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## Post Pandemic Learning Culture : Which is Your Choice?

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### Abstrak

Covid-19 memengaruhi cara kita menjalani kehidupan, termasuk di sektor pendidikan. Penelitian ini bertujuan untuk mengetahui kebiasaan siswa dalam proses belajar mengajar yang merupakan bentuk transisi dari kelas offline ke kelas online dan sebaliknya. Pendekatan penelitian deskriptif kuantitatif yang digunakan dalam penelitian ini menarasikan data berdasarkan tanggapan responden dan memberikan makna yang relevan. Mahasiswa dari semester tiga hingga tujuh yang telah berpartisipasi dalam kegiatan pembelajaran online dan offline berfungsi sebagai subjek penelitian untuk merefleksikan variasi gaya belajar. Jawaban dari survei yang didistribusikan kepada responden melalui formulir Google digunakan untuk mengumpulkan data. Peneliti dapat menyimpulkan dari temuan penelitian bahwa para siswa sendiri mungkin menemukan beberapa jawaban yang membingungkan. Misalnya, ketika ditanya kembali, mayoritas dari mereka lebih memilih pendekatan pembelajaran tatap muka meskipun pada awalnya mereka menyatakan bahwa pembelajaran online lebih fleksibel dan memberikan pengetahuan yang cukup. Hal ini menunjukkan bahwa, terlepas dari meluasnya penggunaan sejumlah kebiasaan baru dalam bentuk platform online, pengajaran tatap muka masih menjadi metode yang lebih disukai oleh mereka. Makalah ini menyimpulkan bahwa pandemi Covid-19 dapat memengaruhi cara belajar siswa, yang dalam beberapa kesempatan bersifat positif.

**Kata Kunci:** Kebiasaan Belajar, Pandemic, Budaya, Pembelajaran Tatap Muka dan PJJ.

### Abstract

*The Covid-19 influenced the way we live the lives including those in educational sector. This paper seeks to find the habit of the students in the learning process as it is a kind of transition from offline classes-on line classes and off line classes. The quantitative descriptive research approach used in this study narrates the data in light of the respondents' responses and assigns pertinent meanings students from semester three through seven who have participated in both on line and off line learning activities serve as the study's subjects in order to reflect on variations in learning styles. Answers to surveys distributed to respondents via the Google form were used to collect the data. The researcher can infer from the research's findings that the students themselves may find some of the responses to be perplexing. For instance, when asked again, the majority of them preferred the face-to-face learning approach despite their initial claims that online learning was more flexible and provided sufficient knowledge. This demonstrates that, despite the widespread usage of a number of new habits in the form of on line platforms, face-to-face instruction is still the preferred method for them. The paper conclude that the Covid-19 pandemic can influence the way the students learn in which, in some occasions are positive.*

**Keywords:** Learning Habits, Pandemic, Culture, Online and Offline Learning.

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## INTRODUCTION

Online education generally alters all aspects of life, including the educational system. All organizations were obliged to modify their learning models in order to survive the pandemic's sudden shifts and the difficulty of mobilizing individuals owing to transportation limitations (Emeilia & Muntazah, 2021; Widyasari, 2022). After two and a half years, limits on enrollment have started to lift, and schools are now allowing former students back into their classes for face-to-face instruction (Basar, 2021; Panggabean et al., 2021). Because they have had the convenience of accessing learning from anywhere through an online platform for the past two years, some students may be content with these circumstances, but others may be a difficulty in their own way (Awang et al., 2011). Even for some people, learning can now be done from home, in coffee shops, restaurants, or even at the office (Adedoyin & Soykan, 2020; Endriansyah et al., 2020).

Numerous studies have demonstrated that one benefit of online learning is that it can be done anywhere due of its flexibility and portability. This study examines how this new cultural shift impacts students' study habits or, conversely, whether they anticipate the return of face-to-face learning (Edward & Awhen, 2015; Gardner & Brooks, 2018).

The globe has been affected significantly by the Corona Virus Disease (Covid-19) pandemic since the year 2020 began, and this includes the world of higher education. Face-to-face learning, which previously predominated, was temporarily stopped and encouraged to transition to internet network-based learning due to the corona virus's ease of transmission and the significant mortality impact for victims (*Data Covid-19*, 2020; Smith, 2021).

In response to this situation, the Ministry of Education and Culture's Directorate General of Higher Education (Ditjen Dikti) (Hendayana et al., 2020) provided learning facilities for students in tertiary institutions during the Covid-19 emergency. In order to stop the spread of Covid-19, it was stated in the Circular Letter from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 dated March 17, 2020 regarding online learning and working from home. In fact, Covid-19 has been able to speed up the use of remote learning through information technology. The epidemic has given serious consideration to distant learning a significant push. According to a report by the Directorate General of Higher Education, online learning is being used by 98 percent of tertiary institutions. Students believe that online learning is quite beneficial for three dollars (Republic of Indonesia's Ministry of Education and Culture, Directorate General of Higher Education, 2020).

Due to the lack of readiness across the board, particularly in the education sector, the change in learning culture brought on by the Covid 19 pandemic appears to be happening slowly and through trial and error. Learning was seen as the best public policy tool prior to COVID 19 as it increased knowledge and skills. However, all parties experienced a culture shock when they switched from the face-to-face learning culture to at-home online learning (Basar, 2021; Cai, 2020).

When a pandemic strikes, online learning is a viable option, but it is not widely employed in Indonesia since the face-to-face meetings required by the learning model still apply. This online learning technique is unfamiliar to educators and students. During the online learning process, teachers must effectively communicate the subject, and students must comprehend what is said. Sun and Chen (Irmada & Yatri, 2021) assert that in order for online learning to function effectively, certain conditions must be met. These conditions include: (1) a strong class concept or online learning model; (2) well-established interaction or communication between educators and students; and (3) technological advancements (Levenson & Boser, 2014).

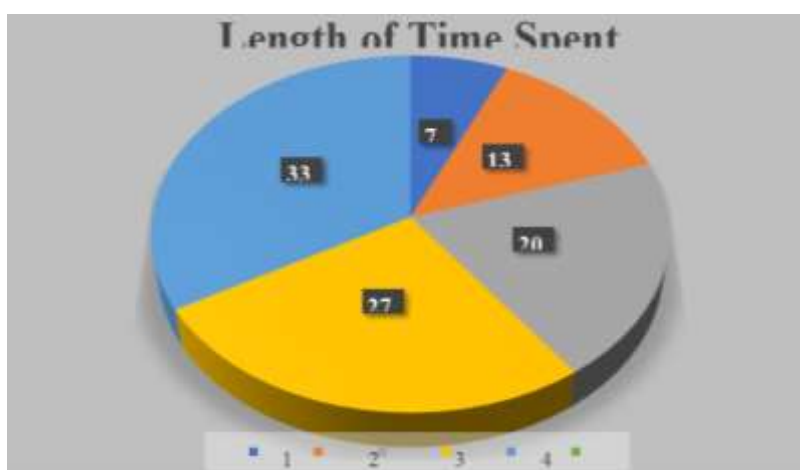
For universities, the transition from face-to-face learning (offline) to online learning (online) presents its own set of difficulties. One of the alternatives that educators and students need during this pandemic is online learning (Puspitorini, 2020; Vaskelainen & Piscicelli, 2018). In order to adopt online learning, instructors can benefit from these technological advancements by using various online programs, such as zoom, alert, google classroom, google meeting, or whatsapp group, as learning medium or intermediates to transmit knowledge to students (Irmada & Yatri, 2021; Surani et al., 2020).

## METHOD

The quantitative descriptive research approach (Creswell, 2012; Flick, 2013) used in this study narrates the data in light of the respondents' responses and assigns pertinent meanings. The objects of the research are students in semesters three through seven participating in both online and offline learning activities from Pertiwi University in order to reflect on variations in learning styles. The research were carried out during June to August 2022 Answers to surveys distributed to respondents via the Google form were used to collect the data. The google form was then validated first by expert judgement which was distributed by the student wa group, received responses from 83 students in all. Following an analysis of the student responses, a narrative was provided to explain the significance of the responses.

## RESULTS AND DISCUSSION

There are some very interesting findings after having this research done. Here are some results as shown below.



**Figure 1. Time Spent For Online Learning**

Figure 1 shows that 67% of the respondents has been spending 4 semester or more for online learning. The data shall then provide important findings as the more they spent their time the more experience they have during and after the pandemic. The rest of the respondents or 33% had just experienced two semesters or less.

In fact when the research was carried out the online learning has been stopped and replaced by offline learning so that they can compare between two models of learning.

### During Pandemic



### Graph 1. Knowledge Gained from Online Learning

Numerous studies conducted during the pandemic claimed that online learning was ineffective, particularly in terms of the outcomes that students were able to achieve. This is a result of the restricted.

Interactivity and the extremely constrained lecturer control room for the students. This study also reveals that only a small percentage of respondents, or 24.4%, claimed to have learned enough from their online coursework. The majority, or 36.5%, expressed doubt about their ability to learn enough while doing so online. Additionally, the data reveals that 39% of respondents don't feel that online learning gives them a lot of knowledge. These findings support other earlier research that have shown how successful online learning is.



Graph 2. Opinion on Online Learning

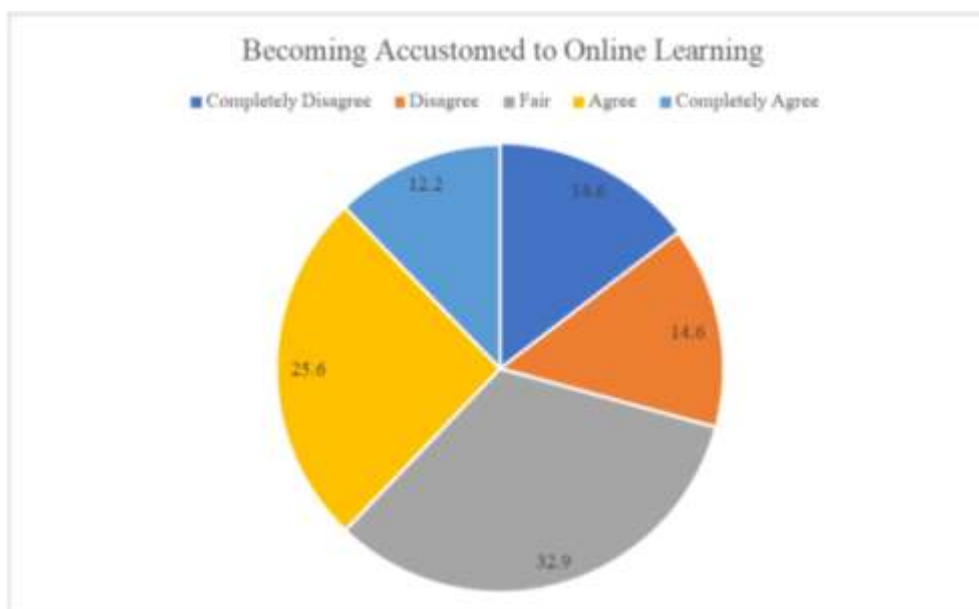
When respondents were questioned about how fascinating the learning they had experienced was, the answers were somewhat similar. Only 31.7% of respondents thought online learning was highly engaging, while 34.2% disagreed. This is pretty intriguing because it shows that practically all of the data from responses to the learning process is similar. As many as 34.1% of respondents indicated that they were confused if certain comments about the online learning experience were in fact very fascinating or uninteresting.

Finally, based on these findings, it is clear that lecturers require a more engaging method of doing online learning. Finally, based on these findings, it is clear that lecturers require a more engaging method of doing online learning. Online learning is less appealing due to the limited contact process. On the one hand, the use of online quiz applications by lecturers also requires a great deal of innovation in order to reduce the constraints of these interactions.

### After Pandemic

#### Online Learning Habits

Sometimes a person's habits, including their online learning habits, are influenced by the habits that everyone else engages in. How the switch to learning that has been done online for more than two years affects learning habits or culture when learning is done back in person at this time is another subject of this research. According to the data as shown on Figure 2, 42% of respondents claimed that learning online has become a new habit for them, indicating that they enjoy the process of learning online for whatever reason. While 47.5% of them stated that they did not modify their preferred method of learning because of online education. The remaining 14.6% did not perceive any distinction between their study practices and online learning.



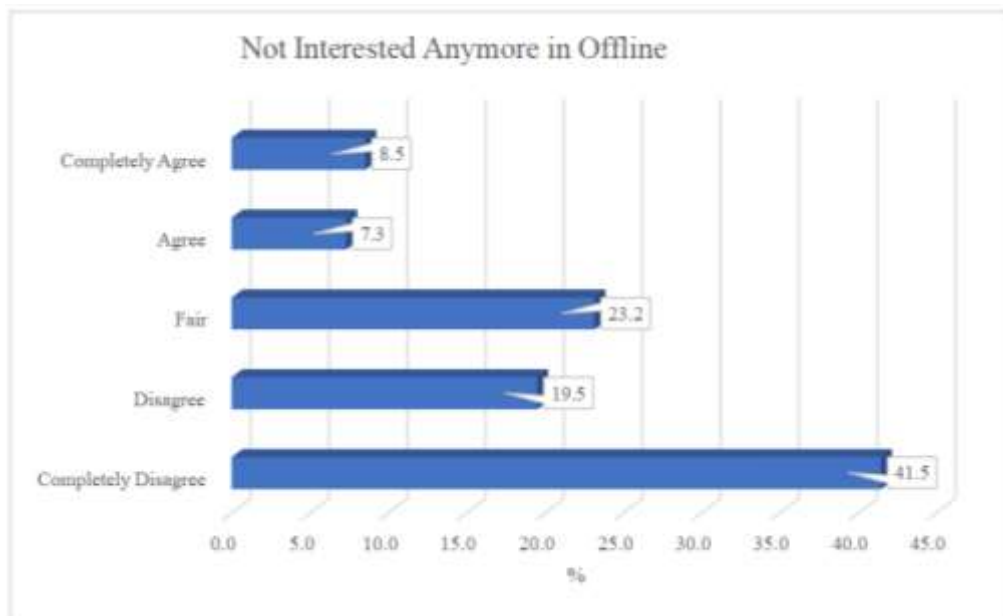
**Figure 2. Online Learning Habits**

### Online Learning Habits Changes

Students' learning patterns will undoubtedly change as a result of the pandemic's shift in the learning approach from traditional or in-person classes to online instruction. Students generally only had direct experience with the learning process before the epidemic, thus they were unable to compare it to other models. However, following the epidemic, where there were numerous learning methods, students can now tell which approaches have advantages and disadvantages.

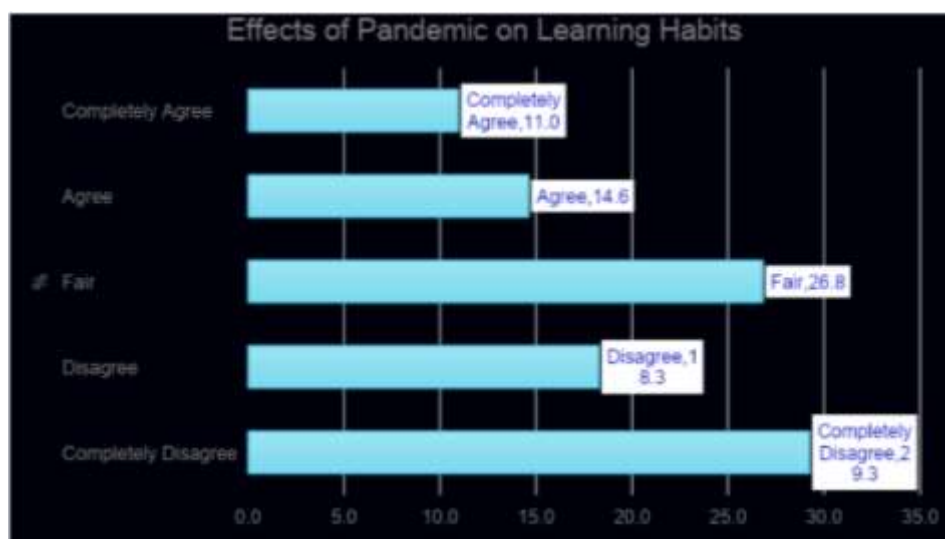
The same thing may also occur, in which case their routines will undoubtedly be impacted by their habit of studying online for more than two years. Those that gain from the online system will be inclined to alter the culture of learning and wish to keep the model in place.

The results of this survey showed that, despite having taken online courses for 2.5 years, the majority of respondents—up to 61%—did not believe that online learning is preferable than face-to-face instruction. The fact that they still favor traditional classroom settings indicates that, prior to the outbreak, their culture had not affected their behavior. Exclusively 15.8% of students strongly agreed or agreed that they would never return to offline learning and were only interested in switching permanently to online learning. 23.2% of the population made the middle position their choice. This response leads to the conclusion that pupils still prefer traditional classroom instruction.



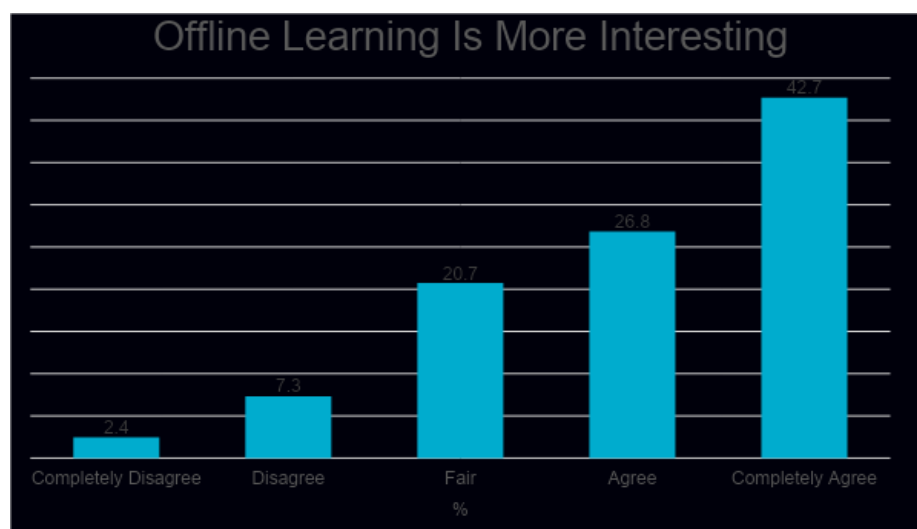
**Graph 3. Offline Learning Habits**

### **Pandemic Effects On Learning Habits**



**Graph 4. Pandemic Effects on Learning Habits**

### **Comparing Two Learning Model After Pandemic**



**Graph 5. Comparing Two Learning Model After Pandemic**

The majority of students, or 69.5%, prefer face-to-face learning over online learning, according to graph 5, which compares the two techniques. Only 9.7% of students prefer online learning. The research demonstrates and supports the significant issues associated with online learning. When compared to numerous studies with larger coverage and wider geographical differences, the explanation for not having an internet network and data packets is impossible since the objects are students and the objects are in big cities.

In the end, the concept of online learning caused or forced by the pandemic has a positive effect that was never imagined before. Currently, both students and teachers are accustomed to and even enjoy the online learning process even though most of them still want the learning process to be done offline.

## CONCLUSION

The researcher can infer from the research's findings that the students themselves may find some of the responses to be perplexing. For instance, when asked again, the majority of them preferred the face-to-face learning approach despite their initial claims that online learning was more flexible and provided sufficient knowledge. This demonstrates that, despite the widespread usage of a number of new habits in the form of online platforms, face-to-face instruction is still the preferred method for them. If the situation were further investigated, it might be the result of the Indonesian people's preference for direct learning through face-to-face interactions with professors or friends.

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