

Cek Artikel The Role od Educators

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THE ROLES OF EDUCATORS (DIDACTIC, REFLECTIVE, AFFECTIVE) TO ENHANCE MOTIVATION TO LEARN SOCIAL SCIENCE

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ABSTRACT

During the COVID-19 pandemic, student learning activities with respect to learning interest gradually decreased. This is due to the implementation of distance/online learning. As a result, various efforts are needed to increase students' learning motivation in every learning activity. In an effort to improve the learning process, this study aims to describe the application of educators' roles (didactic, reflective, affective roles) and to find out the inhibiting factors faced by educators (didactic, reflective, affective roles) to enhance motivation to learn social science during the Covid-19 pandemic. The approach used in this study was a descriptive qualitative approach. The data sources in this study included primary sources and secondary sources. The primary source was interviews with social science teachers at Islamic secondary schools (MTs) in Sumbergempol District, Tulungagung. Meanwhile, secondary sources were the documents obtained at the research sites. These data were collected by conducting observation, interviews, and documentation. The results of the study indicate that: (1) The applications of educators' roles (didactic, reflective, affective roles) to enhance motivation to learn social science during the Covid-19 pandemic are as follows: in applying the didactic role, the educators used learning resources such as textbooks and worksheets. The technique to deliver the materials was summarizing the materials in the form of Word/PDF or explaining the materials through voice notes. The instructional media used by the educators were pictures, WhatsApp, E-learning, and Google Forms. In applying the reflective role, the educators implemented the scientific learning approach. The methods used by the educators varied such as the lecture, question and answer, and assignment methods. The instructional models adopted by the educators were discovery learning and problem-based learning. In addition, the educators conducted evaluations at the beginning or at the end of learning to determine the level of success. In applying the affective role, the educators provided good examples and continuous advice. They also sometimes gave threats or even punishments so that students can learn their lesson. (2) The inhibiting factors faced by the educators to enhance motivation to learn social science during the Covid-19 pandemic were the internal factors including lack of learning interest and difficulty in understanding the material. Meanwhile, the external factors were financial constraints and inadequate school facilities.

Keywords: Didactic; Reflective; Affective; Motivation; Social Science

ABSTRAK

Selama masa pandemi COVID-19, aktivitas belajar siswa terhadap minat belajar berangsur-angsur menurun. Hal ini dikarenakan penerapan pembelajaran jarak jauh/online. Oleh karena itu diperlukan berbagai upaya untuk meningkatkan motivasi belajar siswa dalam setiap kegiatan pembelajaran. Dalam upaya meningkatkan proses pembelajaran, penelitian ini bertujuan untuk mendeskripsikan penerapan peran pendidik (peran didaktis, reflektif, afektif) dan untuk mengetahui faktor penghambat yang dihadapi pendidik (peran didaktis, reflektif, afektif) untuk meningkatkan motivasi belajar. belajar ilmu sosial di masa pandemi Covid-19. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Sumber data dalam penelitian ini meliputi sumber primer dan sumber sekunder. Sumber primer adalah wawancara dengan guru IPS MTs di Kecamatan Sumbergempol, Tulungagung. Sedangkan sumber sekunder adalah dokumen-dokumen yang diperoleh di lokasi penelitian. Pengumpulan data dilakukan dengan melakukan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa: (1) Penerapan peran pendidik (peran didaktis, reflektif, afektif) untuk meningkatkan motivasi belajar IPS pada masa pandemi Covid-19 adalah sebagai berikut: dalam penerapan peran didaktis, pendidik menggunakan sumber belajar seperti buku teks dan lembar kerja. Teknik penyampaian materi adalah meringkas materi dalam bentuk Word/PDF atau menjelaskan materi melalui voice note. Media pembelajaran yang digunakan pendidik adalah gambar, WhatsApp, E-learning, dan Google Forms. Dalam menerapkan peran reflektif, pendidik menerapkan pendekatan pembelajaran saintifik. Metode yang digunakan oleh para penyuluh bervariasi seperti metode ceramah, tanya jawab, dan penugasan. Model pembelajaran yang diadopsi oleh pendidik adalah *discovery learning* dan *problem-based learning*. Selain itu, pendidik melakukan evaluasi di awal atau di akhir pembelajaran untuk mengetahui tingkat keberhasilannya. Dalam menerapkan peran afektif, pendidik memberikan contoh yang baik dan nasihat yang berkesinambungan. Mereka juga terkadang memberikan ancaman atau bahkan hukuman agar siswa dapat mempelajari pelajarannya. (2) Faktor penghambat yang dihadapi pendidik untuk meningkatkan motivasi belajar IPS di masa pandemi Covid-19 adalah faktor internal antara lain kurangnya minat belajar dan kesulitan dalam memahami materi. Sedangkan faktor eksternal adalah kendala keuangan dan fasilitas sekolah yang belum memadai.

Kata-Kata Kunci: Didaktik; Reflektif; Afektif; Motivasi; IPS

INTRODUCTION

From time to time, science and technology have been rapidly developing and becoming sophisticated. As a result of this rapid development, education becomes one of the interesting studies to explore. One of the factors behind a nation to be called advanced or underdeveloped is determined by the quality of its education. That is why, every person is obliged to pursue education. This is due to the fact that education is a humanizing process to transform people from being unknowledgeable to becoming knowledgeable, and from being incapable to being capable. This process can make people think more about their future.

According to the Law No. 20 of 2003 regarding the National Education System, education is a conscious and planned effort to create learning atmosphere and learning process so that students can actively develop their potentials to possess spiritual skills, self-control,

personality, intelligence, noble character, and skills needed for themselves, people, and nation (The Ministry of Education and Culture, 2003).

One of the functions of education in terms of communication process between educators and students is to transfer values, knowledge, and skills across generations to continue and maintain community identity and national culture. Through good communication, a strong emotional connection will be created between educators and students (Sadoughi & Hejazi, 2021)

The scope of social science learning is community activities experienced in social life around us such as economic and social activities among people. Therefore, society is the main source of social science as basically humans are created as social beings who need each other to create the whole social process. Through a good social process in education, the quality of education will be better. This is because education has an important role in economic growth, and social and political development in all countries (Bizimana et al., 2020).

Various efforts done by the government to advance education are by paying special attention to the components that play a role in education itself (Rosali, 2020). An important component that is often discussed is educators. In this case, the quality of educators greatly influences the character formation of students in the future (Huang et al., 2020).

With regards to social science educators, they have several roles in learning, namely didactic, reflective, and affective roles. Regarding these roles, the function of schools is closely related to the community where educators have a role to prepare the younger generation to become independent and productive adults. In society, education contains values, and shapes children's personality to fit the society expectation. To achieve this, educators function as professionals who have high confidence and strong behaviour in the context of knowledge to educate students (Talebizadeh et al., 2021).

In addition to educators' roles, another factor that influences the success of achieving educational goals is student learning motivation. This is because motivation is the encouragement given to individuals to carry out learning. With motivation, students can further increase their willingness to learn and excel (Bai et al., 2021).

In the learning process, educators should always motivate students to learn. In this context, educators are the facilitator both inside and outside the classroom, therefore it is a mandatory for educators to identify the strengths and weaknesses of their students so that they can adjust the learning process to suit the students' preferences. Motivating students is to encourage them to be more successful in learning and motivated to earn achievements (Bosch et al., 2021).

An educational institution requires the excellent educators' roles and creativity such as having a standout mentality and dedication to create effective learning in the entire educational process to encourage students to stay motivated (Cooper et al., 2021). However, the success of an educational process is inseparable from the inhibiting factors, namely internal factors (factors that come from within students) or external factors (factors that come from outside of students).

As of today, many countries in the world, including Indonesia, are facing a new virus disaster called Corona virus disease 2019 which attacks human respiratory organs. According to the World Health Organization (WHO), Covid-19 is an infectious disease caused by the newly discovered corona virus. This virus was first detected in Wuhan, China, in December 2019, and the virus spread rapidly until it was first reported in Indonesia on March 2, 2020.

Prevention efforts for this pandemic are self-isolation and complying with ²⁰ health protocols, namely 3M (wearing masks, washing hands, and maintaining distance) in the hope that the spread of the virus can be minimized. This isolation resulted in several fields having to suffer inconvenience, one of which was ¹ in the field of education. All teaching and learning activities in schools were forced to ²⁹ stop for a while due to the emergence of this virus. In response to this, the solution is to implement online learning to temporarily replace face-to-face learning as an effort to prevent the spread of the Covid-19 (Maqableh & Alia, 2021).

Online learning aims to provide quality learning services online that ²⁴ are massive and open to reach more learning enthusiasts (Al-Mawee et al., 2021). However, there are several obstacles in the implementation of online learning, one of which is Internet connection problems in some areas.

There are copious digital media for online learning, such as e-learning, YouTube, WhatsApp group, Google Classroom, Zoom Cloud Meeting, Microsoft Teams, Quizzes, and so on. Materials administered to students are generally in the form of PowerPoint, short videos, and ³ reading materials. With respect to E-learning, it is a media that utilizes Internet technology to deliver a series of solutions to transfer knowledge and teach skills (Habibah et al., 2020).

Each learning method must contain the organization of ⁴ materials, delivery strategies, and management of activities by considering some factors such as learning objectives, learning barriers, and characteristics of students to achieve effective, efficient, and attractive learning. Changes in learning patterns certainly bring a lot of influence on several parties including students. They felt like being forced to study remotely with insufficient facilities and infrastructure; for instance, lack of smartphones or laptops. This pandemic condition also requires parents to be able to use technology and provide Internet quota at their own expense. ³ In this pandemic situation, educators have to readapt to distance learning. This has impacted on the quality of teaching and student learning outcomes (Al-Mawee et al., 2021).

In the current situation, educators are expected to continue to do good teaching and provide learning motivation to students so that they can maintain their enthusiasm for learning. Educators ³¹ must play an active role in enhancing learning motivation during the Covid-19 pandemic so that students are able to capture information transferred in the learning process. This is what underlies the researchers in conducting the present study, that is, to identify an overview of the application of educators' roles (didactic, reflective, affective roles) to enhance motivation to learn social science during the Covid-19 pandemic through either online or face-to-face learning taking place at Islamic secondary schools (MTs), in Sumbergempol District, Tulungagung Regency.

From the preliminary observation, it was found that the total number of students at MTs Darul Falah was 497 students from grades VII-IX. They were divided into 16 classes. All of those students were taught by one social science educator. Meanwhile, at MTs Sultan Agung, there were two social science teachers who taught 64 students. Those students were divided into three classes. At MTs Mirigambar, there were 59 students that were split into three classes, and they were taught by one social science educator.

Through the preliminary observation and interviews with the educators at those three schools, it was revealed the same problem related to ²⁵ students' learning activities. The problem was the decrease in student learning interest due to the implementation of online learning since the beginning of the pandemic

The evidence for the abovementioned problem is a statement from the Deputy Head of Curriculum at MTs Mirigambar. The Deputy states, "In the pandemic situation with diverse

student backgrounds, students lost interest in learning. Besides, since the pandemic has occurred for a long time, students became bored.”

Then, the Deputy Head of Curriculum at MTs Sultan Agung also states, “Indeed, due to the current situation and condition; for example, some students had Internet quota, while some others did not have it, it looked like there was a decrease (in the learning process) compared to the beginning of school year.”

At different place, the Deputy Head of Curriculum of MTs Darul Falah also conveyed the same thing. The Deputy says, “During this pandemic, student learning interest decreased because the situation did not support learning to run effectively so that students got bored.”

Based on the problems that have been described above, the researchers were eager to conduct the study entitled “The Roles of Educators (Didactic, Reflective, and Affective Roles) to Enhance Motivation to Learn Social Science during the Covid-19 Pandemic.” The selection of more than one school as the research site was because the researchers wanted to describe the applications of educators’ roles (didactic, reflective, and affective roles), and the inhibiting factors faced by educators in enhancing motivation to learn social science during the Covid-19 pandemic.

METHOD

The approach used in this study was a descriptive qualitative approach. Complying with this approach, this research began with in-depth interviews related to the research objectives. Then, observation was conducted to collect the data and analyze documents. Thus, this research was a typical case study. Case study was applied because the researchers intended to describe the roles of educators to enhance motivation to learn social science during the Covid-19 pandemic at Islamic Secondary Schools (MTs) in Sumbergempol District, Tulungagung. In the Sumbergempol area, there are three schools in which this study was carried out, namely MTs. Darul Falah, MTs Mirigambar, and MTs Sultan Agung. The sources of data comprised of primary data from interviews, and secondary data from supporting documents. The data were collected by conducting interviews, observation, and documentation. The data analysis process was initiated by examining the available data from various sources, namely interviews, observation, and documentation as field notes. In general, the data analysis applied the flow model, which consists of data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

After conducting the study by performing interviews, observation, and documentation, in this section the researchers present the analysis of the obtained data; firstly, the applications of educators’ roles (didactic, reflective, affective roles) to enhance motivation to learn social science, and secondly, the inhibiting factors faced by educators in enhancing motivation to learn social science during the Covid-19 pandemic.

The educators’ roles to enhance motivation to learn social science at Islamic Secondary Schools (MTs) in Sumbergempol, Tulungagung were in line with the didactic, reflective, and affective roles previously described as follows:

1. The didactic role to enhance motivation to learn social science during the Covid-19 pandemic

In applying the didactic role (teaching), the educators were able to enhance motivation to learn social science by performing educator competencies such as utilizing available

learning resources, being creative and innovative in presenting learning materials, and using media or instructional tools. Table 1 displays the application of didactic role:

Table 1. The Applications of Didactic Role (Performing Educator Competencies) to Enhance Motivation to Learn Social Science at Islamic Secondary Schools (MTs) in Sumbergempol, Tulungagung

Didactic Competencies	The Applications of Didactic Role			
	The social science educator at MTs Mirigambar	The social science educators at MTs Sultan Agung	The social science educator at MTs Darul Falah	
	Online	Online	Online	Face-to-face
Utilizing available resources	Social science textbooks, worksheets, and, Google	Social science textbooks and worksheets	Social science textbooks, worksheet, and, Google	Social science textbooks, and worksheets
Being creative and innovative in presenting materials	Summarizing materials in the form of Word/PDF	Explaining materials via WhatsApp voice notes	Uploading PowerPoint materials on E-learning	Lecture
Using media and instructional tools	WhatsApp, Google Form, and E-learning	WhatsApp	E-learning and WhatsApp	Pictures

As previously stated by prior researchers, learning resources provide observable, obtainable, and learnable subject matters and media such as books, print media, real life, etc. Meanwhile, learning media are more prioritized on their functions and roles.

Technology-based learning resources were also used by social science educators as a learning support by providing opportunities for students to read carefully, summarize, make questions from reading texts, and answer available questions (Weisberger et al., 2021).

In the learning process, the educators at the three schools used available learning resources such as social science textbooks and worksheets, in addition to using the Internet to explore materials. The benefits of learning resources are not only conveying messages, but also increasing the effectiveness of the learning process. The improvement of the learning process will ultimately increase students' learning motivation (Bizimana et al., 2020).

With respect to learning resources either in the form of electronic or non-electronic such as books, they are developed with the hope that they are able to provide more concrete learning experiences, broaden horizons, transfer accurate information, and stimulate students to think critically.

Dealing with creativity and innovation as the components of didactic competence, the educators at MTs Mirigambar presented the materials by summarizing the materials in the form of Word/PDF which were shared with students online via Google Classroom. This kind of presentation can encourage students to study rather than using the entire textbooks for studying the materials. In addition, the use of Google applications will also facilitate educators in monitoring and evaluating assignments (Neumann & Kopcha, 2019).

At MTs Sultan Agung, the method of presenting the materials was through WhatsApp voice notes. According to the educators, using voice notes to explain the materials can enhance motivation to learn social science. This is owing to the characteristic of students who preferred to listen to explanations from the educators rather than reading the materials by themselves.

This finding is supported by a previous research which revealed that voice notes are open access and straightforward (Negrão & Domingues, 2021).

During online learning at MTs Darul Falah, the educators presented the materials by making PowerPoint presentations. This media is considered effective to encourage students to learn social science as the materials become more fascinating. In the case of face-to-face learning, the materials were taught by adopting the lecture method. The advantage of using PowerPoint in learning is that it can display pictures and create attractive presentations (Meza, 2016).

In addition to the creativity in presenting materials, the educators' didactic competence can also be identified from the media or tools they used. In online learning during the pandemic, instructional media are valuable support for the learning process. Instructional media facilitated the learning process during the pandemic due to the nonexistence of face-to-face classes.

In applying instructional media, social science educators at Islamic Secondary Schools (MTs) in Sumbergempol adjusted the media to the students' ability and condition. Through instructional media, students are easier in understanding materials. If they understand the materials, they will be more enthusiastic and motivated to learn.

During online learning, the social science educators at MTs Mirigambar used WhatsApp, Google Forms, and E-learning. At MTs Sultan Agung, the educators only utilized WhatsApp. Meanwhile, at MTs Darul Falah the educators made use of pictures that correspond to the materials in face-to-face learning. In online learning, they optimized Quizizz application and Wiper. However, since there was an appeal from the government to use E-learning, the process of online learning currently used that platform and WhatsApp as well.

The use of diverse media certainly had to adjust the educators' abilities and the schools' situations and conditions. This is in accordance with the opinion that the role of educators and staff in supporting learning activities should be in line with the school's visions and programs (Vongsachang et al., 2021).

2. The reflective role to enhance motivation to learn social science during the Covid-19 pandemic

Reflective ability must be possessed by educators to understand, criticize, assess, find solutions, and evaluate the learning process. Reflective educators are able to firstly understand the teaching contexts including instructional approaches, methods, and models for both online and face-to-face learning. This understanding of teaching contexts leads educators to implement learning activities by activating the students' critical thinking. As a result, educators can encourage students to learn (King et al., 2017). Table 2 shows the application of reflective role.

Table 2. The Reflective Role (Understanding Teaching Contexts Such as Instructional Approaches, Methods, and Models)

Teaching contexts	The Applications of Reflective Role			
	The social science educator at MTs Mirigambar Online	The social science educators at MTs Sultan Agung Online	The social science educator at MTs Darul Falah	
Approaches	Scientific approach	Scientific approach	Online Scientific approach	Face-to-face Scientific approach

The Roles of Educators (Didactic, Reflective, Affective Roles) to Enhance Motivation to Learn Social Science
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Methods	Discussion and Assignment	Lecture and Assignment	Assignment	Lecture and Question and answer
6 Models	Discovery learning	Discovery learning	Problem based learning	Problem based learning

The instructional approach applied at the three schools was comparable, that is, the scientific approach. This is in line with the Regulation of the Minister of Education and Culture about the Process Standard for Primary and Secondary Education which addresses the need for a learning process that is guided by the principles of scientific approach. The application of this approach can assist educators in creating learning that meets the process standard to improve the quality of learning process. In addition, the scientific approach can help educators and students achieve learning objectives as well as accomplish comprehensive education covering attitudes, knowledge, and skills (Febriani, 2019).

Regarding the application of instructional methods during the Covid-19 pandemic, it was found that the educators used varied methods such as the lecture, question and answer, and assignment methods. The purpose of implementing the varied methods was to avoid students from getting bored so that they stay motivated to participate in the learning process (Bosch et al., 2021; Mulyani, 2020; Setiawan, 2020).

At MTs Mirigambar, the social science educator used the discussion method by applying the summarized materials in the form of Word/PDF. The materials were then uploaded on Google Classroom. In addition, the educator also applied the assignment method. The purpose of employing the discussion method was to encourage students to actively exchange opinions with their friends.

At MTs Sultan Agung, the educators implemented the lecture method by utilizing WhatsApp. They explained the materials via voice notes and subsequently applied the question and answer as well as assignment methods.

At MTs Darul Falah, both online and face-to-face learning were applied alternately. In face-to-face learning, the educator applied the lecture method which was then followed by the question and answer method. If the discussion method was implemented, students would be less active. In addition, the duration for learning was shortened during the pandemic, thus it was not applicable to conduct the discussion method since it would take time to finish. In the case of online learning, the educator employed the assignment method. The assignments were not the tough ones, and still related to the surrounding environment; for instance, taking pictures of international trading products.

In addition to approaches and methods, instructional models are also a crucial component of the reflective roles. They are used as a guide in planning lessons. In the learning process of social science, the educators had a different picture of the learning process, and this resulted in the different use of instructional models.

At MTs Mirigambar, the social science educator applied the discovery learning model by arranging questions that led students to think freely and explore the discovery of and solutions to problems.

At MTs Sultan Agung, the educators also implemented the discovery learning. This model was supported by giving questions to students. The questions were the typical of questions in worksheets, yet they were created differently. Therefore, students were able to explore diverse information to determine their own mental concepts. This activity aimed at encouraging students to think alternatively in solving problems.

At MTs Darul Falah, the educator implemented problem-based learning by generating activities that promoted students' active thinking, communication, data collection and analysis skills, and conclusion-drawing ability based on the problems in their surrounding environment. In this respect, the environment offered problems that would be analyzed and solved by students.

After understanding the contexts of teaching such as instructional approaches, methods, and models described above, the next reflective activity carried out by the educators was evaluating each lesson. In line with this, it was said that reflective educators are those who are able to use assessment results ³⁵ to improve the quality of teaching, and to identify their less optimal strategies. These abilities can help students achieve learning success (Sánchez-Martí ⁷ al., 2018). Then, educators can use the effective evaluation methods in assessing students' learning outcomes to determine the level of success even though the learning process is carried out online (Maqableh & Alia, 2021).

At MTs Mirigambar, the evaluation was done at two different times. Firstly, it was performed at the beginning of learning for yesterday's lessons. Secondly, the evaluation was carried out at the end of learning for today's lessons. At MTs Sultan Agung, the evaluation was implemented by considering the results of assignments. If a lot of students had yet to understand the materials, the educator would re-explain the materials more briefly at the beginning of the upcoming meeting. Meanwhile, the evaluation applied in MTs Darul Falah, either during online or face-to-face learning, was in the form of providing questions at the end of the lessons.

In the context of online learning, the purpose of evaluations is to collect information that forms the basis for measuring the level of progress, development, and effectiveness of educators in teaching. Therefore, they can make changes for better education (Chesniak et al., 2021). With excellent learning quality, students will be motivated to learn.

3. The affective role to enhance motivation to learn social science during the Covid-19 pandemic

¹⁴ The affective domain includes the assessment of behavioral traits such as attitudes, interests, self-¹⁸ concept, values, and morals. The affective abilities are closely related to attitudes and interests in the form of responsibility, cooperation, discipline, commitment, confidence, honesty, respect for others' beliefs, and self-control (Engels et al., 2021).

According to Krathwohl's Taxonomy, there are several aspects of the affective domain. One of them is responding. What is meant by responding is the students' ability to actively involve themselves in the learning process and react to it. For example, students are active in learning or doing assignments well.

The application of affective role in online learning is challenging, particularly to make assessments. As generally known, the Internet connection is one of the determinants of the students' interests and attitudes to be involved in online learning. In this case, the learning process should be implemented fairly. If there were students who were less active or unable to accomplish assignments due to the Internet connection, the educators must remain objective.

⁴¹ At the beginning of the Covid-19 pandemic, students used to be energetic in social science learning. However, since the pandemic occurred for a long time, more than a year, some of the students started to weary and became lethargic. As a consequence, they were less active in learning.

Efforts made by educators to motivate students were to remain patient and continuously advise them to regain their activeness and optimism in learning. In face-to-face learning, the educators kept motivating students to remain discipline and enthusiastic as they performed before the Covid-19 pandemic. Besides, the educators provided motivation by exemplifying positive activities such as participating in the congregational Duha prayer before regular school hours.

Regarding social science assignments during the pandemic, the students' activeness to accomplish them started to decline. The percentage of students at MTs Mirigambar who did the assignments was only 60-70%. The motivation provided by the educator was by advising via voice notes. Such advice was able to make slow-working students complete their assignments.

At MTs Sultan Agung, 70-80% of the students completed their assignments. The motivation provided by the educators was by seeing the students who did not accomplish their assignments to be advised in the assignment submission period on Monday. In addition, they also got their scores declined, too.

At MTs Darul Falah, 70-80% of the students worked on their assignments in online learning. The educator remained enthusiastic in providing advice for students who did not complete their tasks. That is the technique to motivate them. The educator also sometimes gave threats or even punishments to make students learn their lesson. If there were no changes, the educator would inform their parents. This way, students eventually did their assignments well. The good news is that during face-to-face learning, students completed their assignments splendidly.

The inhibiting factors faced by educators in enhancing motivation to learn social science during the Covid-19 pandemic

1. Internal Factors

a. Lack of Learning Interest

This is due to the never-ending pandemic which caused students to experience wearisome. They were easy to get bored because the atmosphere at home and school was completely different. Even though they have been provided with learning facilities by their parents, sometimes they were weary of taking part in learning. This situation contrasted with the schools' environment which was very supportive of learning activities.

b. Difficulty in Understanding Materials

During the Covid-19 pandemic, it was hard for students to understand materials provided by educators, both in online learning and face-to-face learning. In online learning, the materials were only delivered via video, pictures, or written summaries. There was no direct explanation of the materials. This situation led students to have difficulty understanding the materials. As a result, they were uninterested in learning. Meanwhile, in face-to-face learning, the duration for face-to-face learning had to be shortened, and this made educators unable to teach optimally due to the inefficient time.

2. External factors

a. Financial Constraints

Financial constraints hindered a part of students in having laptops, smartphones, the Internet quota, and limited connection to access online learning applications. Consequently,

materials and assignments were not effectively transferred. In addition, educators often re-explained the materials to students who missed the lessons.

b. Inadequate School Facilities

It should be acknowledged that complete facilities will assist educators in applying the didactic, reflective, and affective roles during the learning process. From interviews with social science educators, it was found that the schools have actually provided facilities for them, yet the facilities have yet to be maximized due to the absence of facilities for students.

CONCLUSION

Based on the results of this study about the didactic, reflective, and affective roles to enhance motivation to learn social science during the pandemic, there are some conclusions as follows:

The Applications of Didactic, Reflective, Affective Roles

1. The Didactic Role (Teaching)

1. Social science educators used available resources such as K-13 social science textbooks and worksheets in both online and face-to-face learning. 2. Social science educators were creative and innovative in presenting materials, that is, by summarizing the materials in the form of Word/PDF, explaining the materials via voice notes, and making PowerPoint presentations. 3. Social science educators made use of media and tools such as WhatsApp, E-learning, and Google Form that were adjusted to the students' abilities in online learning. Meanwhile, in face-to-face learning the educators utilized picture media suitable with the materials.

2. The Reflective Role (Understanding the Contexts of Teaching Such as Instructional Approaches, Methods, and Models)

1. Social science educators adopted the scientific approach. 2. Social science educators applied several methods such as the lecture, question and answer, and assignment methods. 3. In either online or face-to-face learning, social science educators at MTs Mirigambar and MTs Sultan Agung implemented discovery learning. Meanwhile, the educator at MTs Darul Falah applied problem-based learning. 4. Social science educators did the reflective activity by conducting evaluation at the beginning or the end of learning to check students' understanding and to determine the level of success in teaching.

3. The affective role was applied by providing good examples and constant advice. The educators also sometimes gave threats or even punishments to make students learn their lesson.

The Inhibiting Factors in Enhancing Motivation to Learn Social Science

1. Internal factors: lack of student learning interest, and difficulty in understanding materials and 2. External factors: financial constraints and inadequate facilities.

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