

## STUDENTS LEARNING CULTURE IN HIGHER EDUCATION AFTER THE COVID-19 PANDEMIC

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**Abstract:** This study aims to analyze the description of student learning culture in higher education after the Covid-19 pandemic so that it can develop better learning productivity. The type of research used is quantitative descriptive research using a case study method conducted at Ma'some University with a total research population of 150 students at the Faculty of Teacher Training and Education. The results showed that students in higher education classified the learning culture implemented through social interactions and the value system in the substance of learning culture as high after the Covid-19 pandemic with a score of 3.32 and 3.34 for each dimension. Students in higher education can adapt to post-Covid-19 pandemic learning. However, universities still need to improve and maintain the stability of student learning culture by being conducive to social interactions and values and systems in the substance of learning culture.

**Keywords:** Learning Culture; Post-Covid-19 Pandemic; Higher Education.

### INTRODUCTION

Covid-19 that hit the world, including Indonesia, caused various policies issued by the Indonesian government to reduce the level of spread of the coronavirus, including imposing social distancing, physical distancing, and the implementation of PSBB (large-scale social restrictions) in several regions. The

policies to limit the spread of COVID-19 impact various fields worldwide, especially education in Indonesia (Herliandry et al., 2020). The health crisis caused by the COVID-19 outbreak has spearheaded online learning in unison. A tsunami of online learning has occurred almost worldwide during the COVID-19 pandemic (Goldschmidt & Msn, 2020). Covid 19 has paralyzed face-to-face learning and forced all to switch to virtual (online) systems (Arta, 2021; Fauzi, 2020; Sahlber, 2020). Online learning was previously used as an alternative when educators were unavailable or as additional student learning tasks. Now online has become a daily activity for students, teachers, and lecturers in fulfilling the continuity of learning. Online learning is a solution to continue teaching and learning activities (Rachmat & Krisnadi, 2020). Online learning is carried out through various applications (Suhada et al., 2020). Various application options for online lectures include Zoom, google classroom, email, and so on (Dewantara & Nurgiansah, 2021). With online learning, students learn remotely and independently. Through online learning, students will remain in their learning endeavors and gain knowledge even in covid situations (Komariah & Kurniady, 2021)

The first four months, from February to May 2020, was a period of

adaptation contaminated with each parent's mental and physical readiness who had to fill learning and learning activities within limitations. In the early days of Covid-19 attacking the world of education, this was a big challenge for students, educators, and parents. However, this can be passed with maximum learning activities carried out. Through Circular Letter of the Director General of Higher Education of the Ministry of Education and Culture Number 1 of 2020 concerning preventing the spread of coronavirus disease in Higher Education. The circular letter contains an appeal for universities to carry out distance learning according to their respective conditions and advises students to do learning from home. In this case, universities are guided to be able to organize online learning or online (Firman, 2020).

Learning conditions during the pandemic must be utilized with various changes in thinking patterns, learning patterns, and scientific interaction patterns that are more meaningful and clearer so that all rigidity and fear in responding to the Covid-19 period can be maximized with productivity that characterizes meaningfulness (Saerang et al., 2022). Feelings of phobia must still be minimized by being optimistic that all activities can still occur with the new standard health protocol, especially in the education delivery segment, both in preschool and higher education. Each individual must be responsive to the limitations during the pandemic to remain productive in their field and interpret this pandemic condition as part of a change that must still prioritize representative attitudes and behaviors in the new order to create a varied learning space.

Entering the Era of the New Order (New Normal) adapted after Covid-19, the provincial government and local governments formulated a new policy in the world of education, namely the habituation of online learning to face-to-face. However, with the shift in learning methods, it is still allowed for students/colleges to do blended learning (learning can be done online and offline) (Haryono & Darmadi, 2022). So that with this new habituation to post-covid-19 learning brings a new learning culture for students and teachers who need readjustment, including universities.

It will be essential in the post-pandemic situation, and universities must prioritize their important role in keeping the learning culture conducive. They quickly shifted to the needs imposed by the public health crisis during the covid-19 attack. They may now need to redefine the balance between post-pandemic education policy and the readiness of students accustomed to online learning.

Students' high and low interest in learning certainly significantly affects the learning culture in higher education. This needs to be an essential highlight to restore the education order as before. To come up with the best solution to face reality after the co-19 pandemic, as long as it can use the creative potential of existing resources, a learning culture must continue to be built for the convenience of students (Wahab, 2020).

This research was conducted to analyze the description of student learning culture in higher education. So that it can be taken into consideration by universities to take action on which indicators still need attention in developing a better and more conducive student learning culture.

**METHODS**

This research is a quantitative descriptive study that describes the learning culture of students after the Covid-19 pandemic. This research uses a case study method. All students of the Faculty of Teacher Training & Education, Ma'soem University, totaling 150 students from two study programs, namely the English Department and the Guidance and Counseling Department. This research uses total sampling to use the entire population as a research sample. However, in the process of collecting research data, the number of research respondents collected who filled out the research questionnaire was 94 respondents. So, this number is processed as research data.

**RESULT**

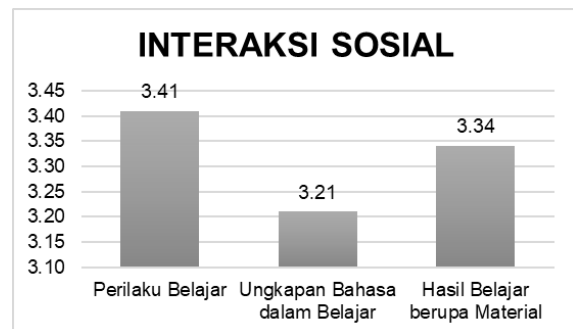
Readaptation of learning culture after the Covid-19 pandemic is a form of change that requires organisms to adjust to a new environment or culture that applies to their current environment. The new cultural changes that will be discussed in this study are the changes that occur in culture in the form of 1) social interactions as measured through a) learning behavior, b) language expression in learning, c) learning outcomes in the form of materials; and 2) the substance of learning culture as measured through a) knowledge system, b) system of values and ethics, c) system of life views.

Based on the distribution of questionnaires to students, a description of the student learning culture after the covid-19 pandemic in higher education was obtained. The results are as follows:

**Social Interaction**

The manifestation of learning culture is shown concretely in the form of a) learning behavior, b) language expression in learning, and c) learning outcomes in materials. Learning culture in the form of behavior appears in social interactions. The learning behavior of individuals or groups with specific social status backgrounds reflects their learning culture patterns. The manifestation of the learning behavior of individuals or social groups can also be seen from official and unofficial conditions. Differences in conditions reflect different values, norms, and rules.

Of the three indicators measured in the social interaction of students in higher education, the results are as shown in the following graph:



**Figure 1.**  
 Student Social Interaction in Learning Culture in Higher Education after the Covid-19 Pandemic

Based on Figure 1. It can be seen that the three indicators of social interaction in the learning culture of students in post-pandemic covid-19 universities are classified as high in implementation because they have reached a score in the 3.01-4.00 column according to the SPSS calculation consultation table.

However, when compared between indicators, the expression of Learning

Language is the lowest indicator in the achievement of social interaction in student learning culture with the acquisition of 3.21 from the highest range of 5. Although it is high based on the SPSS calculation consultation table, it still has to be considered compared to other indicators to be developed.

The expression of language in learning concerns the mastery of learning knowledge for each course in the post-pandemic covid 19 period, social interactions that occur in post-pandemic covid 19 KBM between lecturers and students, as well as skills and the level of student confidence in learning in the post-pandemic covid 19 period.

Another indicator that becomes a benchmark in social interaction in student learning culture is learning outcomes in the form of material with the acquisition of results, namely 3.34, which is classified as high in its implementation and how many indicators with the middle achievements compared to the other two indicators.

The things that are measured in the indicator of learning outcomes in the form of material are the level of understanding of the material in post-pandemic covid 19 learning, the level of effectiveness of post-pandemic covid 19 learning, the level of knowledge of teaching materials delivered in post-pandemic covid 19 learning.

The indicator with the highest achievement of social interaction in student learning crocodiles is learning behavior, where this indicator reaches an implementation score of 3.41 with a high category.

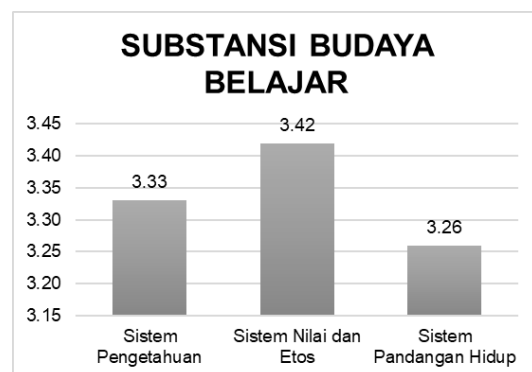
This shows that the Post Covid 19 Pandemic learning pattern, implementation of group learning after the pandemic, and individual learning tendencies after the

Covid 19 pandemic can be appropriately implemented and optimally.

**The Substance of Learning Culture**

The substance of learning culture can be categorized into three essential parts: a. Learning culture knowledge system b. learning culture value system and learning culture ethos system c. System of life views regarding learning culture knowledge system results from accumulated learning gains throughout life, both social and natural environments. Good knowledge is self-adjustment to changes.

Based on the results of the distribution of questionnaires conducted by researchers to measure the substance of student learning culture in higher education, the results obtained are as shown in the following graph:



**Figure 2.**  
 Substance of Student Learning Culture in Post-Covid-19 Pandemic Learning Culture in Higher Education

If you pay attention to Figure 2. Above, it can be seen that the achievement of the substance of student learning culture in the post-pandemic covid-19 college learning culture is in the high category with an average score of [there is a table 3.01-4.00.

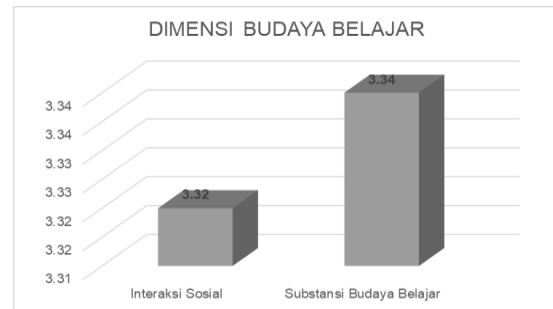
The value and ethos system indicates the highest score achievement in the substance of student learning culture in higher education in PMB activities, namely 3.42. where this shows that post-pandemic covid 19 learning provides good orientation for students, the level of student confidence in the application of learning applied by the campus in the post-pandemic, and the development of patterns of change in post-pandemic covid 19 learning culture has also been implemented correctly and optimally.

Meanwhile, the student knowledge system indicator scored 3.33 with a high category, and this means that post-pandemic learning provides experience for students; the level of learning at home, society, or education in schools after the Covid-19 pandemic; the self-adjustment made by students in making changes to learning after the Covid 19 pandemic has been implemented very well.

Meanwhile, the values of the level of student acceptance in post-pandemic Covid 19 learning, the ability of students to adapt to learning in the post-pandemic Covid 19 period, and the level of community influence in the implementation of post-pandemic Covid 19 student learning provide a picture of the life view system indicator with the lowest level of implementation compared to the values contained in the two other learning culture substance indicators.

From the two descriptions of the dimensions of student learning culture in post-pandemic Covid-19 universities, social interactions and values in the substance of the learning culture measured are classified into the high category in their implementation. The average value of

each dimension is shown in the following table:



**Figure 3.**

Measurement of Dimensions of Student Learning Culture in Higher Education after the Covid-19 Pandemic

**DISCUSSIONS**

Higher education strategically explores and develops the human potential to be honed and developed into quality individuals (Karim, 2020). The Covid-19 pandemic has revolutionized the way universities organize learning. In a short period, campuses were forced to implement online learning. About 97% of universities have adopted online learning (Director General of Higher Education, 2020). Online learning using digital technology allows lecturers and students to hold a learning process even though both are in different places (Milman, 2015).

The Covid-19 pandemic has disrupted the Tridharma of Higher Education. In the field of education and teaching, before the pandemic, the learning process was carried out by face-to-face methods, but now it has been done online. Online learning is considered the best solution to teaching and learning activities amid the COVID-19 pandemic. After the COVID-19 pandemic declined, universities began implementing new adaptations by re-enforcing face-to-face learning.



Students as the center of learning activities are still challenging (Mitasari et al., 2021). The difference in student learning culture during the covid-19 pandemic with post-pandemic covid-19 in social interactions and the substance of learning culture is undoubtedly very different. However, achieving a conducive learning culture can still be categorized as safe and stable when students have to do face-to-face learning. It can be seen that all achievement scores for each indicator of the two dimensions of learning culture measured are still classified as "high" based on the consultation table of SPSS calculation results.

In social interaction, language is one of the concrete manifestations of learning culture in individuals or social groups. Mastery of the language of science from various other nations allows it to strengthen and develop a person's or social group's learning culture. (Liliweri, A. (2019). Learning outcomes in materials make a concrete manifestation of an individual or social group's learning culture system. Learning outcomes are not only in the form of objects but skills that lead to life skills. The concept of life skills contains several skills that are produced through the learning process that takes place in the environment. So that it can provide quality services (Thahir et al., 2020)

The cultural value of learning and the ethos of learning culture has to do with the knowledge system that causes itself to believe in the importance of learning knowledge to individuals or social groups. The factors that influence the importance of learning values are experience and future cultural orientation. The value of learning culture will be related to the type

of learning material considered necessary by society. The cultural value of learning undergoes development. This development follows the pattern of socio-cultural change. The ethos of learning culture refers to the appearance of the essential character of learning inherent in individuals or groups of society. This basic disposition characterizes and identifies the social group. M.E Opler (1946) calls ethos a configuration containing all abstract parts derived from a system of ideas and patterns of action of various individuals or groups of people with different meanings.

Ruth Benedict (2005), in a comparative study, succeeded in revealing the character of three groups of people, namely the Pueblo Zuni Indians from the state of Colorado in the United States, the Dobu people in southeastern Papua New Guinea and the Kwakiuti people on the islands near the west coast of Canada. The worldview of learning culture is formed based on the knowledge system, values, and ethos of learning culture adopted by the local community. The learning knowledge system obtained from the community environment is a thinking system regarding categorization. The outlook on life shows an open or closed attitude. Some groups accept learning cultures that are only suitable for their environment and reject learning cultures that are not in accordance with their community environment.

## **CONCLUSION**

Based on the study results, every university certainly needs to make changes with the new adaptation of the Covid-19 pandemic in the post-Covid-19 pandemic. This is also concerned with how universities can build a student learning

culture that is conducive and comfortable for students; face-to-face learning carried out after approximately two years of online learning during the co-19 pandemic provides a different experience and brings new habits to each student. With the achievement of a score based on the calculation of the SPSS results, the high level of implementation indicates that the student learning culture is still relatively safe, and each student can adapt to learning in this post-covid-19 pandemic college. However, universities certainly still need to improve and maintain the stability of the student learning culture conducive to both social interactions and values and systems in the substance of their learning culture.

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