

Social Adaptation of New Students Master of Sociology Education FKIP Untan in the Implementation of the Blended Learning System in the era of the Covid 19 Pandemic

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Abstract. This study aims to determine the social adaptation of new students of Master of Sociology Education FKIP Untan related to the application of the blended learning system in the era of the covid 19 pandemic. The research method used was a survey method through a questionnaire assisted by Google Forms and an online interview guide conducted to the entire (population) 8 students. newpostgraduate program as a research informant. Data collection techniques were carried out by direct and indirect communication techniques. Data collection tools in the form of questionnaires and online interview guides. The results showed that the new master students of sociology education at FKIP Untan, were already ready and able to adapt socially in the good category because they mastered IT (87.5%) in the implementation of the blended learning system and in the very good category because they mastered IT and lecture materials (12.5%). %) in the era of the covid 19 pandemic. There are eight empirical obstacles in the field when implementing blended learning / social adaptation problems: from the results of online interview answers and answers to questionnaires via google form in the form of (1) unstable internet wireless network connection disturbance, (2) electricity network (local) that often goes out, (3) limited equipment (4) understanding/skills in using ICT, (5) delays in work, and/or sending assignments for lecture materials to lecturers, quizzes and deepening of material, (6) busy activities outside of lectures, (7) limited time involved in online lectures and (8) internet quota/package.

Keywords: Social Adaptation; Blended Learning System; Covid 19 Pandemic Era

Abstrak. Penelitian ini bertujuan untuk mengetahui adaptasi sosial mahasiswa baru magister pendidikan sosiologi FKIP Untan berkaitan dengan penerapan *system blended learning* di era pandemi covid 19. Metode penelitian yang digunakan adalah metode survey melalui kusioner berbantuan *google form* dan panduan wawancara daring dilakukan kepada seluruh (populasi) 8 mahasiswa baru program pascasarjana selaku informan penelitian. Teknik pengumpulan data dilakukan dengan teknik komunikasi langsung dan tidak langsung. Alat pengumpulan data berupa angket dan panduan wawancara daring. Hasil penelitian menunjukkan bahwa mahasiswa baru magister pendidikan sosiologi FKIP Untan, ternyata telah siap dan mampu beradaptasi sosial terkatagori baik karena menguasai IT (87,5%) dalam pelaksanaan *system blended learning* dan terkatagori sangat baik karena sangat menguasai IT dan materi kuliah (12,5%) di era pandemi covid 19. Ada delapan kendala secara empiris di lapangan saat pelaksanaan pembelajaran *blended* /masalah beradaptasi sosial: dari hasil jawaban wawancara daring dan jawaban angket *via google form* berupa (1) gangguan koneksi jaringan nirkabel internet yang tidak stabil, (2) jaringan aliran listrik (lokal) yang sering padam, (3) keterbatasan perangkat (4) pemahaman /ketrampilan penggunaan ICT, (5) keterlambatan pengerjaan, dan/atau mengirim tugas-tugas materi kuliah kepada dosen, kuis serta pendalaman materi, (6) kesibukan kegiatan diluar perkuliahan, (7) keterbatasan waktu keterlibatan dalam perkuliahan daring dan (8) kuota / paket internet yang dimiliki.

Kata Kunci: Adaptasi Sosial; System Blended Learning; Era Pademi Covid 19

INTRODUCTION

Currently, most countries, including Indonesia, are experiencing the COVID-19 pandemic (Fulkerson et al., 2021). The COVID-19 pandemic has affected many sectors of life, including the health sector, the economy, and the education sector. The COVID-19 pandemic began to be heard at the end of 2019 until now 2021 (Hendarwati et al., 2021). After entering Indonesia, it penetrated various regions in the country. It covered multiple fields of life, including causing many victims to die, although some were able to be spared, saved, and cured of the COVID-19 outbreak. To minimize casualties due to the COVID-19 pandemic, also in the education sector, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter (SE) Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units. The SE Minister reported that all educational activities, both at school and academies/colleges, must be carried out at home, each through the encouragement of existing applications such as WhatsApp, Google Classroom, Google Meet, Jagaratu, Zoom, etc. In conclusion, the policy from the Ministry affects the education process, which was initially done offline (face-to-face) and must be changed to online (online). Online education is education that uses the support of the internet network with accessibility, connectivity, flexibility, and expertise to create various types of educational

interactions. The educational process must always carry out online education or lectures during offline education. It is tried so that educational goals are always achieved.

Lecturers must try three activities during the learning process such as: (1) presentation activities, where lecturers must be able to describe the material for each meeting; (2) Interaction activities must have a reciprocal dialogue between lecturers and students; (3) Evaluation activities, namely activities carried out to measure the student's ability during the learning process carried out. These three activities can reduce turnover in 3 aspects of education. Good education related to aspects of attitudes, skills and knowledge. This change does not only apply to students but also applies to students so that they can adjust to existing learning. The existence of the Covid-19 pandemic has led to changes/changes in education/learning starting from learning strategies, learning media and learning evaluations. The changes mentioned above ultimately require the preparation of all participating components and so that online learning runs well and effectively. The current condition emphasizes that each person makes changes and gets used to something new related to the use of existing technology to support the continuity of learning activities (Efriani et al., 2020).

Before the Covid-19 pandemic, university students were used to doing offline/offline (face-to-face) learning/lecture

models, including the master of sociology education at Tanjungpura University, Pontianak. In the era of the covid-19 pandemic, students and lecturers must be able to adapt to online learning. The sudden change in the learning model sometimes makes it difficult for students to understand the material presented by the course lecturer because the students themselves are still confused about the learning flow (Buwono & Dewantara, 2020; Purnamasari, 2014).

With increasingly advanced technology now having a significant role in delivering lecture material, students are starting to learn to use communication tools and technology to carry out online learning with lecturers. The problem often occurs is that not all students immediately adapt socially to this change. This has limitations regarding facilities and infrastructure (hardware and software), which are inadequate to carry out online learning activities so that it becomes a particular difficulty for students.

A change in the learning system led to online learning being strengthened by the SE of the Ministry. The ministry finally encouraged researchers to conduct research on postgraduate students in the master's degree in sociology education at FKIP, Tanjungpura University, Pontianak. This is because currently, in the first and second semesters of the 2021/2022 academic year, sociology education master students are being applied for lectures with online and offline learning

processes or known as blended learning systems.

There is a change in the policy made so that the lecture process at the university continues to run well. In addition, student learning outcomes have not decreased, motivation remains high, and lectures are relatively more qualified. The application of this Blended Learning learning model encourages researchers to find out how students adapt to online and offline learning during this pandemic (Nugraha & Hasanah, 2021).

Social adaptation is the act of individual adjustment to an environment. Individual adjustment to the physical environment is often called adaptation. The adjustment to the social climate is better known as adjustment. Adaptation is an adjustment to the physical setting because it tries to adjust to the surrounding environment. This relates to behavior with the personal self-concerned. It is not enough to change behavior to the physical environment and adapt to the social environment (adjustment).

Considering that the situation and conditions are still ongoing in the era of the COVID-19 pandemic, the lecture system, which had previously been carried out offline or face-to-face (offline) in the FKIP Untan postgraduate environment, periodically once two weeks (on Fridays, Saturdays, and Saturdays) Sunday) in one month, then the lecture model is changed to an online learning

system (online/online), or combined offline while waiting for the COVID-19 pandemic to slow down and weaken (endemic) and is considered safe or normal (Dewantara et al., 2020; Grych & H., 2000).

This is based on considerations for the interests of health and safety (students and learners) and all parties involved in learning and being tested and introduced to the study program, namely the blended learning model.

In addition, there are eight new students recruited in the 2021/2022 academic year who are relatively old (above forty years). However, it turns out that he still has a passion for learning and has a high motivation to follow further studies at the postgraduate social education program, FKIP Untan. However, it is known that the informants have special activities at school and in the community. Apart from being a new graduate student attending lectures in the first and second semesters of the Social Sciences Masters at FKIP Untan, he also undergoes various main tasks and functions as an educator and teaching in schools, not to mention activities in the community as a public figure.

Therefore, based on the above background, it is one of the researchers' interests to select and assign new students in the postgraduate master's degree in sociology education as research informants. Eight (8) new students were recruited as informants of this study and carried out various student

obligations. Are each new student able to adapt very well socially in daily life in a formal or informal/informal environment.

In addition, these sociology education masters students also, on average, have various activities and experience as lecturers who have been tested and have work experience of more than ten years; of course, the assumption is that postgraduate students can adapt socially to the surrounding environment (adjustment) both physically and mentally. Non-physical, directly or indirectly. Therefore, researchers are interested in conducting research related to the Social Adaptation of New Masters in Sociology Education FKIP Untan in implementing the Blended Learning System in the Era of the Covid 19 Pandemic.

RESEARCH METHODS

A mixed-method (mixed method) was used in this study; therefore the data analysis was carried out in a narrative-descriptive interpretation to describe the empirical facts and circumstances in the field. In addition, the researcher also used quantitative descriptive statistics (non-parametric) because the total population studied was < 30, namely as many as eight informants with quantitative analysis. This study aims to find out the existing facts to solve problems related to social adaptation and blended learning. Several forms of descriptive research, namely: (1) survey; (2) relationship studies; (3) developmental studies. This researcher uses a survey based on the state of

descriptive analysis above (Cohen et al., 2018). The survey method is used to get data from certain places following the facts; researchers collect data by sending questionnaires assisted by google forms and conducting online interviews via whatsapp with informants (by video call). The steps taken by the research in the survey include 1). Formulate research problems and determine survey objectives, 2). Determine the concept of the hypothesis and explore the literature, 3). Sampling, making questionnaires, 5). Fieldwork, 6). Data processing, 7). Analysis and reports (Creswell, 2015). The subjects of this study were new students at the postgraduate master of sociology education at FKIP Untan in the first and second semesters of the 2021/2022 academic year, with as many as eight people as informants.

The research procedure used by the researcher: a qualitative and quantitative approach (Mixed method) where semi-open research questions (online interviews via video calls) were used, which were sent to informants online via google form and whatshap. In addition, e-mail (e-mail) was used as an instrument for data collection, which was given to the research subjects as the primary resource persons in the study. In the collected questionnaires, the researchers carried out various tests before processing and analyzing the data, namely by testing the validity of the data through in-depth interviews, in-depth interviews by phone and

video calls, as well as source triangulation and technical triangulation from master students of sociology education and students outside Master of Sociology Education FKIP Untan.

The research data analysis that the researcher carried out was with a combination of two approaches. The description of the answers in the instrument in the form of research questions and the criteria/categories that became the focus of the research questions were descriptive, narrated, and analyzed descriptive (Hendarwati et al., 2021). The results of qualitative data processing are transformed into quantitative data using two-way/two-way ANOVA. The basis for using a two-way/two-way ANOVA is because the variation in the value of the data obtained is homogeneous, normally distributed, and the data measurement scale is at least ordinal for the independent variable, while the dependent variable is on an interval/ratio scale, so it is done by transforming the data which is still in qualitative language. Interpreting and interpreting quantitatively, integrated, and comprehensively is one way of interpreting the answers to the questionnaire data. Researchers use two-way ANOVA quantitative data analysis without interaction (Creswell, 2009). Assisted by inductive statistics (inferential-non parametric) using the Microsoft Office SPSS version 22 application adapted to the research problem. The informants as research resource persons were eight students with master's degrees in sociology education. The

research location was conducted online with informants from Landak Regency during the COVID-19 pandemic. Data collection techniques with indirect and direct communication. Data collection tools in the form of questionnaires and interview guide online (by phone/video call).

DISCUSSION

Based on the processing of the collected data, the results of the research are presented as shown in table 1 below:

Table 1. Social Adaptation of Informants

Arguments about social adaptation in the implementation of blended learning	Persentase (%)			
	SS	S	TS	STS
There is psychological satisfaction when the adjustment made is considered successful. On the contrary, there is psychological dissatisfaction when it fails to adapt socially so that a sense of dissatisfaction arises.	2 (25)	6 (75)	0 (0)	0 (0)
There is work efficiency; successful adjustments appear as inefficient work/activities, while those that fail will appear in unproductive activities. For example, an informant who was unable to attend lectures at a social	1 (12,5)	7 (87,5)	0 (0)	0 (0)

education master's degree.

There are physical symptoms; an unsuccessful adjustment (failure) will be felt in physical symptoms, such as headaches, stomach pains, indigestion, and the like.

In social acceptance, a successful adjustment will cause an agreeable reaction from the community, while a failed one will cause a disapproving response from the district.

Total (% average)	9,38	28,12	1,56	10,94
Total % of answers	100	100	100	100

SS: strongly agree; S:agree; TS: disagree; STS:strongly disagree. Data source: Primary Data, processed, 2021

The process of social adaptation experienced as a practical experience of new students as informants cannot be separated from various obstacles, as shown by the following data:

Table 2. System Blended Learning Constraints in the First Semester of TA 2021/2022

Problem Blended Learning	Infor mant (f)	exper ience d (f)	Lectures (%)
Internet Network Interference (unstable wireless wifi)	6	5	35,71
Keterbatasan pemahaman dan ketrampilan dalam blended learning	2	2	14,29

Hardware and software owned are not up to date	3	2	14,29
Jaringan aliran listrik yang sering padam (lokal)	4	3	21,43
Time of involvement in studying blended learning lecture materials terbatas	3	2	14,29
Delays in work and delivery/submission of assignments, quiz material deepening	2	4	28,57
Busy outside of college	5	3	21,43
Limited quotas in lectures	2	3	21,43
Total % average problems/obstacles		24	21,43

Primary data sources processed, 2021

The following relatively similar obstacles faced when adapting socially regarding the implementation of blended learning in the second semester of TA 2021/2022 are shown in the following table:

Table 3. System Blended Learning Constraints in the Second Semester of TA 2021/2022

Problem Blended Learning	Infor mant (f)	Expe rienc ed (f)	Lectures (%)
Internet Network Interference (unstable wireless wifi)	6	5	35,71
Limited understanding and ICT skills in blended learning	1	3	21,43
Hardware and software owned are not up to date	2	2	14,29
Frequent power outages (local)	2	3	21,43
The time involved in studying blended learning lecture materials is limited	4	2	14,29
Delays in work and delivery/submission of assignments, quiz material deepening	2	2	14,29
Busy outside of college	3	2	14,29

Limited quotas in lectures	1	2	14,29
Total % average problems/obstacles		21	16,97

Primary data source processed, 2021

The COVID-19 pandemic in various countries, including Indonesia, has changed many social structures in society. One of the changes that occur is in education. The learning process or lectures must continue amid conditions that do not allow or are conducive to face-to-face interaction and communication on campus. The Ministry of Education and Culture, Research Technology (Kemdikbudristek) of the Republic of Indonesia through Circular No. 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of COVID-19 explained that in response to the increasing distance of COVID-19, it is recommended to carry out the learning process from home through online learning model (Dewantara & Nurgiansah, 2021).

The manager of the sociology education master study program FKIP Untan based on the reference to the provisions of the Circular above, the manager of the sociology education master study program also received approval from the results of a meeting agreed with the course lecturers and the support of the FKIP Untan leadership in the 2021/2022 academic year deciding to continue to carry out lectures to new students recruited in the first and second semesters which are currently running with blended learning. As the informant of this research, the new student came from the

Landak district. The blended learning model is that the lecturer tries to apply offline and online lectures alternately. However, in the implementation of blended learning lectures, empirically, the teaching lecturers have a more significant percentage of classes conducted online (online).

The existence of the ministry's circular confirms that the implementation of the lecture process for college students during the COVID-19 pandemic likes or dislikes experiencing changes. The main difference is in the lecture model that applies in the study program, where lecturers are in charge of courses as much as possible if they cannot carry out lectures offline, then use the online learning model/ online classes). Implementing online lessons for master's students of sociology education at FKIP Untan requires lecturers in the study program to carry out social adaptations in the teaching model during lectures to students.

Lecturers who were previously used to learning models brought together face to face on the postgraduate master's campus of FKIP Untan, where periodically on Fridays, Saturdays, and Sundays every two weeks, now had to meet through virtual media. Virtual media used to conduct online lectures are called online lecture media. Online virtual media is software that helps hardware work systems that can only be accessed using the internet network that contains text, photos,

videos, and sound as a means of online communication.

The use of online virtual media in conducting online lectures certainly requires skills. Most of these online media are still little used by university lecturers listed in the sociology education master's program, FKIP Untan. The same is true for new students as informants from the Landak district zone. Based on early observations, it is known that the new students as informants of this study before the COVID-19 pandemic had never conducted online lectures. Even though new students already have features such as smartphones, laptops, and personal computers (Pc), they still do not use these features to the fullest in carrying out teaching and learning activities. This is different from the conditions during the Covid-19 pandemic, where new students from the Landak district were encouraged by the local Education Office Officials to carry out online learning to force these informants to use their devices optimally to carry out virtual lecture activities (learning).

Regarding this, it requires a social adaptation process for informants from the Landak district so that new students can carry out online learning to the fullest. The method of social familiarization that new students try as informants between one person and another has a comparison. The comparison cannot be separated from people's competence, experiences, and social zones.

By paying attention to the data in tables 2 and 3 above, it can be known together with the causes of the obstacles faced by the informants of this study (new students) when adapting socially to take part in the blended learning system lectures in the sociology education master's program FKIP Untan. Considering the data in both table 2 and table 3, it can be interpreted that there are eight (8) findings of social adaptation constraints that become obstacles and the practical experience of new students when attending blended learning system lectures. If the percentage of blocks is sorted sequentially from the largest to the smallest in the first semester: (1) internet network disturbance (wireless wifi) is unstable, (35.71%) (2) delays in processing and sending/submitting assignments, quizzes, and deepening of material (28.57%), (3) then the electricity network that often goes out (local) by 21.43%, (4) limited understanding and ICT skills in blended learning, (5) other activities outside of lectures, (6) then the following social adaptation constraints on average of 14.29% are (7) the hardware and software owned by the informants are not up to date, and (8) the time of informants' involvement in studying blended lecture material is limited.

Statistically descriptive, in the first semester of the 2021/2022 academic year, the obstacles for new students in social adaptation in the implementation of blended learning were an average of 21.43%, as detailed in

Table 2. Furthermore, in the second semester of the 2021/2022 academic year, the causes of the obstacles faced by new students in Social adaptation in the implementation of the blended learning system are relatively the cause of which is dominated by internet network disturbances (unstable wireless wifi) of 35.71%. The constraints of limited understanding and ICT skills in blended learning and electricity networks that often go out locally amounted to (21.43 %). Meanwhile, other obstacles in the average percentage of (14.29%) are: hardware and software problems that are not up to date, involvement in studying blended system lecture material is limited in time, delays in work and delivery/submission of assignments, quizzes, and deepening of material, other activities outside of college, and the limited quota in lectures (Boyle, 2005; Casmana *et al.*, 2022; George-Walker & Keeffe, 2010).

In total (percentage of overall average) in the second semester of the 2021/2022 academic year, the obstacles for new students in social adaptation to the implementation of the blended learning system were 16.97%, with details as shown in table 3. the average percentage) the intensity of these obstacles gradually from the first semester to the second semester of social adaptation decreased by 4.46%. This means that students can begin to adapt socially to blended learning, although gradually (*Blended Learning*, 2005; Boyle, 2005; Ma & Li, 2021; McBain *et al.*, 2014).

This means that new students as informants in this study regarding the implementation of blended learning system lectures in the sociology education master study program can gradually overcome the obstacles to changing offline to online courses. Based on the data collection results collected in the form of a questionnaire submitted to the respondents with the help of google form, argumentation data was obtained when adapting socially, as presented in table 4.

Social adaptation statements about blended learning	Percentage (%)			
	SP	P	TP	STP
There is psychological satisfaction when the adjustment made is considered successful. On the contrary, there is psychological dissatisfaction when it fails to adapt socially so that a sense of dissatisfaction arises.	2 (25)	6 (75)	0 (0)	0 (0)
There is work efficiency; successful adjustments appear as inefficient work/activities, while those that fail will appear in unproductive activities. For example, an informant who was unable to attend lectures at a social education master's degree.	1 (13)	7 (87)	0 (0)	0 (0)
There are physical symptoms, and an unsuccessful adjustment (failure) will be felt in physical symptoms, such as headaches, stomach pains, indigestion, and the like.	0 (0)	0 (0)	1 (13)	7 (87)
Social acceptance and successful adjustment	3 (37)	5 (63)	0 (0)	0 (0)

will cause an agreement in the reaction from the community, while those that fail will cause a disapproving response from the district.

Total (% average)	9,38	28,12	1,56	10,9
Total % of answers	100	100	100	100

Description: SP:Very Satisfied; Q: Satisfied; TP: Dissatisfied; STP: Very Dissatisfied.

Data source: Primary Data, processed,

Based on table 4, it is known that the informants who feel successful in social adaptation (make adjustments) to the implementation of blended learning in the master of sociology education FKIP Untan, if assessed as a percentage of the average answer (for positive statements are very satisfied (9.38%) and satisfied 28,12%). At the same time, the negative comments are dissatisfied (1.56% and very disappointed 10.94%).

This is in line with previous research that the opinion of the informants related to lectures/learning through this blended system they can adapt. The following criteria can characterize this: informants have psychological satisfaction, self-adjustment after successfully adjusting socially, 25% and 75% of informants feel very satisfied. Next, as many as 12.5% of informants think they work more efficiently when informants can make adjustments successfully in adapting to blended learning lectures (Margaryan *et al.*, 2004; Schmidt *et al.*, 2018). This can be seen in the informant's performance in work/lecture activities conducted online, while the rest of the informants feel very efficient (87.5%).

This can be seen in the very efficient activities of informants. For example, students who successfully carry out their main tasks and functions as new students of the Sociology Education Masters Study Program, FKIP Untan.

Based on the answers collected from the informants, there were none and disagreed that there were physical symptoms, unsuccessful adjustment (failure) appeared in physical symptoms, such as headaches, stomach pains, and indigestion. Based on the answers collected and listed in table 4, the informant felt that there was social acceptance. The success of social adaptation or adjustment made by the informant related to the implementation of blended learning caused a very agreeable reaction (Martono *et al.*, 2020) from the community by 37.5%, while the remaining 62.5% agree from the community related to blended learning in lectures at the master of sociology education FKIP Untan.

CONCLUSION

Based on the research results and discussions that have been carried out, the researchers conclude, in general, that the master's students of sociology education at FKIP Untan can adapt socially very well. There are relatively no significant obstacles to implementing the blended learning system in lectures in the first and second semesters of the 2021 academic year. /2022. In particular, it can be concluded as follows:

1. New students of the sociology education master program FKIP Untan in the COVID-19 pandemic era of the 2021/2022 academic year made good preparations for social adaptation in the first and second semesters, even though lectures were changed from offline to online patterns alternately in the implementation of a blended learning system that enforced by the lecturers of the subject.
2. In this study, the informants felt relatively constant in the form of social adaptation constraints for new students of the sociology education master program in implementing the blended learning system in the era of the covid 19 pandemic in the 2021/2022 academic year qualitatively as many as eight kinds of obstacles in the form of interference with internet wifi network connections unstable, (local) electricity network that often goes out, limited equipment and student skills in the use of ICT, student delays in processing, and sending/ submitting coursework assignments to lecturers online, answering quizzes and deepening material, the busyness of activities outside of lectures, the limited time they have in terms of lecture involvement and the internet quota/package that is owned in this case is relatively gradually adapting to the informants.

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