Historical Learning Behavior of High School Students During the Covid-19 Pandemic

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Abstract
This article was written with the aim of analyzing the behavior of high school students and all of their factors during history learning during the Covid-19 pandemic, so that knowing the history learning behavior of high school students and responses from high school teachers related to student behavior in the history learning process during the Covid-19 pandemic and analyzing how the reinforcement measures carried out by high school teachers towards students and the effect felt during online learning. The research method used was descriptive qualitative. The subjects of the study were research articles related to students' historical learning behavior during the Covid-19 pandemic, The sample of research articles is 26 journals consisting of national journals and international journals. The results of this study were 1) forms of student behavior in various history lessons; 2) student behavior is influenced by the creativity ability of teachers and the role of the family, and 3) The history teacher provides reinforcement during the online history learning process to students. The conclusion of this study is to maximize the history learning behavior of high school students during the pandemic has 5 (five) aspects learning and management of teaching in the Covid-19 era, know the benefits of learning history using Google classroom, increasing the effectiveness of the teaching and learning process during the Covid-19 Pandemic, the role of families in accompanying student, and increase student activeness in taking online learning.

Keywords: Learning Behavior, Studying History, High School Students, High School History Teacher, Covid-19 Pandemic

A. Introduction

Education is basically a learning process with the aim of developing cognitive, affective and psychomotor in students in order to form a balance in developing intellectual, personality, and fostering attitudes for the realization of the good behavior of a student. The aspects of learning behavior for high school students generally use the Bloom approach which has 3 aspects, namely cognitive, affective, and psychomotor aspects (Bloom, Benjamin S. etc., 1956). Where the cognitive aspect has 4 dimensions of knowledge consisting of six categories of cognitive process dimensions (Irwan, Maridi, dan Dwiastuti S., 2018). The 4 (four) dimensions of knowledge consist of conceptual knowledge, factual knowledge, procedural knowledge, and meta-cognitive knowledge. (Muzenmaier dan Rubin, 2013; Anderson dan Krathwohl, 2014). Factual knowledge includes the basic elements that are used by experts in understanding and systematically explaining scientific disciplines. Conceptual knowledge includes knowledge about categories, classifications, and the relationship between two or more categories, it can

also be said to be more complex and organized knowledge. Conceptual knowledge includes schemes, mental models, and theories that are implicit or explicit in various models of cognitive psychology. Procedural knowledge is knowledge about how to do something, in the form of a series of activity steps that must be followed. And metacognitive knowledge is knowledge about cognitive objects, namely about everything related to cognition (Irwandkk., 2018).

Affective aspects of high school students are about attitudes, interests, emotions, life values, and student appreciation. And the psychomotor aspects of high school students are about the physical reactions of students as they appear when doing activities that require muscle strength, such as athletic activities (Aina M., 2017). So that to see the growth and development of students in receiving education must look at the three aspects above holistically. Furthermore, the three aspects above are better known as head, heart, and hand which are criteria that can be used by educators to determine the level of success of the learning process. (Kasenda, Sentinuwo S. R., dan Tulenan V., 2016). In the sense that the ability to maximize analysis and critical thinking (head), sensitive to the natural and social environment, and the ability to work (hands).

Therefore, in shaping student learning behavior in such a way that it is in accordance with the roles determined by the school. Learning with directed discipline is able to prevent students from feeling lazy and even foster students more enthusiastically in learning, which in turn increases the ability of students 'learning abilities holistically depending on the success of the teacher in developing students' abilities and skills which lie in these three aspects (Hurlock, 1987).

Students with good learning discipline will show their readiness to participate in the learning process in class, arrive on time, pay attention to teachers, complete assignments quickly and have learning tools such as books and other learning tools.

Therefore, it can be seen how important learning discipline is to support good learning achievement. As the results of research by Juliandi Y. (2014) that a very significant effect of high school student learning discipline on learning outcomes or what is often referred to as student achievement. Which means discipline of thinking ability (frame of mind), discipline of feeling (honesty), and discipline of acting in accordance with social norms and related rules that exist in the local community. Slameto (2010) argues that learning is an effort made by a person to obtain a change in behavior as a whole, as a result of the accumulation of all his experiences in interactions with his surroundings. The way to form in behavior conforms to the roles of the school in which the individual is identified.

In this case, student learning behavior during the Covid-19 pandemic, researchers found the phenomenon of learning behavior when observing students at the UNP Laboratory Development High School for the 2020/2021 Academic Year, it was found that a small number of students often filled out online absences for reasons that were not clear, did not doing assignments according to the time set by the teacher, forgetting to send assignments given by the teacher, students do not pay attention to the lessons that are delivered in a focused manner by the teacher, during their spare time students spend more on playing and forget to read textbooks. This causes learning to take place less effectively, so that students cannot understand the directions and input that have been given by the teacher.

Not only making observations, researchers also conducted interviews with several high school students. It was found that high school students could not understand well the learning carried out by teachers during the Covid-19 pandemic. Based on the observations of researchers in the field, it was found that these students only studied when the teacher was going to hold exams or quizzes. It is expected that students can spare about 1 hour so that they can study independently. When students are not given assignments, students can study and discuss the learning that has been discussed by the teacher at the previous meeting. Student order when studying from home seems to be still low, as evidenced by the assignment of tasks that often forget to do the work, so it is necessary to have the role of parents to remind them so as to result in these students getting unsatisfactory grades.

Therefore, it is better if students' families are encouraged so that they can monitor student discipline in learning. Not only parental support, teachers should provide motivation and advice to students so that the desire to learn at school and at home can be applied with discipline. As stated by Aqib Z. et al., (2011) that discipline is a procedure that students, parents and teachers want to do to develop the success of student attitudes academically and socially.

Students studying in school consist of various types of personalities or characters. Therefore, the teacher plays an important role in recognizing students' learning routines so that students can more easily and quickly understand the lessons conveyed by the teacher. However, recently, education in Indonesia has begun to worry about the existence of an online education policy caused by the Covid-19 pandemic. Many students complain because they do not like online education, limited facilities, and lack of mastery of technology. For students, online learning is considered less efficient when used for teaching and learning activities. Many of the obstacles felt by students in implementing online education, especially parents of many students, complained. Among them, students whose homes are in remote areas or underdeveloped areas, students experience difficulties in accessing the internet which have an impact on being left behind in following the learning process delivered by the teacher.

In implementing online learning, teachers are expected to provide more optimal direction and guidance to students so that they can complete their assignments properly. Teachers should not give assignments suddenly, this is because some students are constrained by internet / network access. Teachers are required to be patient in guiding students so that students do their assignments well and can collect their assignments according to the predetermined time. The spread of the Corona virus in educational institutions has prompted the government to provide an appeal through the Ministry of Education and Culture (Kemendikbud) to all education stakeholders to carry out education in the midst of an emergency of this deadly outbreak, one of the ways recommended by the government is learning from home or education carried out at home via online by maximizing use of educational technology that is connected to an internet connection (online) (Pakpahan dan Fitriani, 2020).

Teachers or educators are required to implement teaching and learning activities at home. The changes that occur in the world of education are expected to be implemented by educators and students by using the media contained in the online learning system. Teachers can carry out learning activities by implementing an e-learning system that uses information and communication technology. Technically related to the educational process that can be carried out using gadgets such as smartphones or portable computers, among others (computers, laptops, notebooks) connected to an internet connection. The use of technology has helped to

continue learning during physical restrictions during the Covid-19 pandemic (Pakpahan R., dan Fitriani Y, 2020).

With that, teachers and students can carry out teaching and learning activities at the same time using social media such as Whatsapp, Telegram, the Zoom application, Google classroom and other social media as educational facilities so that students can study at the right time and in different places. The application of the learning from home program via online does not mean there are no obstacles, in fact there are many problems that exist in the field in implementing this online learning from home program. Poor communication and coordination patterns between educators and students in online education are actually increasing the current chaos. Because if you reflect on events in the field, not all learning levels are compatible with using an online learning system (Rokhman dan Nur M. D., 2015).

Not to mention that there are so many assignments by the teacher that it causes students to complain. Not only that, students also complained about the supporting technology such as inadequate student smartphones / laptops and sometimes it was difficult and did not support the completion of assignments given by the teacher. This is exacerbated by an internet connection as a support for online learning activities where the internet network is not good. This situation is often felt by students who live in rural areas / seaside areas where there are blank spots (difficult to signal, let alone no signal). Hastini et al., (2020) in their research article that learning via the internet is also something new and even difficult to do in some regions with inadequate network conditions and other facilities. The factors that support online education, such as the use and implementation of educational support technology, will be more concerned in the future, because the development of technology will be even more massive, especially in the world of education. Teachers and Students in order to maximize the use of technology in the world of education, especially during the pandemic, so that it can be supported by adequate facilities and infrastructure. With all the efforts that have been tried, it is hoped that the current situation will not reduce the enthusiasm of all stakeholders engaged in the world of education.

B. Methods

This type of research is a qualitative method. In qualitative research, there are sources or research equipment in the form of "valid" data. The valid data includes; descriptions of qualitative research procedures, the ability of knowledge of what will be researched, in order to be able to explore the object of research both factually and logically (Sugiyono, 2009). Sugiyono (2009) qualitative research focuses on research that selects the sources of explaining information, carrying out information visits, calculating the quality of information, analyzing information, interpreting information and concluding the facts found. Qualitative research with descriptive methods conducted by researchers is intended to describe, present, and objectively and factually describe the attitude of learning history among high school students during the Covid-19 Pandemic. Nasution (2003) says that observation is all knowledge and scholarly based on information, it is a reality that befalls the world of reality obtained through observation. Bungin (2007), has also made observations such as how to collect information through observation or hearing.

This study also conducted observations and interviews of teachers' attitudes and reactions with students, and there were also new styles that were tried by teachers to high school students

when giving historical lessons on the Covid-19 pandemic. The interview is a method of collecting information in order to obtain data that is extracted from direct information sources via chat or through questions. The interviews were conducted to dig in detail and in depth so that even and clear data were found from the sources. Sudjana (2000) argues that interviewing is an effort to gather information or facts through the party providing the answer. There were also those who were interviewed in this study were teachers who provided history lessons in high school. According to Sugiyono (2010) the method of collecting information is by mixing various methods in order to collect information sources. Equipment for gathering information carried out in this research is observation sheets that serve as guidelines for interviews, notes and pictures that are immortalized through documentation. The method of analyzing information in qualitative research is continuous and continuous, starting from reaching out to the field, as long as it is inside and outside the field. There are also stages of the information analysis process as follows (1) When conducting research, information in the field is conveyed in a detailed and detailed explanation of the report. Informasi yang didapatkan diseleksi agar ditemukan informasi utama agar sesuai dengan tema dan objek penelitian yang dibahas; (2) Presenting information to make it easier for researchers to view the reflection holistically or evenly on the research information obtained; (3) A study carries out continuous checking of information in accordance with the stages of the research being carried out. Since its inception, the role of research is in the process of submitting data, the researcher tries to analyze and create meaning from the information that has been obtained, after which the researcher decides and concludes the facts found.

C. Results and Discussion

Based on the results of researchers in the field and research, it was found that high school history teachers are capable of being good stimulators in the history learning process. Students are directed by the teacher to do what is the advice ordered so that learning is truly the desire of students and students become more active than usual even though in the Covid-19 pandemic conditions that apply the online distance education learning process from home. Dwi, et al., (2020) in his research article argues that learning from home (remote in a network) is carried out in order to provide a meaningful learning experience for students, without being burdened by demands to complete all curriculum achievements, including the determination of eye graduation. lessons and class promotions.

Teaching methods for high school history subject teachers need to be more creative so that students take part in learning with enthusiasm and are not monotonous when looking at the form of lessons, history learning can use existing tools such as the use of virtual-based media (digital platforms) as learning media. Because learning that takes place is very different from learning at face-to-face without intermediaries. Where learning is carried out with e-learning as an online learning method (internet-based) which is still carried out by all students to students in Indonesia during the Covid-19 pandemic, efforts are made to continue the face-to-face learning process which is constrained due to physical distancing to prevent the spread of Covid- 19 (Dwi, at al., 2020).

Researchers found that when online learning was a group task with creative videos made by students, it was found that student activities had strange sounds when learning online while other friends were focused on paying attention to teacher explanations via virtual or distance learning during activities. Online teaching and learning is carried out, someone turns off the camera when using google classroom as an intermediary medium for learning and doing things outside of learning, google classroom without reason and so on. Cahyani et al, (2020)

emphasized that in online learning, students do not directly interact face-to-face with teachers and friends, but with learning content provided in various formats, be it audio, video, documents, and others. In addition, students can choose to sequence learning independently which is then directed and evaluated by the teacher. Then from the application of the e-learning learning method will show student behavior, both those that support the learning process or those that hinder the learning process.

From the observations of researchers, a similarity was found that the behavior of high school students in the online history learning process was divided into 2, namely the learning behavior of students who actively supported learning and also the behavior of students who were less active in the learning process, especially via online which made it difficult for teachers to provide advice. and direct motivation in students (Handoko, 2017). Student responses are divided into two forms, namely good or bad, or in other words, positive responses or negative responses. In general, if a positive response is given by the teacher, students tend to like and approach the object, whereas if what happens is a negative response, the student has a tendency to stay away from that object (Handoko, 2017). In particular, if it is studied in the world of education, the positive response of the teacher can be shown by personal awareness to participate actively in the teaching and learning activities that are taking place, in this study the learning that takes place is historical learning. Meanwhile, the negative response of the teacher can be shown by the behavior of the teacher who is personally less active in providing subject matter to students, so that students are just following the learning process, tend to do inappropriate behavior such as often scolding students and only by giving assignments to students. students, as well as various other attitudes that are less liked by students. Contrary to Rahayu et al. (2014) that teachers, as motivators, should be able to encourage students to be passionate and active in learning. This is caused by several factors, in addition to factors from the personality of a teacher itself, student behavior factors also affect the behavior of the teacher concerned, it can be seen from if the behavior shown by students is inappropriate behavior which will have a negative impact on the ongoing learning process.

Furthermore, the researcher found that most of the students had positive responses to history subjects and history teachers who delivered the learning material. This is indicated by the activeness of students, whether it is in the form of activeness to ask questions, or activeness to express their opinions even though the learning that is taking place is held online. The subject matter that is being taught when the researcher conducts observation activities in high school is Indonesian history material. This material is considered quite interesting for students, because one of the areas of Indonesian history is where students study. The explanation from the history subject teacher about Indonesian history material is also quite effective, with a serious style accompanied by creativity so that students become more interested and respond well to the teacher's stimulus (Pratiwi, 2013).

However, the researchers also found that some students were less active, were predominantly silent, and there were also those who diverted other activities such as provoking noise, so that the focus of other students was diverted when learning took place. In this case, the response from the history subject teacher shows a positive response caused by the active role of students in supporting the ongoing learning process.

It is undeniable, sometimes a teacher also gives negative behavioral responses caused by student behavior that is not in accordance with expectations. Strengthening teaching and learning activities online during the Covid-19 pandemic will determine the impact of sustainability and learning outcomes. Strengthening can be done in the form of giving

punishment (punishment) and reward (reward) needed in a learning process, again researchers emphasize in the online-based learning period that was hit by the Covid-19 pandemic. Strengthening learning motivation that comes from outside such as recognition of student achievement, grades, accommodating student opinions, punishment, rewards and others is needed as an effective way to strengthen positive learning behavior from students. Whereas reinforcement from within students can occur if the responses they make are according to their needs (Emda, 2017).

Researchers also conducted interviews about the stimulus provided by the teacher and the responses of students carried out in high school, the researcher also questioned the reinforcement carried out by the teacher to students, where this strengthening is important to be applied by a teacher, to form and maintain positive learning behavior for students in activities. learning, especially in studying history. During an interview with one of the history teachers at high school, the researcher found that a history teacher named Sudirman S. Pd., M. Hum., Was able to carry out his duties as a reinforcement of students' responsiveness in learning history. In history, the Senior High School teacher gives high appreciation, both in the form of praise and by providing additional value for students who are active in learning history in the hope that students who receive awards become more active even though the learning is being carried out in the midst of the Covid-19 pandemic. Researchers also found that high school history teachers did not hesitate to give warnings, even punishments for students who tended to interfere with the learning process, for example by reprimanding students who did not behave as expected by the teacher when delivering lesson materials via online (Zurriati and Briando, 2020).

When Covid-19 spread to Indonesia and peaked since March 2020, the government issued a WFH (work from home) policy so that this virus does not spread massively. The response of the world of education is learning online or online. Educational institutions, both schools and campuses are all diverted from home learning as a consequence of the WFH policy so that social and physical distancing can take place to reduce the spread of the virus (Syaharuddin, 2020). With the influence of increasingly advanced information and communication technology, it can be said that almost all high school students have an Android cellphone or commonly called a smartphone. Therefore, if there are students who do not have a laptop or computer, they can still carry out online learning using the smartphone that the student has. Because applications that support online learning can be installed on smartphones. With online learning that has been implemented so far, the learning behavior of high school students in online learning is quite high. Students who have high motivation to seek knowledge will maintain good learning behavior and can follow the learning well.

Learning management during the Covid-19 pandemic greatly affects the desired learning outcomes. Saifulloh and Darwis (2020) argue that in the emergency period of the spread of Covid-19, learning management in increasing the effectiveness of the teaching and learning process has a very urgent role. This is because the nature of the urgency of learning activities is demanded to continue to provide excellent and best service according to educational standards and must also follow health protocols through Announcement Mendikbud Number 4 of 2020 concerning Implementation of Education Policies, because in the emergency period of the spread of Covid-19, the role of teachers in processing learning to increase the effectiveness of the teaching and learning process is very significant. This means that teachers must be able to manage learning starting from planning, organizing, actuating and evaluating to ensure a good, effective and efficient teaching and learning process during distance learning, both online and offline. Likewise, Salma, et al., (2013) explained that before providing learning

services, one of the determining factors that need to be prepared in learning success during online learning is learning management in a neat, attractive, and systematic manner.

Currently, history learning by students is done online, but learning by utilizing learning facilities is still a priority for learning. Departing from the role of the media in learning history, the use of media as a learning resource is very important to support the continuity and success of learning. Rustiani, (2019) from the results of his research with the opinion that the e-learning-based student learning process requires facilities that provide a support system so that learning takes place with better quality. Therefore, in terms of utility value to achieve learning objectives, teachers need to understand the types of learning resources they need, such as: 1) increase the motivation of students who have low enthusiasm for learning; 2) the achievement of learning objectives, as the carrying capacity of learning activities; 3) support learning programs that involve investigative activities, such as learning that is observed, identified, etc. by teachers and related parties; 4) support presentation activities, namely the use of tools, approaches and methods, learning strategies, and others (Susilo and Sofiarini, 2020).

Furthermore, quoting from the research results of Marharjono, (2020), to maintain good historical learning behavior for students is through increasing motivation and the use of online learning platforms. In this case, Marharjono, (2020) argues that history subjects using google classrooms have a lot of experiences gained by students, among others, increasing knowledge of historical material and the meaning of historical learning values, namely the formation of character attitudes for students as the next generation of the nation. The relevance is, the implementation of history education in high school using google classroom in the future needs to be implemented not only because of the Covid-19 pandemic outbreak, as an effort to answer future challenges in the era of industrial revolution 4.0. Schools need to facilitate improving the quality of human resources by holding online education workshops as a method for distance education, so that teachers continue to be professionals in experiencing the challenges of technological progress in improving education. In using this educational platform, teacher creativity must be able to provide educational procedures that can increase learning motivation and trigger student learning attitudes well. This is consistent with Nurhayati's research (2020), when historical education for students/ideas carried out with a game approach and quiziz guidance can increase student learning activity and trigger active learning attitudes in online education during the Covid-19 pandemic.

However, education for a student is inseparable from the role of the family to accompany their learning activities. As Putridan (2015) states that student learning assistance is basically the responsibility of all elements in the family, especially both parents, both father and mother, both of whom are required to work together to provide and assist and supervise student learning from home. This is also reinforced by Ali and Murdiana's (2020) research on family use to accompany the learning activities of a student during the Covid-19 pandemic. Ali and Murdiana (2020) further said that student learning assistance in the midst of a pandemic is basically the responsibility of all elements in the family, especially the two parents, both father and mother, both of them must work together to provide, accompany and supervise student learning. The same thing was stated by Kurniawan (2013) that the contribution of the family environment to the success of education in shaping the character, attitude and intelligence of children is quite large and is the foundation foundation for the character and subsequent education.

Based on the reflection of the conditions of the education world above and the findings of the observations and interviews of researchers, some of the facts of this research are explained,

namely the History of Learning Attitudes of High School Students for the 2020/2021 school year. The stimulus in the learning process can be in the form of problems conveyed by the teacher with the aim of attracting students' interest and ability to respond well, verbally or through writing. Stimulus that is defined is called operational conditioning which is formed by changing discussion instructions in such a way that it can stimulate students to further improve attitudes as desired in learning achievement targets. Operant conditioning here is actually a motivational driving signal and is positioned as a mediator of what the stimulus provider likes in the hope that the recipient will increase the student's response. The teacher's ability also affects the teacher's method of providing stimulus to his / her students in class, especially online-based classes as it is today. The ability of a teacher to teach is one type of ability that must be understood by teachers. By having the ability to teach, the teacher manages the learning process which implies an increase in learning motivation and an increase in the quality of students (Uno, 2006). Furthermore, Uno argued that the teacher's ability to teach was related to his communication skills with students, knowledge and how to convey this knowledge to students so that they were aware of the knowledge conveyed. Furthermore, teachers who have the ability to teach want to practice various kinds of teaching practices in their class, in this case an online class. So that in pandemic conditions, teachers are required to be more skilled in implementing various ways to carry out online learning effectively (Kaufmann and Vallade, 2020). Although not all teachers can deliver the material optimally through a learning system based on e-learning (Morgan, 2020).

Reactions are behaviors that arise in response to likes or dislikes and the use of certain events. Not only that, reactions can be referred to as retaliatory behavior or behavior that becomes behavior. In other words, a reaction is called a response or answer depending on the stimulus or in other words the result of the stimulus. In responding to a person's reaction, a positive reaction will arise, which is to like, approach and expect an object. Meanwhile, a negative reaction is if the information heard or the change of an object does not affect the action or even goes away and hates certain objects. A person's reaction can be good or bad, positive or negative. If the reaction is positive until the student concerned tends to like or approach the object, on the contrary, the negative reaction tends to make the student avoid the object. In particular, in learning activities, it was found that students who felt supported and paid close attention to by the teacher were more motivated to carry out academic activities than students who were not supported and cared for by the teacher. This shows that if students have positive assumptions that are closely related to the ability of teachers in teaching, so that students' motivation and reactions in learning can increase.

Teacher involvement or responses to student attitudes can include various forms such as attention, real action in the form of participation in learning activities such as understanding student problems, helping students in dealing with problems or obstacles in doing various assigned tasks, training themselves in understanding information to form students who perform well. scientifically or in behavior and attitudes. In the teaching and learning process, there are many student learning activities that can be pursued through physical responsiveness in addition to students in their learning activities.

Based on the results of the study, the researcher found that most students had positive reactions to history subjects and also to history teachers. This can be seen from the desire of students to be active, both in asking questions and to express their opinions. But the researchers also found that some students were inactive, quiet, and even there were students who shifted their activities that provoked a commotion, this depends on the teacher's reaction, if the teacher's reaction is positive so that the student's attitude will be better and controlled or even the opposite occurs.

Students' positive reactions in learning must be maximally maintained for the sake of creating a good learning process and creating satisfying learning achievements. Suprihatin, (2015) argues that the various efforts that will be made by a teacher to improve the strengthening of student learning behavior are steps to clarify goals to be achieved, foster motivation for students, create a pleasant learning atmosphere, use varied and interesting methods of presenting material, give reasonable praise. every student's success, and provide comments on the results of student work.

In following up on these conditions, strengthening has a very meaningful role in the student learning process. Reinforcement can be given in the form of a positive stimulus, if the reinforcement coincides with increasing student attitudes and behavior, for example praise. Conversely, if the student's reaction is lacking or not expected at all so that it does not support the learning objectives, negative reinforcement can be given so that the reaction is no longer repeated and turns into a positive attitude reaction, for example reprimands or sanctions. The benefits of strengthening for students are none other than to increase attention in learning, generate and maintain attitudes, increase self-confidence, and maintain a conducive learning atmosphere.

Strengthening the learning process also has a major impact on the sustainability and outcomes of the learning process. Strengthening, both in the form of punishment and reward is needed in the learning process, especially in the state of distance education via online (Faidy, 2014). With the existence of rewards, students feel treated more humanely, feel more valued for their efforts. Praise, the award given by the teacher to students has a positive influence on students so that they learn more actively. Conversely, punishment is needed in the learning process as a form of affirmation of the rules that have been determined related to student attitudes in the online-based learning process. Aspects of strengthening student learning motivation that come from outside such as grades, recognition of student achievement, gifts and others are effective methods in strengthening student reactions. On the other hand, internal strengthening can be established if the responses that are tried by the students really satisfy them and match their needs.

Strengthening applied by the teacher to students, where this strengthening means that it is carried out by a teacher in order to maintain a positive reaction of students in learning activities, especially in learning history. Based on the results of interviews and observations, researchers found that high school history teachers were able to carry out their duties as reinforcement of students' reactions in learning history (Sarwiningsih, 2010). Where the history teacher gives awards, in the form of praise, value bonuses to students who are active in learning history, in the hope that students who get an award will become more active. It is not denied by researchers that history teachers do not hesitate to warn students who are inactive and give punishment to students who tend to interfere with the online learning process, for example reprimanding students who do not behave as expected by the teacher when carrying out online teaching and learning activities.

D. Conclusion

In accordance with the results and discussion, the researcher draws the conclusion that to maximize the history learning behavior of high school students during the pandemic period has 5 (five) aspects learning and management of teaching and learning activities in the Covid-19 era, knowing the benefits of learning history using Google Classrooms during the Covid-19 pandemic, increasing the effectiveness of the teaching and learning process during the Covid-

19 Pandemic, the role of families in accompanying student education during the Covid-19 pandemic, and increasing student activity in taking part in online learning during the Covid-19 pandemic.

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