Students Learning Experience on Technological Based during Learning from Home to Respond Pandemic at Universitas Islam Syekh-Yusuf Tangerang

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ABSTRACT

This article aimed to analyze the student learning experiences during the pandemic at Universitas Islam Syekh-Yusuf Tangerang. The researchers used a qualitative method. The collecting data used interviews and observation. Interview conducted on several lecturers and academics to get data analysis. Then examined the results of the interviews to get the essence and data findings that could answer the problems of this study and hypotheses. Based on data analysis the researchers concluded that the digital or technology-based learning experience during the remote learning period in response to the pandemic has indicated that learning was exciting because either lecturers and students have established very synergistic collaborations to produce learning quality that was as expected. Therefore, the results of this study could be a meaningful input for future studies.

Keywords: *Student Learning Experience, Technology Based Learning, Learning From Home*

INTRODUCTION

The impact of the COVID-19 pandemic is not only on human health but also on the process of educational activities in Indonesia (Putra et al., 2020; Manullang et al., 2021; Sudarmo et al., 2021). Most countries quickly shut down educational institutions trying to contain the spread of disease and reduce deaths. In Indonesia alone, progress on web teaching and learning frameworks is accelerating, given universities and schools' accurate completion on 12 March 2020. Guidance is better assisted through a robust and student-focused learning system than standard teacher-focused performance procedures. During the COVID-19 outbreak, the choice to help utilize student-focused learning procedures that rely on a digitalization system has been carried out proactively at the authority and institutional levels. Aslan et al., (2020) think of dynamic learning methods to increase inspiration and foster learning outcomes. However, the execution of this data has thought an education strategy focused on ordinary educators flooded significant levels of preparation in Indonesia after government policy closed all face-to-face activities, and only 30% of bright

teachers from higher institutions were found to have a past relationship in web teaching (Yeşiltepe et al., 2021). Considering the COVID-19 response to universities and schools' closures, most instructors are expected to influence their approach to supervise most of their work until additional notice: educating, assessing, supervising, evaluating, associating, and general responsibilities should be carried out with the help of technology from home (Rogowska et al., 2021).

As long as government policy dictates schools and colleges, educators have been teaching cutting-edge technology and using electronic student response systems and devices to work with mobile application packages such as the Zoom application and Microsoft meeting (Batubara, 2021). Likewise, other face-to-face classes were canceled, and face-to-face tests were re-enacted digitally to ensure successful teaching and evaluation. Several minor changes were used to limit dropouts. There is no time to organize courses on such web-based performance exercises, tests, and evaluations. Online learning applications, namely Google Classroom, Facebook, WhatApps, and SMS, are the best-selling message and image delivery channels in the first week after the closing of the lecture hall (Rayuwati, 2020). The use of board structure learning technology and electronic evaluation framework remains from the overall perspective unchanged. Due to new circumstances, the deadline for accommodating expert advice is 48 hours. In addition, students are introduced to the theory of distance learning, which is allowed by keeping in mind the accommodation deadline for the dropout exams in August as their standard exam deadline. The deadline to accommodate expert recommendations was relaxed for a few weeks. However, fully coordinated semester tests were conducted towards the end of June, including an oral exam involving Zoom instead of the standard face-to-face exam assessment only starting after entering the new normal (Rulandari, 2020).

The government's decision, no matter how large a large part of the new web-based education service is where it is regulated with little respect for the intricacies of the educational hypotheses clash, and does not take into account the enormous burden of student thinking, the dropout rate of the policy that remains unchanged shows a typical up in line with the previous year (Murad et al., 2020). Technology-based learning is a direction that is slightly evaluated with the development of students who have been less exposed to technology. However, even though students are suffering in today's modern era, we have almost no information on how they would deal with the situation after school is closed for the next practice. Similarly, the interest behind this research is to explain how students in Indonesia are experiencing a shift to modernity after the lockdown and diversion of learning from home. Students are also moved closer to providing an investigation of what can also develop learning to achieve discussion and electronic courses in the future (Putra et al., 2020).

The COVID-19 pandemic has been endemic since the beginning of the year. It has profoundly affected several parts of an individual's life universally, not least in the training mindset, which drives most people to complete gain and performance exercises from home or on the web. The assumption that most universities experience problems implementing web-based learning because they rely on close and personal communication is not the same as the Syekh-Yusuf Islamic University, which is ready to apply this technique (Rulandari, 2020). The University had a distance learning program before the Covid 19 pandemic entered Indonesia. University Syekh-Yusuf has a mission to educate and educate the archipelago through training. The University would continue to assist public authorities in working on the nature of education in Indonesia. We do not give up, and we keep working to improve the school system now

and then, showing that they are better prepared to face learning in this new normal. This has inspired the author to understand the distance learning experience during last year's pandemic (Rahiem, 2020).

Islam Syekh-Yusuf University runs a complete web address framework learning starting around 2015. So, what has been done is to provide quality educational answers for prospective students in Tangerang and the environmental elements (Putri et al., 2020). With all the experience. That has been claimed that this University is ready to answer any training difficulties in the New Normal period but still focuses on quality. This web-based learning framework was carried out sometime before the pandemic hit. So, from now on, we have a solid, adaptive framework and are trusted by many students. This shows that the online university learning framework can answer students' problems to have the choice to get a quality school but still be able to adapt to learning. He said web-based learning strategies were generally similar before and during the pandemic because they were used to doing internet learning at this Islamic University. They continue to improve and further develop the framework now and then, making it more exciting and accessible for students to carry out distance learning strategies during the pandemic (Hendriarto et al., 2021).

During this pandemic, there was an increase in the number of new students at the Syekh-Yusuf Islamic University, about 50% compared to the previous year. This proves that the internet learning framework that we present is believed to be an instructive answer for the local community area. Meanwhile, Beno Rahman, a student, revealed why he chose this University as a place to study. The student said that the integrated Online Learning framework was one of the reasons he chose the course there and his beliefs, which we all know very well. In addition, his status as a representative of the organization caused him to have limited time and distance to have the option to continue his education. However, he found a feasible and fully customizable conversation framework (Yudiawan et al., 2021).

Also, when many students started studying at the syieh Yusuf University in June 2020, when Large-Scale Social Restrictions were imposed in various areas due to the COVID-19 pandemic, the current situation is very steady for students to choose an online school since students can study and go to the address at home or in a sheltered place at any time without stress. While it is unquestionably believable, another benefit that can be felt is, as far as more robust and adaptable study time goes, adaptability to study, do assignments and exams anytime and anywhere on the web (Christian et al., 2020). In addition, the University focuses on the nature of the material presented so that the information obtained is valuable as far as we are concerned. In addition, this University also has a Digital Library, which makes it easy for students to get digital books to help address. Address assignments are also made as notes to save money on paper usage, which can also positively impact our earth, so students do not have to try to buy books anymore. Syeik Yusuf University also offers grants to its students. In this 4.0 technology period, academics there are expected to have the option to take advantage of innovation and follow a more volatile learning framework (Fitria, 2020; Putra et al., 2020).

So that it can cause us to learn new things and hone our abilities along with the times, sites or applications can also be accessed through multipurpose. The virtual world application is handy in an easy-to-use address process, during distance lectures during the pandemic, and the most enjoyable experience has the option to interact with other individual students who have various foundations and come from various regions both within the nation and even there. Who works abroad? That way, we can

develop our organization. In addition, the presence of expert experts who become visitor instructors on several talk shows helps us have the option to obtain additional information. Currently, he is a worker in one of the state-claimed businesses in Tangerang (Asvial et al., 2021; Azhari & Fajri, 2021). Based on that experience, the authors want to develop experiences and practice leadership practices during difficult times there so that other universities can learn about empowering lectures with the help of technology remotely in dealing with difficult situations due to conflict or other pandemics in Indonesia

METHODS

Furthermore, in this method section, the author would describe the stages of implementing this qualitative interview study to get a pandemic-based learning experience at the Syekh-Yusuf Islamic University, Tangerang. The author believes that by interviewing academics and investment management, we would get data that provides an accurate understanding of where it is phenomenal for every University when buying online; there are various experiences, both encouraging and otherwise (Said & Refaat, 2021). So to get the data, write after interviewing approximately seven voices of teachers who are woulding to give their voices related to the experience of how to manage plantations remotely and collaborate with students to produce an excellent performance even though this is a policy of closing lectures and continuing online lessons which suddenly (Son et al., 2020). The data we collected through interviews were then reviewed under another warning, namely an effort to understand trends and phenomena in a learning community in one place. So by involving several academics and students to have their voices heard, we have understood how digital-based learning is during a pandemic in universities where our data is (Bdair, 2021). In order to obtain valid and high-quality data, we first examine the data thoroughly by coding the data and conducting an in-depth evaluation by looking at trends that emerge from a series of answers given. Finally, we conclude and report them in the form of quotations where we have taken each one in an interview. This is a review of the methods and materials section. We started with information on the problem of data collection and reporting of results to be satisfied with discussions and conclusions (Vindrola-Padros et al., 2020).

RESULT AND DISCUSSION

In this results section, the author would describe the results of interviews with academics related to the experiences of lecturers and academic settings in dealing with a learning period disrupted by the policy of closing schools and universities to respond to the Covid-19 pandemic outbreak year. Here we would like to describe some sample interviews that the author has successfully analyzed from many interviews with academics and students when collecting data a few days ago. The first question is we ask how prepared the plan is to mobilize students and other academic components to succeed in online distance learning.

The first question; *How to prepare for distance learning related to supporting students? First, we lecturers set a plan before the activity starts. Before starting the movement to learn from home with a computerized system, we lecturers talk with students about why lecturers use it and for how long. Changing the old ways to the remote way certainly passes the challenge for students and stops involving something wholly new and challenging to relate to. Lecturers can help by being clear from the start and putting together a media schedule that checks student readiness. For example, when starting*

another movement, we lecturers can understand, "We would use a tablet, smartphone, or laptop to learn about numbers and play some games for a short time. Then we would draw the process until the students understand it well and are ready to start (participant#1).

That is the first point; we managed to get information from the lecturers about how prepared the students were after receiving the briefing and a necessary explanation of why and how typical learning is different from the old face-to-face methods by switching to a remote system by utilizing technology, computers, and others. In other words, learning cannot be carried out without first ensuring students' readiness in terms of understanding and applications, and other supporting infrastructure.

Question 2. *Can you tell us the advantages of online lectures compared to face-to-face lectures?*

Indeed, school during the pandemic, as per the confirmations of understudies at our University, is quick to stay away from the risks of the Coronavirus. Next is the issue of transportation costs. Understudies who as a rule need to come straightforwardly to grounds to go to addresses don't need to come to a grounds any longer; naturally, the costs typically spent on purchasing fuel/public transportation never again exist. One more in addition to is that it saves investment. Obviously, additional time is enjoyed with up close and personal talks than online talks in light of the fact that adjusting hours among directions and different courses once in a while have long stops, subsequently expecting you to look out for grounds. Addresses are more loose and liberated from commotion. The utilization of online talks feels more settled and more loose; it very well may be done at home, in the room, in a bistro, or anyplace as long as web access and gadgets are satisfactory.

We asked the second question, and we got the answer that the advantages and benefits of studying remotely compared to during the pandemic are following the experience of academics, among others, that in terms of time and costs, it is cheaper because students do not have to go out and pay for reports and others and go to college every day. The day of the point of recognition from academics is that online lectures during the pandemic are a good solution because it is the most beautiful of the dangerous risks of being infected with Coronavirus.

Question 3. *How about its weakness?*

Assuming there is an issue, the shortcoming of internet learning is still there, and there is a large number. In the first place, understudies are expected to have Internet access. Online talks require web access, with different accessible middle people like workstations, cushions, cell phones, and so on. That is all likewise adequate assets. Accommodation and Receipt of Material are Not Maximum. The instructing and educational experience is not generally straightforward by understudies, mainly if the cycle is just on the web; obviously, the degree of understudy concentration and acknowledgment of the material conveyed is not superior to the eye to eye addresses—constraints practically speaking, and Q & A. It would not be excessively hazardous for theoretical courses whenever confronted with online talks. Notwithstanding, for suitable courses, online talks are not an answer for this. The effect of this present circumstance is that understudies' information and comprehension of the course material are not ideal (partcipant#3).

After hearing the answers on the advantages of distance learning, the lecturers also revealed the weaknesses of the distance learning system because it was often

found that students did not have enough funds for learning framework equipment, then often students who were not familiar with this constantly evolving digital system often hampered students. Lecturers and students to achieve the desired goals.

Next question number 4 Could you specifically explain the advantages of student learning assisted by internet applications at the University where you teach?

Use computerized tools to relate the actual distance between students and fellow academics. The innovations provided by distance learning technology applications can allow students to stay in touch with learning content and inaccessible realms during the campus closure period when travel and health issues affect us all. Use video visit options like Skype, Google Hangout, FaceTime, or WhatsApp Video to help students stay in touch with friends and family. Encourage them to take part by making statements such as, "Show us the teacher the picture your students made earlier today," or "How about we take a picture of something interesting related to the lesson. We offer it to a classmate, and ask them to share it." what content they need for college (participant#4).

The next question, number 5, is related to digitally working on college assignments. What is the experience of the lecturers regarding the experience of being on a student's coursework evaluation team?

In answer to question number 4, which describes the advantages of distance learning using internet applications, the lecturers have described that this technology is an innovation that is very useful when students are in the distance lecture system. Among other things, with existing applications, students can use the various applications to complete the tasks given, which may not be possible without technology. It was in a state of socialization and even campus closure.

The next question, number 5, is related to digitally working on college assignments. What is the experience of the lecturers regarding the experience of being on a student's coursework evaluation team?

The students were happy with the education and revealed that the instructors could organize internet teaching. The teachers are also good at adapting to students' wishes in education. Live addresses (coordinated classes) are preferred over accounts (unusual). One student said it was an honor to nevertheless have the option to concentrate even though the campus was closed due to the crown, and all conversations were computerized. Students stated that it is an advantage assuming the speaker has advanced skills to ensure that the conversation goes as expected without any computerization/particular problems, or vice versa, assuming a colleague can help. Special abilities are also essential when greeting joins are delivered. This indicates that the student group is in capable hands. The resource describes the course coordinator as an individual with a decent (participant#5).

Looking at answer number 5, we can assume that the experience of producers is related to how when the evaluation process runs; the point is that the answer is that this online system provides extraordinary flexibility for students because they can work more broadly and also in time, so Mahesa has the opportunity to ask questions with friends and also with lecturers means higher flexibility with online system evaluation.

Question 6 is related to the collection of assignments. Is the remote content system better than the current system in real classrooms?

The students said that they mostly worked well together in advanced meetings. Communication with fellow friends and lecturers generally functions well in this computerized room. However, some students detailed that collection work could not be

done when completed promptly. The students felt that the time allocated for group work was too short for collective effort, and some time was spent on specific problems. One student said that the conversations during group work paid off, and the correspondence worked well, but unfortunately, few students participated. Getting to know the other people in the meeting was also considered necessary for coordinated effort and expert conversation. However, they said it would be better to anticipate more successful meetings in more straightforward gatherings (participant#6).

The conclusion from answer number 6 is that this distance learning method allows for good communication; students are comprehensive in doing tasks because of this system.

We also asked about students' motivation in going to college from home since the lockdown. The question is 7. Tell me about students' motivation in remote learning when the pandemic hit?

We at academia pay attention to a distance where students' motivation to study remotely is very high. This can be seen from the students' confidence in participating in the activities they do so that it has encouraged all their friends to participate in online classes actively. This shows that the student's response was extraordinary, both in the material and during the quiz. This illustrates that they are also driven by very sophisticated equipment. However, some of them do not understand and can apply it, but we must admit that their motivation to go straight to college is very high, as the course coordinator desired. This is gradually the results would be sure to have shown progress where students are actively motivated even for those who were successful at the beginning after inspiring others to be on the path of online lectures together so that the times of Covid-19 emergency can be passed successfully by changing digital technology (participant#7).

In review number 7, according to the interview answers, we can say that students' motivation is extraordinary. They enjoy the lecture system; although there is happiness that it is difficult to access and operate it correctly, this needs to be helped so that more independent people follow the University's wishes.

Based on the analysis of the results, we can say that distance learning during the pandemic response was very successful at the Syekh-Yusuf Islamic University, Tangerang. This can be seen from the students' resistance to web-based learning, even though it was very impromptu after the problem locking policy (Muqorobin & Rais, 2020). However, students and lecturers still experienced a decrease in learning outcomes at the beginning compared to pre-pandemic conditions. The most visible success among students is the existence of social cooperation and learning emergencies that are not satisfactory for the needs of the study room. The achievement of high student learning outcomes can explain why the success rate of many components such as student readiness, solutions from lecturers, flexible online lectures, and the level of student motivation in online learning participation (Rahayu & Wirza, 2020).

We saw students with high spirits so that learning outcomes after 12 weeks improved after a coordinated online evaluation that lasted for 30-45 minutes on Zoom (Putra et al., 2020). However, they have an optimistic view of the future use of computerized learning materials and tools in Internet-based courses. Some students also expressed that they like digital devices, but we did not ask for more details for concrete computerized tools because we wanted to keep the exam polls short. The impromptu answer to the instructions presented during the 2020 odd semester follows

the calculation aspects proposed by the University. Students communicate in different ways that web-based learning without social collaboration leads to poorer learning outcomes and lower levels of inspiration and prosperity. The eye-to-eye connection establishes social correspondence, the absence of which can be seen as a primary barrier to internet learning (Rinekso et al., 2021).

The essence of schooling lies in the information, abilities, and mastery conveyed, how it is delivered, and its knowledge. In many ways, student reactions revolve around the quality of the focus, for example, learning objectives, content, and program plans. This finding is in line with different tests on COVID 19 and instructions. Students at our colleges gravitate toward structured tests rather than computerized options such as video-based assessments or webcasts. This is because the staff has no idea how the various tests would be carefully modified in spring 2020. Test vulnerabilities cause unnecessary stress, so an essential piece of advice during the shift to web-based learning is to ensure that all test data is clear and as soon as possible (Heo et al., 2021).

From the clarification given, the benefit of the web-based school insight during the primary pandemic was productivity. Internet learning offers instructors a productive method for conveying examples to understudies. Remote talks during troublesome times can run with the assistance of a few mechanical gadgets like video gatherings and numerous others (Dong et al., 2020). The speakers can turn out to be more productive teachers by expanding example plans past course book texts and consolidating on the web assets. One more benefit of online talks is that understudies can go to classes from anyplace understudies need It additionally permits schools to arrive at a more exhaustive understudy organization and not be obliged by distance limitations (Amalia, 2021).

Likewise, online lectures can also be recorded and shared if needed. This makes it much easier to access course material at a convenient time for students. For this reason, the flexibility of access from time and place is an advantage of the online college experience during a pandemic (Deepika et al., 2021). Carry on Another advantage of online tuition is that it reduces costs. Online lectures are much more affordable than face-to-face learning in class. Why? Students automatically eliminate transportation costs and snacks outside the home by studying online. In addition, all learning materials or materials are also available online, creating a paperless learning environment that is cheaper and beneficial for the environment. Since students can reach online classes from home or anywhere else, missing a class is much less (Drane et al., 2020).

This is important because there would be a limit on student attendance in college. So if crossing that limit, students would most likely fail and be asked to re-enroll. Now, students no longer have to face this problem by learning online They can learn from anywhere. Whether they are at home, at a cafe, or on vacation, the important thing is that students can study if they bring a laptop or smartphone So that is another advantage of the online college experience during a pandemic is that the absence is safe (Edelman et al., 2020). Every student has a different learning style. Some can easily absorb the material with visual learning, while some students prefer to learn through audio. Are students sure that too?.

Similarly, some students like to study individually, and some prefer to study in groups. With its various options and resources, the online course system can be personalized in many ways. Online lectures can be the best way to create the ideal learning environment (Agaton & Cueto, 2021). That is all Those are some of the

243

advantages of the online college experience during a pandemic that can be the consideration. So do not hesitate to study abroad online It is guaranteed that the learning experience would remain optimal, and the knowledge students would gain would remain of high quality.

CONCLUSION

Finally, we can conclude the results of the interview study, which aims to get an exciting learning experience when the pandemic occurred in Indonesia, especially where we got this data. Through interviews with several academics, we have understood the ups and downs of distance learning by maximizing the use of digital technology, which is a response to the government's policy of closing campuses but continuing with online classes in the form of technology. From a series of interviews that we found, we can understand that the experience of lecturers and students before direct learning is that they receive very comprehensive briefings and explanations so that the majority of participants can understand and apply technology both in learning and in the process of evaluating work assignments. Another result is that distance-based learning prioritizes technology because the younger generation is millennials, which is exciting. Technology has been able to provide extraordinary motivation and encouragement to students. Learning at the Syekh-Yusuf Islamic University Tangerang has shown results with exciting experiences both from university administrators and teachers and also from students crimes who are very motivated to continue learning even though the learning era is significant and panicky, but due to academic success provides help so studying with Exciting experience during a pandemic. Thus the conclusions that we can give regarding our efforts to understand the distance internet-based learning experience at the Syekh-Yusuf Islamic University in Tangerang, Indonesia, have yielded positive results.

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In completing this project, they have contributed as much as possible with the share authorship system. So we do not see any conflict between fellow writers on the project entitled "student learning experience on technological-based learning from home to respond to pandemics in the University Islam, Syekh-Yusuf Tanggerang".

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245

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