Use of E-Learning Model and Social Media in Social Studies Learning in Elemenrary School During and After the Covid-19 Pandemic

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Abstract

   This study aims to provide information related to the use of e-learning model and social media that are utilized to develop image of social studies learning in elementary school in the pandemic era and after the Covid-19 pandemic. The type of research used was library research, with the following results: (1) Elementary social studies learning is expected to provide insightful concepts to students and teachers to use e-learning and social media during and after the Covid-19 pandemic, such as : web courses, web-centric courses, and web-enhanced courses, therefore the attitudes and perceptions of students and teachers social studies learning in elementary school need to be improved for creating meaningful social studies learning, (2) As a supporting aspect in elementary school social studies subject because this method is more effective during and after the Covid-19 pandemic, (3) Able to apply e-learning and social media in social studies learning to improve the quality of education and adapt to the current era.

Keywords:Learning Model, E-Learning, Social Media, Social Sttudies Learning in Elementary School

Abstrak

   Tujuan Penelitian ini bertujuan untuk memberikan informasi terkait penggunaan model *e-learning* dan media sosial yang diperdayakan untuk mengembangkan citra pembelajaran IPS SD yang digunakan di era pandemi dan sesudah pandemi *covid-19*. Jenis penelitian ini yang digunakan adalah pustaka (*library research*), dengan hasil sebagai berikut: (1) Pembelajaran IPS SD di harapkan dapat memberikan konsep pehaman kepada siswa dan guru untuk menggukan *e-learning* dan media sosial di saat saat dan sesudah pandemi *covid-19*, seperti: *web course, web centric course* dan *web enhanced course*, maka dari itu sikap dan persepsi siswa dan guru di dalam pembelajaran IPS SD perlu ditingkatkan guna pembelajaran IPS yang bermakna, (2) Sebagai daya dukung di dalam mata pelajaran IPS SD karena dengan metode ini lebih efektif di masa dan sesudah pandemi *covid-19*, (3) Mampu mengaplikasikan *e-learning* dan media sosial di dalam pelajaran IPS guna memperbaiki kualitas pendidikan dan menyesuaikan zaman.

Kata Kunci: Model Pembelajaran, *E-Learning*, Media sosial, Pembelajaran IPS SD

INTRODUCTION

   We all know that we are currently facing the Covid-19 pandemic, in which this outbreak has brought a lot of changes in human life, especially in the field of education, namely studying at home with the internet. The existence of this pandemic has made all facilities shut down or temporarily closed, including teaching and learning activities. Everything is no exception so that students can study at home, for safety, health, this of course has an impact on parents and teachers because both must collaborate for the continuity of children's teaching and learning.

   One of the effective media used today is none other than the e-learning method or called online. In fact, this method provides new opportunities and challenges for all educators to be able and wise to use this technology, network and communication facilities to manage learning such as accessing information, managing learning media, integrating learning media, finding

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new methods of learning, and evaluating the value of students. In Cahyati (2020), Kesuma said, at first many parents did not accept this method on the grounds that it uses technology and all its limitations, but as time goes by, parents can accept it. (Cahyati, kusumah: 2020, p. 152-159)

Information technology is growing rapidly to penetrate various spheres of our lives, including education. This progress is nothing but full support from the field of information technology (IT). In terms of organizing an educational institution, technology-based learning media, or research developments from the science of education itself, which includes computer education. (Iskandar, et al.: 2020, p. 104) Therefore*E-Learning*become the standard of the educational process used by various educational institutions. Solihuddin (2018) stated that according to Permendikbud No. 22 of 2016 including primary and secondary education process standards. One of the contents of the standard process is the use of information and communication technology to improve the integrity of learning. (Solihuddin and Taufik: 2018, p. 51-56) The benefits of e-learning are also very helpful in the field of education, none other than so that students do not only explore in the scope of schools, books, and other objects. Instead, it covers the world out there that is very difficult to access, resulting in learning that is fun, not boring and enthusiastic.

However, using the learning model*e-learning*it's not enough, it's necessary to add social media in e-learning lessons, because in today's society people can't be separated from the name HP (mobile phone). What preoccupies them right now is social media such as WhatsApp, Facebook, Instagram, and Tiktok. For now, Indonesian teenagers mostly use internet services, according to research results from the State High School of

Passwords (STSN) among teenagers aged 15-19 years who dominate Indonesian internet consumption (65%). (Yusin Kamhar: 2019, p. 2) Therefore, it is necessary to collaborate with e-learning learning with social media so that it can enter the domains that teenagers like to create a passion for learning.

The author will describe in outlineand conduct further studies regarding the use of e-learning and social media learning models in elementary social studies learning during and after the covid-19 pandemic to support elementary social studies learning. Creating an innovative, creative, and efficient learning atmosphere. One of the innovations that are close to students or students is social media with e-learning learning methods. Through e-learning and social media learning media will provide new synergies in elementary social studies learning activities.

METHOD

This research is a type of library research, namely by presenting qualitative-interpretative data, where the main object is sourced from various available library books (Kohar, 2020). Literature studies also study various kinds of reference books or the results of research conducted previously that are relevant and useful to then obtain a theoretical basis related to the problem under study (Parinduri, 2020). In this study, the main object was to apply e-learning and social media learning models during the pandemic and after the COVID-19 pandemic in elementary social studies learning.

RESULTS AND DISCUSSION
A. Understanding E-Learning

*E-learning*is a computer-based educational device or simply learning can be anywhere and anytime. E-learning is also a learning model that includes a variety of media for delivering teaching materials or

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content through sites on the internet using multimedia such as (various media that convey text, video, integrated animation, audio, graphics), interactive television, virtual classes, (synchronous/real time computer and internet-mediated learning with teachers/teachers and learning that is not in the same place/room), tele or video conference (conference mediated by computer, LCD/Projector, and the internet in synchronic/real time with the speaker not in one place). (Muhammad Rusli, et al.: 2020, p. 1)

Munir (2009) explains that there are twoThe basic perspectives related to e-learning are: 1) Electronic Based Learning is learning that empowers information and communication technology, especially devices in the form of electronics, meaning not only the internet, but all electronic devices such as films, videos, cassettes, OHP, slides, electronics. 2) Interned Based is learning that uses internet facilities that are online as the main instrument. That is, what is meant by the perception of e-learning is using the internet that is online, namely computer facilities connected to internet cables. (Munir: 2009, p. 167)

However Cisco (2001) explains philosophically *e-learning* as follows: 1) e-learning is intended to convey information, education, online training and communication, 2) provide tools that can enrich the value of conventional learning (CD-ROM, text books and computer-based training) so that they can answer the challenges of globalization, 3) e-learning does not mean replacing conventional learning models in the classroom, but strengthening the learning model through content enrichment and the development of educational technology, 4) student capacities vary widely depending on the form of content and delivery methods. The better the

alignment between content and delivery tools with learning styles, the better the capacity of students, which in turn will give better results (Sutiah: 2018, p. 209) Specifically according to Clark and Mayer (2003) e-learning has the following characteristics: Has content that is relevant to the learning objectives, uses instructional methods, for example presenting examples and exercises, builds understanding and abilities for individuals and groups, and using elements such as words and pictures to convey learning material. (Sri Rahayu: 2010, p. 101)

Meanwhile, according to Rusman, et al.(2011) e-learning has the characteristics, interactivity (interactivity), independence (independence), accessibility (accessibility), enrichment (enrichment). E-learning has the following characteristics: First, empowering the presence of electronic technology services; where educators and students, students and fellow students or teachers and fellow educators can interact quite easily without being limited by protocol matters. Second, empowering the advantages of computers in digital media and computer networks. Third, empowering self-learning materials which are then stored on a computer so that they can be accessed by educators and students whenever and wherever they are. Fourth, empowering learning schedules, curriculum, The results of learning progress and matters relating to educational administration can be viewed at any time on the computer. (Meda Yuliana, et al.: 2020, p. 3).

For now, in the era of the COVID-19 pandemic, e-learning is very much needed as a learning medium. Because e-learning is a form of implementation of the CSCL (Computer Supported Collaborative Learning) learning method that relies on technology as a learning aid. (Riandaka, et al. :2020, p. 4)

With the existence of e-learning, it can be

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concluded that the above understanding can provide benefits in the use of technology, namely:

First, clarifying the message/information so that it is not too verbalistic. Second, overcome the limitations of distance, space and time. Third, it can lead to a better spirit of learning because students interact with learning resources.

Pecey created a technology-practice concept diagram, which illustrates how the term technology is sometimes used in strict terms, but at other times is used more generally. Which will be described as follows.

*E-learning*defined as a technical skill tool when operating various learning purposes. For example, teachers only use various tools on the platform, the technical ability of students or students to upload learning responses in the form of videos, the choice of platforms used to allow direct interaction (synchronous interaction) between teachers and students or between students themselves. It's the same with a motorcycle driver. The driver must know when to apply the brakes, turn on the lights and when to honk. Therefore, the term "technological stuttering" or technology stuttering emerged when someone was unable to use e-learning. And often limited to a person's inability to operate technology. Pacey created a technology-practice concept diagram,

Table 1
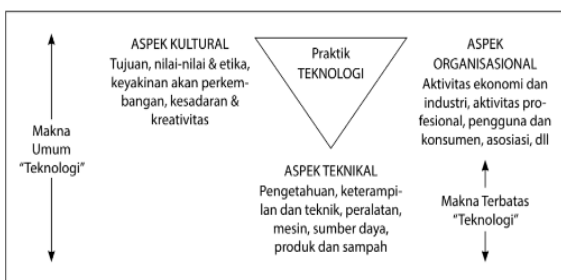
Ilustrasi 3: Diagram Definisi "Teknologi" dan "Teknologi Praktis"
(Dimodifikasi dari Arnold Pacey, 2000: 6)

In a general sense, technology also includes cultural and organizational aspects.

The organizational aspect sees that technology is not accepted by society if it does not provide a compatible organization. For example, a mobile-phone gadget using 5G technology will not be able to operate properly if the base-transmitter services (BTS) do not allow the use of 5G or the provider used does not provide the 5G service. Same thing with e-learning. To the maximum extent possible, the technical ability and learning design designed by a school, if the facilities do not support optimally, then e-learning will not run well either.

Likewise with the cultural aspects relating to the values, beliefs, awareness, and creativity of the community to use the technology. For example, we buy a new series of mobile phones, but the applications that are used are only short messages (short message service), telephone, and chat messages. It is not only technical ability that is considered, but rather the conversational culture that is more dominant in society. The three services are spoken and text-based conversation services. Actually there is a lot of potential available in unused smartphones. They use only the "value" that is implied behind it. If you have a smartphone, then your self-worth will feel more increased compared to the old gadgets. So, although the old gadget is able to meet the three needs of the conversation service above. Cultural aspects also need to be seen, such as creativity and awareness in virtual learning independence that will affect the learning process as well (Dewi Salma, 2013, p 80).

The presence of technology in social determinism is not neutral in terms of culture, culture, politics, and morals so that it can be used for good or bad. Thus, defining the concept of practical technology (technology-practice) more precisely, must look at the human and social aspects. The social

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determinism approach to technology, including e-learning determines the will and decisions of individuals and society because it determines the effects that arise from the presence of the technology. In essence, technology is part of society itself; the result of community engineering construction; not separated from the social context. Social determinism is a mutual process in which the development of social practice or technology determines social life.

B.   Elementary Social Studies Learning

The word learning is taken from an English word called Instruction. This word (Instruction) actually has a broad meaning of teaching. Depending on the context, for example the context of teaching in the context of teachers and students in a class, then the meaning of Instruction or learning includes all aspects even though no teacher participates in teaching. Therefore (instruction) in question is the learning process, so the planned efforts in manipulating learning resources in order to create a learning process in students we call learning. (Mohammad Asrori: 2013, pp. 165-166)

Then in Lativa (2020) it is stated that Zenal Aqib (2002) learning is a systematic combination, including elements of facilities, materials, human, complements, and procedures that are mutually sustainable to achieve learning objectives. A good system has the characteristics of a special plan, the interdependence of its elements, and the goals to be achieved. Therefore, the basic and secondary education levels are the result of simplification, selection, adaptation and modification of social science concepts that are systematically and pedagogically arranged for learning purposes in primary and secondary education aimed at

Pancasila-based national education. (Lativa, et al:2020)

Then the notion of IPS (Social Sciences) is not foreign to the ears of ordinary people whose understanding is the science that studies social sciences. However, Social Science here means the integration of various branches of social science, namely sociology, cultural anthropology, psychology, history, geography, economics, political science, and human ecology, which are formulated for instructional purposes with simplified materials and purposes for easy understanding. (Siradjuddin, 2012, p.5).

Furthermore, social studies learning is a very important lesson from an early age or elementary school, because the scope of social studies learning is divided into several aspects, namely: (1) the scope of social studies lessons relates to social, economic, psychology, culture, history, geography, and social studies. political. (2) in terms of groups, social studies lessons relate to family, neighbors, villages, villagers, national and community organizations. (3) Then viewed from the level of social studies lessons covering local, global, and regional levels. (4) and in terms of the interaction environment in the form of culture, politics and economy. (Lativa, Nabila, et al.:2020)

Adding from Andi Prastowo (2019) the scope of the SD/MI social studies lesson is very complex material in studying social sciences and covers human life such as: 1. Place and environment, 2. Time of change and sustainability, 3. Organization and social system, 4. Organization and cultural values, 5. Life and economic system, 6. Communication and technology. With packaging in accordance with the level of education. In grades I-III SD/MI IPS is an integral part of other subjects such as

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Indonesian, and PPKN which is taught thematically integrated with an integration-intradisciplinary and interdisciplinary approach. (Andi Prastowo: 2019, p. 85)

Based on the explanation above, it can be concluded that at the elementary school level, social studies learning discusses simple or basic social problems. The limitation of elementary social studies learning adjusts the level of thinking maturity of students at each level, because social studies has a broad study. So that students at the SD/MI level are given material about life and simple social problems that occur around the community in order to form a person who is able to find problems and solutions well that occurs in the surrounding environment. The material provided is adjusted to the level of thinking intelligence ability, interest and understanding of students.

1. **Implementing the E-learning learning model in Elementary Social Studies Lessons During and after the Covid-19 Pandemic**

After discussing the characteristics and characteristics of e-learning, the authors reveal the principle of integrating technology into the social studies learning model according to Bates (2008), namely expanding learning beyond what can be done without technology, 2. Introducing technology in any context, 3. Provide opportunities for students to study the relationship between science, technology and society, 4. Development of knowledge, skills and participation as good citizens in a democratic society, 5. Contribute to research and evaluation of social studies and technology. (Bates: 2008, p. 10)

The use of e-Learning learning if you want to realize it in elementary social studies learning during the Covid-19 pandemic and after, of course, has various

models that can be applied as guidelines and instructions in training and teaching legally and usefully. Looking at Haughey's opinion (Sutiah: 2018) regarding the development of e-learning as a learning model, there are three possibilities in developing an internet-based learning system, namely web courses, web centric courses, and web enhanced courses. (Sutiah: 2018, p. 211) The following is the explanation:

a. *Web course*

Is the use of the Internet for educational purposes, where students and teachers are completely separate and no face-to-face is required. All teaching materials for discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words, this model uses a remote system.

b. *Web-centric course*

Web-centric course this is to increase understanding of concepts and independence in learning, compared to power points in general (Fatkhul, Tatang: 2018, p, 8). Some materials are delivered from the internet, and some are face-to-face. This model is systematic about subject matter via the web that has been created. Students are given directions to search for relevant websites related to the lesson. In starting face-to-face lessons, educators and students tend to have a lot of discussion about the material being sought.

c. *Web enhanced courses.*

Web enhanced course is to use the internet to support the quality of learning in the classroom. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other resource persons. So, here the role of educators is needed to find

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information on the internet, then guide educators to find material through the web that is attractive and relevant, then given an explanation regarding the material.

2. E-Learning and Social Media Learning Models as Supporting Capacity for Elementary Social Studies Subjects During and after the Covid-19 Pandemic

The online learning model turned out to be effectively used during the COVID-19 pandemic because to avoid the virus, people were required to do the 3 M, which means washing hands with soap, wearing masks, and keeping a distance. What we focus on here is about keeping a distance. Because schools have to do face-to-face with teachers and also close together or clustered in one classroom. So the government made a policy to study online or study at home using the e-learning learning system that is now being implemented.

The Ministry of Education and Culture (Ministry of Education and Culture) is currently informing the scenario including the implementation of collaboration for online learning for students. With the hope of studying at home. The Ministry of Education and Culture plans full support by developing an Android-based distance learning application, namely the "learning home portal". This portal can be accessed at learning.kemendigbud.go.id. Some that can be easily accessed are learning resources, digital classes, virtual laboratories and question banks. This learning can be used by students of Early Age, Elementary School, Junior High School, Senior High School, or Vocational High School or its equivalent. (Sri Gusty, et al.:2020, p. 46)

Looking at Andri Nugraha's research (2020) the advantages of online learning are: First, learning becomes more practical and relaxed, which is not limited by distance and time. Second, time is more flexible for guardians who work outside the home so they can adjust. Third, it can also save time. Fourth, it is more practical to take grades through Google Form, assessing a task is very easy, just clicking on the answer with choices a, b, c, or d can immediately know the value. Fifth, students can be monitored and accompanied by their respective parents. The sixth advantage, teachers and students gain new experiences related to online learning. The role of parents in assisting students is more. (Andri Anugrahana: 2020, p. 286).

The impact and benefits of online learning are felt by various parties. One of them is to make it easy for the trainees to get a broad range of material. Likewise with the learning manager, the benefits of e-learning can monitor the progress of participants easily and quickly. As below there are four benefits, namely: (Meda Yuliana, et al.: 2020, p. 5-6)

a. Supporting the Learning Process

Students can access the material easily, even though the material is digital. This makes it easier to learn anywhere and anytime that suits the interests, places, and moods for individuals.

b. More flexible study time

Sometimes students find it very difficult to adjust the right time to study. Especially if you have to choose the material to be studied conventionally. With e-learning, students can adjust their time to create conducive learning according to individual time. Then e-learning makes it easier to access, with this it makes it easier to talk intensely anywhere and anytime, and can even repeat learning.

c. Can monitor performance

Monitors or educators can track the progress of their students, especially in terms of achieving the material provided.

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With this the teachers and teaching managers can find obstacles and solve these problems. Example In the learning process, students often do not attend face-to-face learning using Google Metting or the like. Then the educator can reprimand or contact and find the reason why this is so, so that they can solve the problem so that it doesn't happen like that.

d. Save Learning costs

We know that face-to-face or normal learning as previously required students to come to school. With e-learning students don't have to bother coming to school which can save on gasoline, food, energy, costs, and save on the cost of books or photocopies. Because everything is done online so it can minimize other additional costs needed like usual classes.

After seeing the e-learning explanation above, how important it is to combine learning with e-learning learning models with elementary social studies learning for now and after in the Covid-19 pandemic era. For now, that certainly enriches references with learning models and their materials. The hope is that in the future, after the Covid-19 Pandemic disaster ends, it is hoped that e-learning can collaborate with conventional learning as usual, so that learning is effective and makes learning conducive and effective. Here are the benefits:

a. Changing the pattern of learning to a more nuanced modern. What used to be mediocre or tended to be conventional at home became media. In the future, students will no longer focus on books, teachers, and other print media. Because it has been replaced with information media.

b. Making social studies learning resources rich in information from various media, media that are often played by children today such as Zoom Metting, Facebook, Google Metting, Youtube and Instagram. We can collaborate with elementary social studies learning. An example of holding a Regional Dance practice can be with the Instagram application. With this, young Indonesians can introduce culture widely. Then with this e-learning media, you can also access information that cannot be obtained from books, magazines, newspapers or other print media. They can access via Youtube and Instagram through scientific Youtuber accounts. Like the Kok Bisa account, The Shiny Peanut, The Bright Side, List 5 or anything educational.

c. Then e-learning media can also facilitate discussion activities widely, even in various countries can be connected to other countries. Or groups and communities. With this, you can broaden your horizons from various regions or countries out there without spending a lot of money. As for calling classy speakers, which are actually expensive because they have to rent out hotels or other money, with e-learning everything becomes cheap. Applications commonly used by the public are Google Metting and MettingZoom.

There are various ways in which e-learning can take place in a conducive and effective manner. But unfortunately, not everyone can do that, because it doesn't fit the context of the place. Like those who live in remote parts of the country, it is difficult for them to access the internet

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properly due to an inadequate signal.

This statement was revealed from research conducted by Andri Nugrahana (2020). Because many teachers and parents use the WhatsApps (WA) and Zoom Meeting applications, they often don't get a network and those who don't have cellphones (mobile phones) are required to use the cellphones of their parents who are working. At first they learned to send assignments or videos using the Microsoft Word or WA system, but after a while the students became bored. In this way, teachers are required to master social media and be creative in online learning, of course this is a challenge for all groups. From the results of the study showed that only 50% of students were fully actively involved, 33% of students were actively involved. While the other 17%, students who are less active and do not participate in online learning. (Andri Anugrahana: 2020, p. 285)

As mentioned above, this is the factor that hinders learning with the e-learning model. If only e-learning facilities were adequate and spread across the country, perhaps the e-learning learning model for now and after the pandemic would become a sophisticated and high-quality learning model.

3. **Efforts to Develop Social Studies Learning Models Using E-Learning Methods and social media.**

It has been explained that e-learning is using the internet which is online, namely computer facilities connected to internet cables. As it develops from time to time. Internet use is increasingly sophisticated, including easy internet access such as 4G networks. Thus, there are many applications that provide convenience in various things such as online shopping, learning, channeling hobbies, interesting videos, interesting photos, etc. However, it is

unfortunate that this easy use of the internet is widely misused by its users to make internet connoisseurs addicted.

Many people, especially elementary school children, abuse the internet by playing social media and playing online games, so it's no wonder it makes them lazy to study and not only that, their literacy power is also the fate. Because they are addicted to enjoying the internet the wrong way. Children currently play online games and social media using gadgets (smartphones), even though the age of elementary children is strictly prohibited to use gadgets. Reporting from (Suana and Firdaus, 2014, p181; Novitasari and Khotimah, 2016, p1), it is ironically stated that many parents deliberately give and let their children play gadgets (aged 3-6 years) which should not be worthy of using gadgets on the grounds of so that the child sits quietly and does not fuss. (Setianingsih: 2018)

In fact, this gadget does not have a completely negative impact on children, because there are also positive impacts to support their learning, including using gadgets to regulate the speed of playing, processing strategies in games, and also helping to improve the child's right brain while under supervision. Thus minimizing addiction to playing gadgets and efforts to collaborate on social media with e-learning learning methods, in order to have broad insights in the contemporary era as it is today.

Before discussing the e-learning learning method, it would be nice to know what is meant by social media. From the book, Nuramila (2020, p. 37) states that social media is an internet-based tool to facilitate sharing and participation that allows users to interact directly in various forms of audio-visual. Activities on social

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media include asking questions, providing comments, input, and feedback. Then social media is a medium to socialize with each other and is done online to interact without any space and time.

This time, we will discuss social media that are often used by Elementary Age children, the media that are often used by Elementary Age children now are Instagram and Youtube. Then it will be explained how to collaborate with social media with social studies learning in order to increase efforts to increase Literacy Power so that they are enthusiastic about learning.

Instagram Media

Instagram media is very much in demand by all circles, including millennials. This application is used for posting photos, videos taking photos and videos, filters, and sharing them on social networks, as well as Instagram itself. Because it is widely used by students, the author will combine it with elementary social studies lessons, so that students do not bored with e-learning and other applications. How to apply it is:

1. Using the Live feature on Instagram is useful because children see or scroll a lot of photos on Instagram. Children are no longer difficult to open a laptop or other applications. Because it's just one click, the child can immediately learn with Live via Instagram.
2. Make interesting quotes to be motivation. With this, children will be curious and interested again in reading books that match their fashion. For example, their hobby is climbing mountains, making quotes about loving nature by not littering. Giving assignments is also effective, such as making Instagram posters to be posted on each other's Instagram.
3. Seeing cases that occur in an updated manner, in social studies

learning there is a discussion about social issues, children are directed to analyze social cases.
4. Elementary social studies lessons also discuss regional dances, so children are assigned or directed to open a variety of dances in Indonesia and in other countries.
5. You can do practice exams too.

Youtube Media

Then the usual social media that is often used by elementary age children is Youtube social media. Through social media Youtube, students will get teaching materials and can also be used to make video assignments uploaded through their accounts. Students are required to make an idea as interesting as possible the tasks that are done. Through social media, teaching participants try hard to present their best so that everyone can judge them by (like) or dislike (dislike).

There are several ways to apply learning media from Youtube, namely:

1. Teachers can share videos related to social studies lessons to students for analysis or to imitate so that students get an idea of what to learn later. Teachers can also share videos that become motivational and broad insights to their students.
2. Students are asked to make videos for practical assignments.
3. Teachers can record their teaching materials and teach via YouTube, so students can repeat the material if they want to review it again. Not only students who saw it, people outside the class could see it too.

Students can see virtual lessons that discuss traditional clothing, regional weapons, regional languages, regional tours, and much more that can be accessed by youtube.

CONCLUSION

In the era of the COVID-19 pandemic as it is happening now, it is indeed a challenge for educators and students. By doing so, it encourages teachers to use appropriate strategies to improve the quality of their

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learning, so that they can adapt to conditions now and after the COVID-19 pandemic, including improving elementary social studies learning. Meaningful social studies learning is expected to provide understanding concepts to students in studying and even finding various alternative solutions related to the COVID-19 pandemic and social phenomena and social problems towards the era of society 5.0. Therefore, the attitudes and perceptions of teachers and students in elementary social studies learning need to be improved as the basis for achieving elementary social studies learning such as collaborating with social media that are often used, one of which is Instagram and Youtube.

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