



Optimization of Shift Learning System: Its Impact on History Subject Students in Grade XI

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ABSTRACT

Purpose of the study: The aim of this study is to examine the impact of the shift learning system on the learning outcomes, motivation, and understanding of history subject students in Grade XI at State Senior High School 6, Bengkulu City.

Methodology: This study used a qualitative method with a descriptive approach. Data were collected through structured and unstructured interviews, observations, and document reviews. Tools included notebooks, audio recorders, and cameras for documentation. The data analysis followed a four-step process: data collection, reduction, presentation, and verification. No specific software was mentioned for data processing.

Main Findings: The shift learning system improves teacher-student interactions and creates a more focused learning environment. Students report better comprehension in smaller classes, while teachers find class management easier. However, challenges include increased teacher workload, uneven understanding due to shorter sessions, and difficulty for some students in adapting to independent tasks. Lecture methods remain effective but may cause boredom among students.

Novelty/Originality of this study: This study uniquely explores the specific impact of the shift learning system on history education for Grade XI students in Bengkulu City, focusing on teacher-student interactions, learning outcomes, and material comprehension. It provides new insights into adapting teaching methods in resource-limited settings and offers a local perspective that can guide similar educational policies elsewhere.

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1. INTRODUCTION

Education is part most important in development life. Education is a learning process in a conscious effort and planned for students in developing potential resources human power to have an understanding of something and make it become man Which critical in think [1]-[3]. Education implemented through channels called school and out-of-school education units [4], [5]. Education can realized in process study teach which cause interaction between teacher and participant educate [6]-[8]. Almost all Human activities in daily life cannot be separated from learning. This activity is intended to prepare students to become human beings. which is qualified to enhance its role for the future [9], [10]. With thus education have role Which very big in reach success participant educate.

Impact is something caused by something that is done, it can be positive or negative or a strong influence that brings good or bad consequences. Impact is divided into two types, namely positive impact and negative impact [11], [12]. Positive impact is a change that occurs in a positive or good position from an action. This impact can be called a beneficial impact for the parties involved in a circle of change [13], [14]. While negative impact is the influence caused by an action, this influence leads to a negative condition or can be called a detrimental influence or worsens the situation [15]-[17]. In the aspect of education, of course, there are various impacts that arise in the continuity of learning in the classroom, both from the teacher and the students, which are seen from the indicators that connect the consequences themselves [18]-[20]. Learning is a process that is marked by changes in a person [21]-[23]. Changes in learning outcomes can be shown in various forms such as increasing knowledge, understanding, attitudes and behavior, skills, habits and changes in other aspects of the individual who is learning [24]-[26]. Learning history is a process of interaction between students and their environment that causes changes in behavior as a result of studying past history [27], [28]. Learning history is not just memorizing and remembering events that have occurred in the past [29]. However, history learning aims to enable students to develop their knowledge to think chronologically and have their own knowledge to be able to understand and explain the process of change and development that occurred in the past [30]. Students in learning history are expected to be able to develop their potential so that learning outcomes are better and learning objectives can be achieved [31]. To achieve learning objectives, students must be active in the history learning process, because activity is one of the supporting factors for success. Learning success is also influenced by several factors that come from the students themselves or from outside the students and also from within the students themselves.

A learning model is a plan or pattern used in implementing learning in class or tutorial learning. So the learning model is the highest level of learning model in the learning framework because it covers all levels [32]. Learning methods are generally carried out by looking directly in the classroom or outside the classroom, either by using textbooks, worksheet, or other media such as videos and images [33]. The direct face-to-face method is expected to be able to create a good, comfortable and enjoyable learning environment, so that it can produce an effective learning process and maximize learning outcomes for students.

The shift learning system is one of the solutions implemented to address challenges in the world of education, especially in conditions of limited resources, such as classrooms and the number of teachers. This system divides students' learning time into several sessions, allowing for learning with fewer participants per session [34]. However, this system has consequences that need to be studied further, such as its impact on learning effectiveness, teacher-student interaction, and student readiness to face learning materials, including history lessons that require in-depth understanding and critical analysis [35]. History subjects in high schools have an important role in shaping students' character and instilling national insight [36]. Through history learning, students are invited to understand the developments and changes that occurred in the past, and learn from these events to become critical, analytical individuals who have a sense of responsibility towards their nation [36]. However, with the implementation of the shift learning system, the implementation of history learning faces new challenges, such as limited learning time and the potential for reduced depth of material that can be delivered.

The gap analysis between previous research conducted by Enda [37] and the current research lies in the differences in focus and context of impact measurement. Previous research emphasized more on the implementation of the shift learning system ideally in the local context of East Sumba Regency, without specifically measuring its impact on student learning outcomes and motivation. In contrast, the current research seeks to more comprehensively evaluate the impact of implementing the system on student learning outcomes, motivation, and understanding in history subjects. This gap opens up opportunities to explore more deeply how the shift learning system can affect the quality of education, especially in terms of increasing student motivation and understanding of history material, as well as assessing the effectiveness of the system in a broader context.

The novelty of this study lies in its specific focus in exploring the impact of the shift learning system on history subjects in grade XI at State Senior High School 6, Bengkulu City. Although research on the shift learning system has been conducted in various contexts, studies that specifically discuss its impact on history learning at the senior high school level are still very limited. This study makes a new contribution by revealing how the shift system affects teacher-student interactions, understanding of historical material, and the achievement of learning objectives in the context of history education.

In addition, this study also offers a local perspective that is relevant to the dynamics of education in Bengkulu City, so that it can be a reference for the development of similar policies in other regions. This study aims to describe the impact of the shift learning system on students in history subjects in grade XI of State Senior High School 6, Bengkulu City. The urgency of this study lies in the need to understand how the shift system affects students' understanding, motivation, and learning outcomes. The results of this study are expected to contribute to the development of more effective education policies and provide input for schools in managing quality learning processes amidst existing limitations.

2. RESEARCH METHOD

This research is a qualitative research with a descriptive approach. Qualitative research is research that aims to understand the phenomena experienced by the research subjects, such as behavior, perception, motivation, actions, and others [38], [39]. Qualitative research is a research method used to uncover problems in case studies, organize the data that has been collected, and analyze it in depth.

The descriptive method is a problem-solving procedure that is studied by describing the current state of the research object based on the facts that appear or as they are, and focuses on finding facts according to the actual situation. Qualitative descriptive research aims to find out the situation, conditions, or other things found, the results of which are presented in the form of a research report [40]. Qualitative descriptive research in this study aims to examine the impact of shift learning on history subjects for class XI students at State Senior High School 6, Bengkulu City.

Research informants are individuals who are interviewed in order to collect relevant information and data in detail related to the impact of shift learning on history subjects in class XI at State Senior High School 6, Bengkulu City. Informants in this study include the Principal of State Senior High School 6, Bengkulu City, Mr. Drs. Helmanto, the history teacher of class XI, Mrs. Vivia Amdani, S.Pd., and several class XI students, namely Alya Rahmadilla, Inne Putri Lestari, Fadil Andika, Jihad Herod, Donny Resyan, and Fathur Rahman. The selection of these informants aims to obtain diverse and in-depth views on the experience and impact of shift learning on the teaching and learning process in the class.

This study uses three main techniques for data collection: observation, interviews, and documentation studies. Observations were carried out directly in the field by observing the shift learning process, teacher and student interactions, and the classroom atmosphere [41]. Interviews were conducted in a structured and unstructured manner with the principal, history teacher, and class XI students to obtain in-depth information regarding the impact of shift learning. Documentation studies were used to complete the data through official records, photographs, and other relevant documents.

The data were analyzed through four stages: data collection, data reduction, data presentation, and verification. Data collection was carried out in natural conditions using observation, in-depth interviews, and documentation. The data obtained is then summarized and focused on important things (reduction), presented in the form of a brief description or chart to facilitate analysis, and ends with verification to ensure that the conclusions drawn are valid and consistent with field data.

3. RESULTS AND DISCUSSION

3.1. Implementation of Shift Learning System

In 2024, the shift learning system at State Senior High School 6, Bengkulu City was implemented not as a response to the pandemic, but as a new strategy to improve the quality of learning. This system aims to optimize classroom capacity, increase student engagement, and provide a more focused learning experience. With a fairly large number of students, shift learning is considered capable of providing a solution to the limitations of school facilities while maintaining the efficiency of the teaching and learning process.

In its implementation, students are divided into two groups based on a rotating schedule. The first group attends in the morning, while the second group attends learning in the afternoon session. Each session has the same time for face-to-face learning activities in class. Teachers prepare materials in a balanced manner for both groups, so that there is no difference in learning outcomes. The principal and teachers use this system to pay more attention to students in each session, creating a more conducive learning atmosphere. This shift learning system is expected to not only improve learning outcomes, but also help students manage their time better, considering that they have enough free time outside of learning sessions. The following is a table of interview results related to the implementation of the shift learning system at State Senior High School 6, Bengkulu City:

Table 1. Interviews related to the implementation of the shift learning system at SMA Negeri 6 Bengkulu

No	Respondent Name	Statement
1	IPL Students	"The implementation of the shift learning system in our school is welcomed, considering the current situation."
2	FA Students	"We are happy to be able to study again in class even with a shift system. Teachers support the implementation of shifts well."
3	VA Teachers	"The implementation of shifts in this school is a breakthrough in the world of education, even though the conditions are not yet supportive."
4	HT Principals	"The shift learning system has been in place since the beginning of the pandemic, in accordance with government regulations with health protocols."
5	HT Principals	"The impact is that some teachers are not used to teaching with a shift system, and students sometimes forget their schedule."

Interviews with various parties, including students and teachers, showed support for the shift learning system. Students stated that they were happy to be able to return to the classroom even though in a different way. Teachers, although acknowledging the challenges of teaching with a shift system, understood the importance of continuing learning during the pandemic. The principal said that the shift system had been implemented since the beginning of the pandemic and praised the professionalism of teachers in adapting to this situation. However, the principal also acknowledged the impacts of the shift system, such as the difficulty of some teachers in adjusting to the new teaching format. In addition, some students experienced problems such as forgetting their group entry schedules or feeling lazy after studying from home for too long. In conclusion, the shift learning system at State Senior High School 6, Bengkulu City was successfully implemented with the cooperation of all parties involved. Despite the challenges, especially in adapting to this new system, the effort ensured that learning activities continued while prioritizing health and safety during the pandemic. Feedback showed that although the shift system was an effective solution, students and teachers needed more time to fully adjust to this learning method.

3.2. Shift Learning System Process

The following is a table of interview results related to the implementation of the shift learning system and learning methods used in history subjects at State Senior High School 6, Bengkulu City:

Table 2. Implementation of the shift learning system and learning methods used in history subjects at State Senior High School 6, Bengkulu City

No	Respondents	Statement
1	FR Students	"The shift system is a class divided into two groups, the first week the first group comes in, the second week the second group."
2	VA History Teachers	"The shift learning system involves teachers and students, the class is divided into two groups; one studies at school, the other is given assignments."
3	IPL Students	"Shift learning is face-to-face learning between teachers and students, but the number of students is limited or divided into two groups."
4	DR Students	"I don't know what shift learning is, I just follow what the school says."
5	VA History Teachers	"The method used in history lessons is the lecture method by following the Learning process plan and syllabus."
6	AR Students	"The history teacher uses the lecture method, I find it easier to understand history lessons with this method."
7	AH Students	"It is easier to understand history lessons with the lecture method because it is explained clearly and concisely by the teacher."
8	VA History Teachers	"The advantage of the lecture method is that it saves teaching time, but there are obstacles because not all students understand the material."
9	FR Students	"I find it difficult to understand history lessons with the lecture method, often feel bored and don't understand."

The table above explains the results of interviews related to the implementation of the shift learning system and lecture method in history learning at State Senior High School 6 Bengkulu. The shift learning system is implemented by dividing students into two groups. The first group follows face-to-face learning in class for a week, while the second group studies at home with assignments given by the teacher. The following week, it is the second group's turn to enter the classroom. Most students understand this concept, although some feel confused or do not understand the system. Teachers support the implementation of this system because it is in accordance with health protocols, but they face challenges in managing learning with this shift system. In history learning, teachers use the lecture method that follows the guidelines for the flow of learning objectives and learning outcomes. This method was chosen because it is considered efficient, especially in the midst of limited learning time during the pandemic. Some students feel that the lecture method makes it easier for them to understand history lessons because the teacher's explanation is brief and clear. However, this method also has obstacles. Not all students can understand the material well, and some feel bored because the nature of this method tends to be passive. Teachers also often have to repeat the material for students who do not understand, so that more learning time is spent on re-explanations. Even so, both the shift system and the lecture method are considered quite helpful in the continuity of learning during the pandemic, although they still need improvement to increase their effectiveness.

3.3. Shift Learning System Process

In 2024, the implementation of the shift learning system at State Senior High School 6, Bengkulu City will no longer be based on the pandemic, but rather to optimize the quality of the teaching and learning process. This system is implemented as a solution to the challenges of limited class capacity and the need to provide more

personal attention to students. As in previous implementations, this system has positive and negative impacts, both for teachers and students.

The shift learning system allows for a more focused and efficient learning environment. With fewer students in the class, teachers can pay more attention to each individual, so that understanding of the material is better. Several students stated that they felt more comfortable asking questions and having in-depth discussions with teachers, because the classroom atmosphere was calmer. Teachers also found it easier to manage the class and ensure that each student could understand the material optimally. In addition, the shift schedule provides flexibility for students to organize their study time and other activities outside of school, such as taking additional courses or extracurricular activities.

However, this system also presents challenges. For students, the division of study time in class and at home sometimes causes uneven understanding. Students who are undisciplined or less independent often have difficulty completing assignments outside of class hours. Teachers also feel the need to repeat the material for different groups, which can cause additional workload. In addition, coordination between shift groups often requires more careful management to ensure consistency in delivering material and achieving curriculum targets.

Based on data from interviews with history teachers and class XI social 2 students at State Senior High School 6, Bengkulu City, the implementation of the shift learning system in history subjects is carried out by dividing students into two groups. The first group comes to school to take part in face-to-face learning in class, while the second group does assignments at home until it is their turn to come to school. This rotation process takes place every week to ensure that all students have the same opportunity to be directly involved in class.

History learning in class XI social 2 uses the lecture method, where the teacher explains the material that has been planned in the Lesson Implementation Plan and syllabus. After that, students are given assignments related to the material that has been taught. This method has positive and negative impacts. Positive impacts include increased focus during lessons due to smaller class sizes, which allows teachers to provide more individual attention. Students find it easier to understand the material and feel more comfortable asking questions. Teachers also find it easier to manage classes and maintain a conducive learning environment.

Negative impacts include additional workload for teachers, who have to repeat the same material for different groups, which poses challenges in time management and curriculum completion. For students, shorter class times and independent learning at home can hinder their understanding of the material, especially for those who struggle with self-discipline or need more guidance. Overall, although the shift learning system presents some challenges, it is an adaptive strategy to manage class capacity and maintain educational continuity, with all components working together to achieve the desired learning outcomes.

The impact of the research is can provide significant contributions in the development of a more adaptive and effective learning system, especially in the context of history learning. This research is expected to provide a clearer understanding of how shift learning affects students' motivation and their understanding of the subject matter, as well as provide a basis for policy makers in designing curricula and learning methods that are more appropriate to students' needs. However, there are several limitations in this study, such as the limited sample that only focuses on students in East Sumba Regency, which may limit the generalization of the findings to different areas or contexts. In addition, this study may not fully accommodate other external factors, such as students' socio-economic conditions and teaching quality, which can also significantly affect students' learning outcomes and motivation.

4. CONCLUSION

Based on the research conducted at State Senior High School 6, Bengkulu City regarding the impact of the Shift learning system on students in class XI social 2, it can be concluded that this system has both positive and negative effects. The positive impacts include easier interaction between students and teachers due to smaller class sizes, a more relaxed learning environment, and earlier dismissal. Teachers also find it easier to control the class and deliver material more effectively. However, the negative impacts include shorter study hours, which make it difficult for some students to fully understand the material, and the lecture method can make students feel bored. For teachers, this system increases their workload as they need to repeat the material for different groups. For further research, it is recommended to expand the sample coverage in various regions with different socio-economic characteristics, as well as include other variables such as teaching quality and parental involvement, in order to obtain a more comprehensive picture of the impact of the shift learning system on student learning outcomes.

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