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Teacher Strategies for Social Studies Learning under A Shift System in Tuah Kemuning Sencalang

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ABSTRACT

This study analyzed teachers' strategies and teaching methods for Social Studies learning under a shift system at SMAN Tuah Kemuning Kelas Jauh Sencalang, Riau. The study was motivated by limited classroom space, teaching personnel, and learning facilities, which required instruction to be organized into morning and afternoon shifts with different learning durations. A descriptive qualitative approach was employed. Data were collected through non-participant observation, in-depth interviews, and documentation involving five Social Studies teachers and supporting informants, including the principal, vice principal for curriculum, head of the main school, a school committee member, and students. Data were analyzed through data reduction, data display, and conclusion drawing and verification. The findings showed that teachers employed three main strategies: providing learning materials before face-to-face sessions, using Google Classroom to extend access to materials and assignments, and providing additional learning outside regular school hours. The teaching methods included lectures, discussions, and question-and-answer sessions, adjusted to subject characteristics and student conditions. Sociology and Geography teachers relied more heavily on discussion, whereas Economics, History, and Civic Education teachers more frequently combined lectures with question-and-answer sessions. From a Vygotskian social constructivist perspective, these strategies functioned as scaffolding that supported students within their Zone of Proximal Development. The study concluded that teachers' adaptive capacity was important for maintaining learning effectiveness under the shift system.

Keywords: *Teacher strategies; Social Studies learning; shift system; Vygotsky; learning*

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INTRODUCTION

Education is a social institution that plays an important role in developing human resources and preparing students to participate constructively in society. Learning is not merely a process of transferring knowledge, but also a planned interaction among teachers, students, and learning resources that contributes to the development of attitudes, values, and skills. In the context of the Merdeka Curriculum, learning is increasingly oriented toward student-centered practices, giving students opportunities to explore knowledge according to their needs and interests (Pratama et al., 2021; Riska Agustin et al., 2024; Febriani et al., 2023).

Therefore, teachers need strategies that are responsive to student conditions, subject characteristics, and learning situations. A strategy refers to a set of planned actions designed to achieve particular educational objectives, while teachers have professional responsibilities to educate, teach, guide, direct, assess, and evaluate students. Effective strategies therefore need to integrate appropriate methods, learning materials, media, and classroom management rather than relying on a single technique (Asbar, 2022; Hidayat, 2019; Sanjani, 2020; Adiningrat & Albina, 2024).

One contextual challenge in learning is the implementation of a shift system. In education, a shift system divides students into several learning sessions, commonly morning and afternoon sessions, in response to limitations in classroom space, facilities, or other supporting resources. Previous studies have shown that shift-based learning can affect students' motivation and learning conditions, while studies of shift management emphasize the need for teacher strategies to maintain learning effectiveness despite differences in time allocation (Mones & Kolo, 2022; Ramli, 2021).

This condition is clearly visible at SMAN Tuah Kemuning Kelas Jauh Sencalang, Riau. The school was established to improve access to secondary education for students who previously had to travel to neighboring villages. The school has limited classroom facilities, so learning is divided into morning and afternoon sessions. The morning session runs from 07:15 to 12:50 Western Indonesia Time, whereas the afternoon session runs from 13:00 to 16:50, making the afternoon session 45 minutes shorter. This condition challenges teachers to manage learning objectives within different time allocations. Effective learning under such conditions remains oriented toward achieving learning objectives; therefore, time management and teaching adaptation are essential (Setyosari, 2017).

Table 1. Student Distribution by Learning Shift

Shift	Classes	Time	Number of Students
Morning	X.1; XII.1; XII.2	07:15–12:50 WIB	78
Afternoon	X.2; XI.1; XI.2	13:00–16:50 WIB	78

Source: Administrative records of SMAN Tuah Kemuning Kelas Jauh Sencalang (2026).

The school schedule records 78 students in the morning shift and 78 in the afternoon shift. Meanwhile, the school profile narrative states a total of 157 students. This produces a difference of one student between the narrative profile and the table. This article retains the data as presented in the source material and does not determine which record should be corrected.

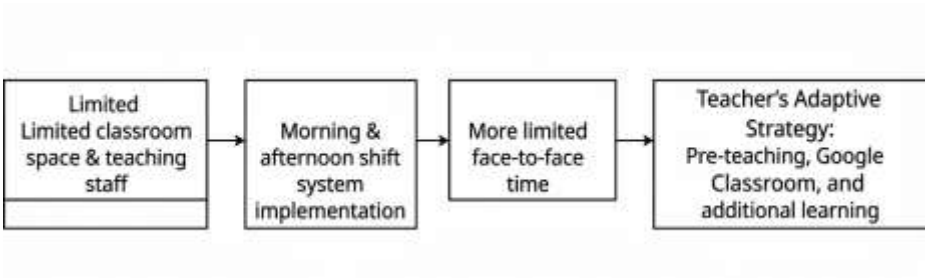


Figure 1. Context of the shift system and teacher adaptation
Source: Primary data from observation and interviews.

Social Studies learning presents particular challenges in this context because it encompasses Sociology, Geography, Economics, History, and Civic Education, while the number of teachers responsible for these subjects is limited. The school administration identifies teachers of Sociology, Geography, Economics, and History, while field findings also discuss Civic Education as part of the Social Studies learning context. Limited teaching resources further emphasize the importance of efficient, adaptive, and context-sensitive learning strategies (Yunita & Ain, 2022).

Based on this context, the study addressed two questions: (1) how do teachers implement learning strategies under the shift system, and (2) what teaching methods do teachers use under the shift system? The study aimed to analyze these strategies and methods and to explain how teacher adaptation helps sustain learning when classroom time and facilities are limited. The study was expected to provide empirical insights into shift-based learning management and practical considerations for teachers and schools facing similar conditions (Ramli, 2021; Kairusta, 2021).

METHOD

This study employed a descriptive qualitative approach because it aimed to understand teachers' strategies and methods from the perspectives of informants and through naturally occurring learning practices. A qualitative approach is appropriate for examining meanings, experiences, and social processes through in-depth field data rather than numerical measurement (Ahmadi, 2014; Sugiyono, 2020; Soares et al., 2025).

The research was conducted at SMAN Tuah Kemuning Kelas Jauh Sencalang, Riau. The main informants consisted of five teachers who taught Social Studies subjects: Sociology, Geography, Economics, History, and Civic Education. Supporting informants consisted of the principal, the vice principal for curriculum, the head of the main school, one school committee member, and four students representing the morning and afternoon shifts. Informants were selected purposively because they were directly involved in designing, implementing, managing, or experiencing shift-based learning (Sugiyono, 2020).

Data were collected through non-participant observation, in-depth interviews, and documentation. Interviews were conducted from May 18 to July 10, 2026, and addressed teachers' time management, selection of teaching methods, strategies for dealing with limited facilities, and student responses. Documentation included learning modules or lesson plans, shift schedules, learning materials, school records, photographs, and relevant administrative documents. Triangulation was conducted by comparing

information from teachers, school management, and students with observations and documentation (Sugiyono, 2020).

Data analysis followed the Miles and Huberman procedure used in the source research: data reduction, data display, and conclusion drawing and verification. Reduction focused on information directly related to the two research questions, particularly strategies for managing limited learning time and methods used in shift-based classrooms. The data were then organized according to themes and sources so that similarities and differences among informants could be analyzed before conclusions were drawn (Miles & Huberman, 1992, as cited in the source manuscript).

RESULTS AND DISCUSSION

The findings showed that the shift system was implemented as a practical response to limitations in classroom space, teaching staff, and learning facilities. The main learning problem was not simply the existence of two sessions, but also the reduction and unequal distribution of face-to-face learning time. The afternoon session was shorter, and teachers also found that some students experienced reduced focus and participation during afternoon learning. This condition encouraged teachers to move part of the learning process beyond formal classroom hours (Mones & Kolo, 2022).

Table 2. Main Teacher Strategies Identified in the Study

Strategy	Field Implementation	Purpose
Providing materials before class	Teachers distributed PDF files or other learning materials before face-to-face meetings.	Students could prepare in advance so limited class time could focus on explanation, discussion, and reinforcement.
Using Google Classroom	Materials, assignments, and resources for review were uploaded and could be accessed outside the short class period.	To expand the learning space and allow students to access or review missed materials.
Additional learning outside school hours	Teachers voluntarily provided additional sessions when students needed further explanation, including learning sessions held at teachers' homes.	To complete difficult or unfinished material without increasing pressure on the regular school schedule.

Source: Primary data from observation and interviews.

The table shows that several teachers, particularly History and Geography teachers, prepared or distributed learning materials before face-to-face meetings. This gave students an opportunity to become familiar with the material beforehand, allowing limited classroom time to be used for clarification, discussion, and reinforcement. Student responses also indicated that receiving materials in advance helped them prepare for learning, increased their confidence, and encouraged participation. This approach is consistent with the principle that learning strategies need to be adapted to learning objectives, materials, and available resources (Panggabean et al., 2021).

In addition to providing materials, teachers used Google Classroom to support learning beyond face-to-face sessions. Through the platform, teachers uploaded materials, assignments, and learning resources that students could access again when classroom time was insufficient. Although limited internet data quotas remained a constraint, most students had devices and internet access. Google Classroom therefore helped extend the learning space and maintain continuity under the shift system (Pratama et al., 2021).

Teachers also provided additional learning outside school hours when students needed further explanation, particularly for material that was difficult or had not been completed because of limited learning time. Based on observations on May 21–22, 2026, and interview findings, several teachers voluntarily provided additional sessions according to student needs. This practice was particularly identified among Economics and Civic Education teachers. The finding indicates that teachers attempted to provide learning support beyond the formal schedule when the shift system left some student learning needs unmet (Sanjani, 2020).

The teaching methods used under the shift system included lectures, discussions, and question-and-answer sessions. The methods were adjusted to subject characteristics, student conditions, and time limitations. Sociology and Geography teachers relied more heavily on discussion to examine social phenomena and connect learning materials with students' surroundings. Economics, History, and Civic Education teachers used lectures more frequently, combined with discussion or question-and-answer sessions. During the afternoon shift, teachers also varied their methods and used ice-breaking activities to reduce boredom and maintain student attention.

Table 3. General Teaching Methods Used by Teachers

Subject	Dominant Methods	Research Findings
Sociology	Discussion	Used to discuss social phenomena and materials related to students' lives.
Geography	Discussion	Used to connect learning materials with phenomena and the students' surrounding environment.
Economics	Lecture, discussion, and question-and-answer	Lectures were more dominant because of limited time, instructional equipment, and textbooks; discussion and question-and-answer were used as reinforcement.
History	Lecture and question-and-answer	Lectures were considered appropriate for narrative materials, while discussion was used for particular activities.
Civic Education	Lecture, discussion, and question-and-answer	Lectures were the main method because of limited facilities, while discussion and question-and-answer were used as variations.

Source: Primary data from observation and interviews.

Beyond classroom teaching methods, the findings showed that teachers provided support outside formal learning. This support included personal approaches, open communication, additional or remedial

assignments, monitoring of student progress, and guidance outside lesson hours. Personal approaches were used when students experienced declining grades, lateness, or changes in their circumstances. Teachers invited students to communicate directly to identify the problems they faced. Teachers also provided additional or remedial assignments, opened consultation opportunities, monitored student development, and used informal communication to help students understand learning materials again.

These findings can be understood through Vygotsky's social constructivism, which views learning as a process formed through interaction with more competent others within a sociocultural environment. Two relevant concepts are the Zone of Proximal Development (ZPD), the distance between what students can do independently and what they can achieve with assistance, and scaffolding, or temporary support that is reduced as student independence increases (Hapudin, 2021).

Providing learning materials before class can be understood as an initial form of scaffolding because it gives students a foundation before they enter a limited face-to-face session. Google Classroom extends this support by providing materials for review and enabling teachers to maintain communication outside class hours. Additional learning provides more direct support when students' independent understanding has not reached the expected level. Overall, these practices show that teachers distribute learning support across time rather than relying entirely on short classroom sessions (Hapudin, 2021).

The methods used also reflect different forms of social interaction. Discussion places students in a collaborative learning environment, while question-and-answer sessions enable teachers to identify gaps in understanding and provide direct support. Even lectures can function as scaffolding when teacher explanations provide the conceptual structure students need before learning independently. Thus, the empirical findings suggest that the value of a method under a shift system depends not only on whether the method is categorized as active or conventional, but also on how it is integrated with opportunities for interaction, feedback, and follow-up support (Hapudin, 2021; Salsabila et al., 2024).

The main challenges identified were limited face-to-face learning time, differences in duration between morning and afternoon sessions, limited facilities, teacher workload, and a tendency for some afternoon-shift students to experience reduced focus. These conditions are consistent with previous research on rotating learning schedules showing that differences in learning schedules can affect motivation and learning conditions. The findings reinforce the need for schools to view shift-based learning as an adaptive arrangement that requires careful instructional planning rather than simply a change in scheduling (Mones & Kolo, 2022; Ramli, 2021).

An important implication is that teacher innovation requires institutional support. The additional learning activities identified in this study were largely based on individual teacher initiative. For sustainability, schools need to facilitate access to digital learning platforms, ensure the availability of learning materials, coordinate additional learning so that it does not create an unmanageable workload, and gradually address the infrastructure limitations that initially led to the shift system. Teacher adaptability can therefore be strengthened through school-level policies rather than relying solely on individual dedication (Sanjani, 2020; Rahmasari, 2023).

CONCLUSION

This study concluded that the shift system at SMAN Tuah Kemuning Kelas Jauh Sencalang was essentially a response to limitations in classroom space, teaching staff, and learning facilities. Under these conditions, teachers did not rely solely on formal classroom time. They developed three main strategies:

providing learning materials before class, using Google Classroom to extend access to learning resources, and voluntarily providing additional learning outside school hours. These strategies distributed learning activities across available time and helped address limitations in face-to-face interaction.

In terms of teaching methods, lectures, discussions, and question-and-answer sessions remained dominant, but their use varied by subject. Sociology and Geography teachers tended to emphasize discussion, whereas Economics, History, and Civic Education teachers more frequently used lectures combined with question-and-answer sessions. From a Vygotskian perspective, these strategies and methods can be understood as forms of scaffolding that support students within their Zone of Proximal Development despite limited classroom time. The study highlights that the quality of learning under a shift system depends not only on available facilities but also on teachers' ability to adapt learning support to situational conditions and student needs. Schools are therefore encouraged to strengthen institutional support for digital learning, learning materials, coordinated additional sessions, and improvements in learning infrastructure so that teacher adaptation can be sustained without creating excessive individual workload.

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