that is carried out not planned in advance, the topic of conversation chosen by the author is free and not bound, can occur anywhere and at an unspecified time, and the questions that are asked are spoken unintentionally or spontaneously. In this study, the interview method was conducted to find information data about online learning, learning strategies, and learning outcomes for grade 1 B students. The information data obtained from interviews with correspondents as informants regarding online learning applied to grade 1 B students at SDN Poris Pelawad 1.

3. RESULT AND DISCUSSION

This research focuses on online learning during the Covid-19 pandemic as a learning strategy and learning outcomes. Researchers have conducted observations, and interviews to obtain information data from research sources.

3.1. Observation Report Results

Online learning during the Covid-19 pandemic as a learning strategy and learning outcomes for grade 1 B students at SDN Poris Pelawad 1. During the Covid-19 pandemic, schools implemented online or online learning at home to prevent the spread of the corona virus. The learning that is carried out after the arrival of the pandemic is very different, unlike before the pandemic, students can study at school and teachers can directly convey subject matter to students. For this reason, schools change the face-to-face learning system in the classroom into online learning that is carried out from home.

3.2. Interview Report Results

Interviews were carried out in stages, in this study the author involved 1 resource person, including the Class 1 B teacher.

Q : How do you do it so that learning at home during the COVID-19 pandemic can run effectively?

A : Yes, the learning process at home is carried out by an educator, namely providing learning materials, using various alternative online/online media, usually what is used is whatsapp group, students study learning materials and do the assigned tasks, educators monitor the implementation of online learning, educators provide explanations if there are questions from students and also provide feedback on online learning that has been done.

Q : Then what strategy do you do in dealing with students who are lazy to learn?

A : Strategies are carried out such as creating learning readiness, motivating the child, reducing excessive anger, creating harmony, providing necessary guidance, inserting humor as a learning transition, generating the effect of shame, giving gifts.

Q : In your opinion, is this online learning process considered optimal among educators?

A : It's not optimal yet, so far, distance learning is effective in doing assignments. But, in learning to understand the concept, then developing the concept until reflection does not go well. Because what is usually done in the face-to-face learning process, there will be delivery of learning concepts that continue until understanding and development. These stages are considered not going well in an emergency situation like now.

Q : How do you assess and evaluate learning when the teaching and learning process must be carried out remotely?

A : It is carried out like a face-to-face class as usual. One of the main sources of teacher assessment is Assignments, Exams, Journal Entry. If the student is used to writing in face-to-face learning activities in class, online journal entry only changes the method taken. On the other hand, if it is carried out intensively, journal entries are able to reflect the daily learning process online – when teachers cannot provide direct supervision, discussion forums. Good flexibility is needed in building virtual discussion rooms so that every student and teacher can be involved and actively participate.

Q : Then does online learning cause teachers and students to not be able to meet face-to-face so that they cannot know directly whether students understand the material correctly or not?

A : Because the teacher cannot meet in person, the conclusion is that if the student has done the assignment, the score is good, he has listened to the material from the Whatsaap group, then I think I understand if there are no students asking questions and the teacher cannot measure or test the extent to which students understand the material. What is shared is the most important thing is that the learning material has been conveyed to the students.

Q : What are the planning and implementation in online learning that you do?

A : The plan is to make materials and evaluation questions; the implementation is to share them with WhatsApp groups and ask students who don't have WA to take questions to school or sometimes teachers go to students' homes. In addition, teachers also make lesson plans for online learning.

3.3. Discussion

Based on the results of observations and interviews about online learning during the Covid-19 pandemic, it was explained that in class 1 B the teacher had implemented online or online learning in learning activities from home as a form of preventing the spread of the corona virus as evidenced by the following observations: "Online learning is carried out using the WhatsApp application, for daily tests using the WhatsApp Group"

Historical descriptions that are specifically related to educational psychology are said to have been carried out arbitrarily by several experts such as Boring & Murphy in 1929 and Burt in 1957, but were limited to educational psychology that developed in the UK (Kamid, Rusdi, Fitaloka, Basuki, & Anwar, 2020). Of course, the history of educational psychology that they wrote cannot be used as a reference not only because of the limited area of development, but also because the written works have expired.

According to Tyaningsih et al. (2020) in general, experts view that Johann Fiedrich Herbart is the father of educational psychology which according to some experts is still a splinter discipline of psychology. In Herbart's view, the process of learning or understanding something depends on the individual's recognition of the relationships between new ideas and existing knowledge. This concept is still widely used in the world of teaching.

The school of thought Herbartianism, according to Mulyadin (2016), was a precursor to Freud's psychoanalytic thought and a major influence on Wundt's experimental psychology. He is also considered as the originator of the ideas of a new style of education whose influence is still felt today. As a complementary note regarding this great influential scientist, the compiler cites some of his views related to education, namely, regards history the most potent to study in developing child character, next to it he classes nature studies, and lastly, he places formal studies such as reading, writing, arithmetic (Sohibun, Febriani, & Maisaroh, 2017). In Herbart's view, the most effective subject for developing a child's character is history. Then for the next teaching is natural sciences, and as a final lesson that needs to be given to children are formal fields of study such as reading, writing, and arithmetic.

Furthermore, educational psychology is developing more rapidly in the United States, although its own homeland is in Europe. Then, and the superpower, educational psychology spread to all continents up to Indonesia. Although the development of educational psychology in Europe is considered insignificant, the reality is that psychology has not disappeared or been displaced by the development of teaching psychology and didaxology as the authors alluded to earlier. One of the evidences that psychology is still being used and developed in Europe, especially in England, is the publication of an international journal called the British Journal of Educational Psychology.

Educational psychology is basically a psychological discipline that specializes in studying, researching and discussing all human behavior involved in the educational process including learning behavior (by students), teaching behavior (by teachers), and teaching-learning behavior (by teachers). teachers and students

who interact with each other). The core of psychological problems in educational psychology, without ignoring the psychological problems of teachers, lies in students. Education is essentially a service specifically intended for students. Therefore, the scope of the subject matter of educational psychology, in addition to educational psychology theories as a science, is also various psychological aspects of students, especially when they are involved in the learning process and the teaching-learning process.

Of the entire educational process, student learning activities are the most basic activities. This means that the success of educational goals is largely left to students both in the classroom and outside the classroom. Furthermore, although the problem of learning is a central and vital subject, it does not mean that other problems do not need to be discussed by educational psychology. Problems teaching (teaching) and teaching-learning process (teaching-learning process) as previously prepared, also presents a fairly large and wide portion in educational psychology.

In terms of handling management (the process of using resources to achieve goals) namely classroom or classroom management, the main task of the teacher is to control all classroom conditions and activities, create a learning room climate (classroom climate) in such a way that the teaching-learning process can run properly and smoothly. Control or control by the teacher, according to the knowledge of educational psychology, must be oriented towards achieving discipline. Discipline in this case means all the attitudes, appearances, and actions of students that are reasonable in participating in the teaching and learning process. This is the create the class climate, teachers are expected to be able to organize the psychological environment of the room so that it contains a climate atmosphere (read the atmosphere) that allows students to follow the learning process calmly and enthusiastically.

Most psychologists consider human learning to be the most important topic in the study of psychology. Such is the importance of learning so that no aspect of human life is separated from learning. However, differences in perception (understanding of responses) regarding the meaning and intricacies of learning always arise from time to time and from generation to generation. It is an unavoidable fact that differences in psychology generation often lead to different perceptions of learning. More or less 50 years ago the perception of people, especially professional educators, was strongly influenced by the flow of behaviorism which was based on the results of experiments using experimental animals.

Recently, this perception has changed a lot along with changes in the views of educational psychologists on the validity (validity) and accuracy (accuracy) of research findings using these animals (Basyiroh, 2017). Researchers in the field of psychology, especially educational psychology, are now aware of the depth and complexity of the thinking processes of the students they study, so that experimental behavioral symptoms are no longer appropriate to be used as adequate figurative material (analogy). This change resulted in a change in the pattern of research and the use of methods to collect psychological data in the field of education.

The actual data can be extracted from the source by any method as long as it matches the type, nature, and source or origin of the data. However, most educational psychologists limit their use according to area studies (psychological aspects) and questions about those that are truly relevant to the study or educational needs.

Methods, such as those described in other parts of this book, can briefly be understood as the way or way that a person can be achieved as a way or path achieved by someone in carrying out an activity. In educational psychology, certain methods are used to collect various important data and information that are psychological in nature and related to educational and teaching activities.

4.   CONCLUSION

Whatever is put forward by experts on educational psychology, it can be concluded that educational psychology is a branch of psychology which in its decomposition and research emphasizes more on a child's growth and development, both physically and mentally, which is very closely related to educational problems, especially those that affect the process and success study.

The core of psychological problems in educational psychology, without ignoring the psychological problems of teachers, lies in students. Education is essentially a service specifically intended for students. Therefore, the scope of the subject matter of educational psychology, in addition to educational psychology theories as a science, is also various psychological aspects of students, especially when they are involved in the learning process and the teaching-learning process. Broadly speaking, many experts limit the subject matter of educational psychology to three kinds.

1. The subject matter of "learning", which includes theories, principles, and characteristics of student learning behavior, and so on.
2. The subject of the "learning process", namely the stages of actions and events that occur in student learning activities.
3. The subject matter of the "learning situation", namely the atmosphere and environmental conditions both physical and non-physical related to student learning activities.

The methods of educational psychology, namely introspection method, observation method, clinical method, scientific method differential method and experimental method. Based on the results of our interviews, it can be concluded that:

1. Online learning is a new challenge for teachers in rearranging learning strategies so that learning materials can be conveyed to students. Online learning is carried out online through the internet network by planning and implementing learning by teachers. The learning plan is to make materials and evaluation questions for students, while the implementation of learning is to distribute materials and assignments to WhatsApp groups and ask students who do not have cellphones or WhatsApp to take questions to school or teachers who come to students' homes to give assignments. In addition, teachers also make lesson plans for online learning.
2. Student learning outcomes show that not all students can undergo online learning and learning outcomes are not all achieved due to various factors such as students not having cellphones or WhatsApp applications, internet signals that are difficult to reach because students' homes are in the village, students' awareness of their responsibilities in doing assignments is still lacking, and parental awareness and environmental conditions around students are less supportive, causing the achievement of student learning outcomes to be less than optimal.

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