

Changes In University Student Behavior Intentions To Learn Offline In The Post-Pandemic Era

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Abstract

Many researchers investigated the behavioral intentions of students to take online courses during Covid-19. However, only a few have examined how students' intentions can change post-Covid-19 by combining their abilities and learning approaches. Universities in Indonesia are going through a process from lockdown in February to reopening mid-2022. This provides a unique context for students in Indonesia to understand online learning that has emerged for approximately six months before returning to everyday face-to-face learning on campus. Therefore, this study aims to analyze changes in student behavior intentions to study offline in the post-Covid-19 pandemic era. This research was conducted using a qualitative approach with a descriptive method. The results showed that the Covid-19 pandemic significantly impacted changes in student learning behavior during online learning, including changes in learning bath behavior, timeliness of learning and students' social skills towards the campus environment. So that when the pandemic slows down, online learning is stopped and offline or face-to-face learning begins, resulting in a change in student learning behavior intentions. These changes include changes in student character, motivation in learning and learning losses due to the Covid 19 pandemic.

Keywords: Behavioral Intentions, Students, Offline Learning, Pandemic, Covid-19.

A. INTRODUCTION

Since the World Health Organization (WHO) declared the Covid-19 pandemic in early 2020, more than half a billion verified COVID cases worldwide as of July 2022. (WHO, 2022). The COVID-19 pandemic has significantly impacted all dimensions of human life, whether political, social, cultural, religious, economic, health, artistic and expressly for education (Martins et al., 2021; Adedoyin & Soykan, 2020). Ready or not ready, like it or not, the Covid-19 pandemic has forced the entire academic community, especially lecturers and students, to change their paradigm regarding learning and teaching patterns. Previously, the learning and teaching process was carried out conventionally, face-to-face in class (offline), but since March 9, 2020, everything has had to be done using a distance learning system (online) (Yilmaz & Kostur, 2021; Tabatabaee-

Yazdi, 2022). Education is no longer in the classroom but on the screens of laptops, computers, and smartphones. Known as remote learning, online and online learning (Alqudah et al., 2021; Kamysbayeva et al., 2021).

Online learning is learning on the internet network where teachers and those being taught do not meet face to face during the learning process. However, online learning is done through available platforms, such as WhatsApp, YouTube, Google Classroom, or Zoom Meetings (Rapanta et al., 2020). In practice, online learning requires a communication tool such as mobile phones, computers and laptops that are connected internet that can provide connectors and students in learning (Pete & Soko, 20200). According to Nambiar (2020), online learning like this poses challenges for education stakeholders, such as lecturers, students and

parents. One of these challenges is that lecturers, students and parents must adapt to online learning because there is no readiness between lecturers, students and parents, including technical and non-technical (Barrot et al., 2021). technically, students do not yet have skills in using hardware and software to support learning, while non-technically students are not psychologically ready for online learning (Blair, 2021).

Online learning during COVID- 19 usually results in chaotic learning settings, where lecturers rush to migrate their learning content to an online context and students are encouraged to switch to online learning (Schultz & DeMers, 2020). Whether students are comfortable with online teaching, teachers have little time to migrate their courses online (San-Martin et al., 2020). From a student's point of view, online learning can cause cognitive overload and make it difficult for individuals who are unsure of using technology or do not have strong learning abilities (Bower, 2019). As adult learners, students must make significant modifications to stay on track and organized due to the loss of daily course routines and regular social interactions with lecturers and peers (Daghan & Akkoyunlu, 2016). In addition, students with less online learning experience may find it challenging to use course platforms, apply learning methodologies effectively, follow course schedules, and so on (Crooks et al., 2020).

As stated by the Minister of Education and Culture of the Republic of Indonesia, the schedule stated e for the new academic year 2020/2021 will still start in August 2020, and the academic year of religious higher education 2020/2021 will start in September 2020 (Bahri & Arafah, 2020). However, this does not mean that students will carry out the learning process as usual; according to this Joint Decree, learning in higher lecturers in all zones must be carried out online for theoretical and practical courses wherever possible. If the courses cannot be carried out online, the courses are placed at the end of the semester (Irwan et al., 2020).

Online lectures have advantages and several positive impacts, such as 1) forming a disciplined mentality and formality, 2) providing convenience for reinforcement, 3) the assessment process by lecturers becomes more optimal, 4) interactions between students or students can be directly observed. by the lecturer, especially in the process of receiving/listening to the material (Curelaru et al., 2022). Nevertheless, in addition to the advantages, Husamah (2015) also outlines the weaknesses of online learning, such as 1) the learning process becoming rigid, 2) monotonous, and classic online learning tends to be unable to accommodate the learning styles of each student/student. Which, of course, varies; 3) learning that only applies in one direction (monotonous) creates opportunities for decreasing creativity and innovation (Aljawarneh, 2020).

The online learning policy has caused various complaints from students, who feel that the policy to study at home adds to the burden on them. The study behavior or habits of students who used to be fine changed drastically when online learning was implemented (Aguilera-Hermida, 2020). According to Schultz et al. (2003), Behavior change is a process of change experienced by humans based on what has been learned and occurs due to factors from within or the environment. Changes in learning behavior which is the behavior of independent learning. Independence is one aspect of personality that is very important for individuals because independence is an attitude of not depending on other people's decisions to stand on their own feet (Zajonc, 1980). Student learning behavior changes in independence because students no longer study accompanied by lecturers and parents but learn independently because many parents are required to work to meet family needs (Cleary & Zimmerman, 2004).

Then another change in learning behavior is punctuality when studying. Punctuality is regularity in using time and managing time well, for learning means learning occurs regularly without wasting time

(Hu, 2022). Timeliness by students, such as following the learning process from start to finish on time so that the material presented is not left behind. Then when submitting assignments to lecturers, students do it on time. This is done so as not to pile up student assignments; if it happens, it causes students to be lazy to do it (Whitley et al., 2021). The last change in learning behavior in students is the behavior of students' social skills with their peers on campus (Langlois et al., 2020). The role of peers affects student learning behavior. It reduces their socialization with their campus peers because it shapes students' personality values in the campus environment, namely togetherness, building friendships, friendships that provide new information, and social support from students' peers (Lepp et al., 2021).

Based on this mapping, analytical materials can be used for further assessment, considering that the end of the Covid 19 pandemic cannot be reliably predicted in terms of long-term and short-term effects. Based on the explanation and background above, this study examines the analysis of changes in student learning behavior after the end of the Covid19 pandemic. The questions that arise from the focus of the research above are, first, what is the direction of change in learning behavior among students after the Covid19 pandemic? Second, what are the possible changes and changes in behavior patterns?

B. METHOD

This study uses a qualitative method with a descriptive approach with observation and documentation that interprets an ongoing research process (Creswell & Creswell, 2017). In this study, there are data collection techniques, data collection techniques as a complement to the instrument in the stage of collecting data information that helps researchers to serve as the basis for research. According to Moleong (2007), case study data is obtained from all interrelated parties, or in other words, is collected from various sources. The theory used in this research is based on the idea that learning is a straightforward function

of changing individual behavior. Changes in behavior are obtained as a result of individual responses to events (stimuli) from the environment. Stimulus reinforcement is given repeatedly in order to strengthen the desired response. Weber (2012) argues that studies of social life that study social institutions and structures from the outside, as if there is no inside story, and therefore exclude self-direction by individuals, do not reach the primary and essential elements of social life. Sociology itself must try to explain and explain human behavior by exploring and understanding the whole meaning of the subjective system.

In this study, the analytical technique used comes from Miles and Huberman's book (Sugiyono, 2011), suggesting that activities in descriptive qualitative data analysis take place continuously until complete so that the data is saturated. Starting from data collection, then reducing data, then presenting data and finally drawing conclusions. The data that has been checked for validity is verified through triangulation by checking data from various sources, techniques and time. The triangulated data is then carried out by member checking to find out how far the data obtained is following what is provided by the data provider.

C. RESULTS AND DISCUSSION

I. Changes in Student Learning Behavior during the COVID-19 Pandemic

With the issuance of circular letter Number 4 of 2020 concerning implementing education policies in the emergency period of the spread of COVID-19. The teaching and learning process is done at home through online or distance learning (Sari et al., 2020). With this decision, students and lecturers cannot carry out the learning process directly (face-to-face) but must use online learning. Even though they have similarities, learning is done online; of course, the technical and the way of learning are different. The difference in learning makes students surprised, confused and anxious

because there are changes in learning that are felt by students when online, causing psychological positive and negative psychological (2016).

Changes in learning behavior occur due to the unpreparedness of students to deal with changes in the learning process, so it has a psychological impact on students since there are differences before the implementation of online learning and after online learning, such as the existence of learning learners who are directly accompanied by lecturers, conducting questions and answers with lecturers directly, discussing and doing group work with friends on campus as well as collecting and listening to explanations. Material from the lecturer directly. However, after implementing online learning, all activities in the learning process changed, all of which were carried out in an online system (Besser et al., 2022).

Change is a condition that changes, where the conditions or conditions before and now are different. At the same time, behavior is an attitude inherent in a person's soul that makes him efficiently act without consideration or something that has become a habit. Therefore, learning behavior is an attitude that arises from students responding to and responding to every teaching and learning activity that occurs, showing whether they are enthusiastic and responsible for the learning opportunities. The following describes changes in student behavior during online learning from the covid-19 pandemic:

a. Changes in Behavioral Independence in Learning

Before online learning, students still took part in learning on campus face-to-face with lecturers; face-to-face learning was carried out by lecturers delivering and explaining material directly in front of students, assignments were directly given to students, and students were still collecting assignments directly to students. Lecturers so that lecturers can directly give scores to student assignments that have been collected. When learning on campus, lecturers can interact directly with students. Students can also ask directly to the

lecturer if they experience difficulties in learning, such as when students do not understand the material given or have difficulty doing their assignments. So that lecturers can directly answer and provide examples to students so that students understand and understand what has been conveyed by the lecturer. The change occurred after online learning was introduced due to the COVID-19 pandemic, which resulted in students no longer being able to be accompanied by lecturers directly. This is the cause of changes in student independence behavior in learning due to changes in the learning system from face-to-face (offline) to online (online). According to Zimmerman (1990), self-regulated learning is the ability to control one's behavior in a particular situation. Another understanding, according to Puustinen & Pulkkinen (2001) learning independence is the condition of independent learning activities, not depending on others, having the will, initiative and being responsible for themselves in solving learning problems. According to some of these statements, it can be concluded that learning independence is a concept about how a student becomes a manager or can regulate himself in learning activities by not relying on the help of others to complete his learning tasks.

Therefore, with the change in learning behavior, students become shocked and confused because this change in learning independence behavior is a challenge that must be faced by students so that they can be independent when doing online learning, as well as other challenges that students must face, namely Students must be able to adapt to changes in the learning system due to the Covid-19 pandemic. With the implementation of online learning, students are expected to have experience solving problems independently. Because basically, this learning independence must be instilled in students from an early age so that students can adapt early to unexpected situations and conditions; this can increase student initiative, and students can also overcome/problems themselves and have self-confidence and self-confidence. Does not

require direction from others to carry out learning activities. In addition, many parents cannot accompany their children to study because of certain conditions, such as having busy schedules and routines, such as parents who are busy working from morning to evening or even late at night. This causes students to be able to be independent in learning, especially when understanding the material, doing assignments, and collecting assignments independently.

b. Changes in Student Timeliness Behavior When Studying

Punctuality is regularity in using time and managing time well, for learning means learning occurs regularly without wasting time (Plant et al., 2005). Another understanding, according to White et al. (2011) timeliness is the availability of information for decision-makers when needed before the information loses its ability to influence decision-making. The punctuality in question is that students are on time to participate in online learning. Students focus on listening and paying attention when the lecturer delivers the material so that students will not miss the material and can understand the material well.

Although sometimes, students experience problems such as network interference, poor signal, unsupported devices and no internet access. Students can notify the lecturer in advance and explain the obstacles they are experiencing and why they cannot submit assignments on time; after the network improves, they still have to immediately submit assignments to the lecturer via WhatsApp Group or Google Classroom provided by the lecturer. When it is time for online learning to start, students must be ready (stand by) in class groups to immediately take part in online learning. Online learning activities begin with the lecturer delivering material in the form of interactive power points that students can access so they can be directly studied at that time. Students can directly access the material, work on assignments, and collect them online.

Based on the explanation that has been explained above, the conclusion from changes

in students' punctuality behavior when studying is that students have been able to meet the timeliness of learning well, which has a positive impact on student attitudes while studying. This also has a positive impact on lecturers because if students are disciplined in punctuality in learning, the lecturer will also be able to deliver the following material according to the time.

c. Behavior Changes Students' social skills

Humans are social creatures who cannot be separated from the help, assistance and cooperation of others. So humans must be able to interact and socialize with other people. According to Ornaghi (2019), social skills can be understood as communication and interaction in a person's life from birth to death and are closely related to cultural adaptation. Another understanding, according to August (2021), is that social skills are a learning process experienced by a person to gain knowledge about values and norms in order to participate as members of community groups. Meanwhile, according to (Vidoni & Ward, 2013), students' social skills are abilities that help individuals adjust how to think in groups to play a role and function in their groups. So from several statements related to the sources, it can be concluded that socializing or being a social being is an aspect in children in the form of forming social attitudes in themselves that can be developed and trained.

Every child has the same potential to grow and develop and can socialize with other people well. Humans are required to be able to develop and adapt to the situation. One of them is that when online learning is like this, students must be able to adapt to the various changes that occur. An example of changes that occur is the teaching and learning process. Now, students must be able to adapt to learning because the change in the teaching and learning process, which was initially face-to-face learning, is done online from home.

Online learning that was carried out during the Covid-19 pandemic resulted in the teaching and learning process that should have been carried out on campus, which had to turn

into teaching and to learn at home (online). This situation makes students rarely meet lecturers and campus friends because prior to online learning, students could meet directly with lecturers and campus friends every day on campus. This causes students to get bored quickly when studying, and students become lazy to study; students are also often sleepy during the learning process, which often makes students not excited during the learning process. This online learning system also requires students to be able to study independently without help from lecturers and friends while on campus. The absence of friends to talk to, discuss, or ask students to have difficulties during the learning process, makes this a negative impact because sometimes students become unmotivated when doing online learning like this because, according to students, this kind of learning is not fun.

The ability to socialize with friends is essential because socializing is needed to improve their social skills, increase self-confidence, increase learning motivation, establish good relationships between friends so that they can exchange ideas with each other they can, broaden students horizons, make students more interactive and skilled in communicating. . Meeting peers on campus directly also affects students' psychology and emotions, because it can make students happy and excited. After all, the atmosphere of interacting directly on campus is very different from studying alone at home. Online learning like this does not become an obstacle or reason for students not wanting to socialize with their campus friends and also does n. It affects the attitude of students who become passive or distant from their campus friends because they can meet via WhatsApp Group or other social media.

2. Changes in Student Learning

Behavior Intentions to Return to

Offline Learning After the Pandemic

According to Skinner (1998), a psychologist formulated behavior as a person's response or

reaction to a stimulus (stimulus from outside). Regarding biology, human behavior is an action or activity of the human itself which has a broad expanse, such as walking, talking, crying, working and so on. Judging from the form of response to the stimulus, Skinner distinguishes behavior into two: a. Covert behavior (covert behavior) is a person's response to a stimulus in a hidden or closed form. The response to this stimulus is still limited to attention, perception, knowledge or awareness, and attitudes that occur in people who receive the stimulus and cannot be observed by others. b. Overt behavior A person's response to a stimulus is natural or open action. The response to the stimulus is evident in actions or practices that others can easily observe or see. According to Green & Kreuter (1999), behavior is determined by three factors, namely:

- a. Predisposing factors are factors that can facilitate the occurrence of a behavior.
- b. Enabling factors include all environmental characteristics and all resources or facilities that support or enable behavior.
- c. Reinforcing factors strengthen the behavior's occurrence, including community leaders, friends or peer groups, regulations, laws, and decrees from local or central government officials.

Behavior is all the biological manifestations of an individual in interacting with the environment, starting from the most visible behavior to the invisible one, from what is felt to the most that are not felt. Indeed, the above definition shows that the status previously given to students has long been considered a knowledgeable group. Therefore, it is not surprising that students are one of the agents of change expected by the wider community. This is because students have a broader perspective and connection with essential networks such as the government (policymakers).

In the changes in the implementation of learning experienced by most students in online and offline learning during the pandemic, there

have been many impacts, not only in student academic changes but also in the social changes in student behavior that have shown a marked decline. As described in point 1 above. Apart from this, regardless of the circumstances and conditions faced by the state, the implementation of education is essential even though it is not comprehensive, where there are still parties who do not understand the implementation of online learning to be applied, as according to (Ananda, Rizki., Fadhilaturrehmi, 2021) that regardless of the circumstances faced by the state, education is very responsible for the generation of the Indonesian nation to instill values that have been firmly entrenched in the form of the ideals of the ancestral nation. Where do students face the online impact? Most of them use excessive time using technology, one of which is the impact of online games closely related to the current generation. Hence, students are lazy to study, often late and truant (Ismi & Akmal, 2020). The impact of online learning on offline is due to the vast differences in the implementation system. Therefore, the following will discuss some of the impacts that lecturers have felt or experienced in dealing with students implementing offline learning due to online learning has changed their behavior.

The impact of learning is often related to learning outcomes; learning outcomes in education are related to 3 aspects. According to Tampubolon et al. (2021), the changes in learning outcomes that appear to students include cognitive, affective and psychomotor aspects. This is one of the considerations for lecturers and students in assessing student learning outcomes. The changes found by the researchers through deepening the data showed that the changes to the character values (non-academic) of students and the decline in student academics were the result of transitioning the implementation of online to offline learning, which experienced many changes in negative attitudes and behavior. Even though the character values before the online implementation were quite good, the

implementation of offline, face-to-face learning online was carried out, and most students experienced a decrease in behavior, attitudes, manners and discipline in student interactions. With the change in student behavior, it shows that the overall educational goals have not been successful in the implementation of online learning as Budhianto (2019) stated that the peak of student learning success includes changes in students who are better off supported by all the needs in the form of supporting facilities and infrastructure. As in offline learning interactions, most students have individuality and lack empathy. Character education is essential for students to apply in their lives. The existence of character education is an effort to achieve changes in the quality of students for the better so that it is embedded in students so that they become distinctive personalities and will become virtuous personalities.

Besides changes in student character, changes in student learning behavior intentions who return offline are changes in learning motivation. This is because students have adapted to distance learning, so to start face-to-face learning again; adjustments motivation to learn to return to face-to-face learning is still relatively low because students have started to enjoy distance learning. Students learning motivation is different from one another; there is a student; there is high learning motivation, and there are also students with low learning motivation. This reduced student motivation is indicated by: a) Not being enthusiastic about learning in class; b) Having a tendency to be inseparable from the device; c) Quickly feeling bored to sitting for long in class; d) more quickly sleepy, and e) Very passive in interacting with the teacher directly when discussing the subject matter in class.

The lack of motivation to learn in online learning is due to the online learning process; students can become less active in conveying their opinions and thoughts, causing the learning process that should be flexible to be boring. When students experience boredom

in learning, they will get progress in learning outcomes. Student learning ethics have also changed; students have no control over their responsibilities as students, especially when doing online assignments given by the teacher, many students copy (copy paste) from Google without trying to understand the content of the material used to answer questions. Assigned by the teacher so that when face-to-face learning returns, many students experience problems, especially in understanding the material learned during online learning during the pandemic.

The last is the existence of Learning Loss; Learning Loss refers to the loss of some or most of the knowledge and skills in academic development, usually caused by the cessation of the learning process in the world of education. According to Education Reform (<https://edglossary.org/>), it is defined as a learning loss learning of knowledge and ability, which refers to academic progress. Generally, it occurs because occur a gap or discontinuity in education. In general, learning loss is often interpreted as an academic setback from students related to a prolonged gap or an educational process that is not going well. In September 2021, the World Bank (World Bank) revealed that Indonesian students lost 0.9 years or about ten months of learning in school due to the Covid-19 pandemic since early 2020. To overcome learning loss, every element of education must ensure that students get their learning rights safely and healthily during offline learning. In this case, programs or activities that focus on fulfilling the right to study, health, welfare, and other needs of students are needed. In addition, schools must also assist students in catching up with learning during online learning. On the other hand, the government and all related elements must also support teachers in order to overcome the learning loss experienced by students.

D. CONCLUSION

The Covid-19 pandemic has had a significant impact, especially in changing student learning behavior by taking online learning policies to become a new habit in Indonesia and the world.

Student life before the pandemic was busy on campus but has finally become more flexible thanks to lots of free time. Nevertheless, from another point of view, some are worried because students become indifferent to social situations. The online learning system does not appear optimal due to several obstacles recognized by students and lecturers. Worse, no one can make concrete predictions to determine when the Covid-19 pandemic will end. This fact automatically causes future uncertainty and concern about the threat of lost generations. Online learning has the impact of changing behavior on students, such as changes in student independence behavior; where online learning, students must be able to be independent in learning, especially when understanding the material, doing assignments, and collecting assignments independently, so changes in terms of timeliness of students when studying, namely students are right time in participating in online learning, and finally changes in social skills where online learning students are passive in socializing.

Reflecting on changes in student behavior in online learning, when the Covid-19 pandemic began to subside, there was a change in student behavior intentions when learning was again carried out offline (face to face) on campus. The intention to change student learning behavior offline can be seen from changes in student character values. Students are passive in interacting and socializing in online learning, so when re-learning is carried out offline, students become individualistic and lack empathy. The next thing is the lack of student learning motivation; this is because, in online learning, students are less active in conveying their opinions and thoughts, causing the learning process that should be flexible to be boring. Finally, the change in student learning behavior intentions offline is the occurrence of learning loss so that students cannot follow lectures on campus properly.

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