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University Learning Experience During Pandemic Disruption in Antasari State Islamic University Banjarmasin

Abstract

This study explored the experience of learning in universities during the pandemic disturbance, precisely in the Islamic State of Antasari Banjarmasin. For this reason, we had a series of semi-structured interviews with university resources, namely lecturers, researchers, students, and academics, to obtain data that could answer the problems of this study. Then we have interview data with in-depth evaluation and interpretation to understand how the learning experience, especially distance learning, and all the problems that arise and the solutions that are worked out. We can convey the study results and discuss that the pandemic's learning experience implies challenges and opportunities. The challenge was the sudden closing of the face-to-face class, so there was a lack of preparation in many ways. Meanwhile, the opportunity is that academics and students are getting used to studying independently (one of the essential parts of higher education culture) since the lecture was closed, but distance classes were opened. It is hoped that the results of this study will be helpful for many parties, especially in making teaching decisions in higher education.

Keywords: Experience, pandemic, distance learning, higher education

Introduction

The Covid-19 pandemic has hit the agreement of things to come instruction universe through the assistance of advancement. Nonetheless, advancement cannot supplant the undertaking of instructors, speakers, and cooperative advancement among understudies and educators since schools are tied in with acquiring data and worth, investment, and flexibility (Sharma et al., 2020). This pandemic circumstance makes it hard for every person to exploit development to encourage widespread training and education. Then again, the pandemic is a test in making imagination by using advancement to impart data and guarantee learning is conveyed accurately. Simultaneously, this challenge is additionally an open door on how advancement can assist with rejuvenating understudies and understudies during the 21st 100 years. A critical ability in the 21st century is independent gaining or the independent advancement that outcomes from distant how-to guidance.

Notwithstanding the developments and answers for tough spots, it just so happens that there are invigorating encounters and perspectives to concentrate on the effect of the public reaction to the pandemic (El Said, 2021). Simamora (2020) comprehends that this pandemic period can plan and ingrain the propensity to become future free understudies through different electronic classes or online courses that understudies take. In like manner, understudies can cooperate to handle issues in learning and manage genuine issues. He added that it was trying for the two understudies and educators to convey preparation where instructors expected to guarantee that understudies figured out the learning material. Web learning is very hard for the showing scene in the present status of Indonesia, which has numerous islands (Liu et al., 2021). How advancement can be used, how to give web access in distant regions where electronic items without web access are as yet an extravagance. This is hard for

all circles, and these days, we should cooperate to enhance to answer significant issues that happen to students and other groups.

The condition of the Covid-19 pandemic with all its impacts on lecture activities worldwide has also made policymakers in the training area have the option to adjust themselves in completing the educational experience. This change is recognized through innovative educational implementation strategies, where students can get wider opportunities to develop new abilities through several learning exercises outside their study program. Rapanta et al. (2020) carried out projects during the pandemic, such as Covid-19 control volunteers, Thematic Community Service Program, Learning from Home, and Permata Sakti. Many students throughout Indonesia attended the whole program. Then again, Ng and Davy (2020) and Prahmana et al. (2021) also said this pandemic period allowed Indonesia to escape the pandemic and become a green country.

Web-based learning frameworks like those we observed at the State Islamic University of Antasari in Banjarmasin answer the persistent suspension of face-to-face addresses (Pham et al., 2021). Web-based learning at the university can be interpreted as opportunities and barriers to growth in a coordinated or offbeat climate utilizing various technological gadgets (e.g., mobile phones, PCs, etc.) to achieve learning objectives at the university level with web access. In this climate, students can be anywhere to study and communicate with educators and other students. Internet learning has become the preferred learning answer for teachers, students, and researchers during this pandemic, leaving many questions and obstacles that need solutions. However, careful planning, especially the status in the use of supporting gadgets, is very much needed in carrying out the realization of the internet so that address training can run successfully at Antasari University. Web-based distance learning provides the ability to adapt to the implementation of conversations to be widely used so that disrupted educational solutions can be minimized (Curran et al., 2021).

Implementing web-based learning in universities and schools is seen as ready to expand innovation in learning and increase student learning independence (Zhan, 2020, March). However, Internet learning in further education positively has its difficulties. One of the obstacles that students see when going through web-based addresses is the temperamental of the web organization, especially for people who live in remote areas. In addition, not all students have gadgets that help web-based learning, such as workstations, satisfying cellphones, and Wi-Fi networks at home (Husni Rahiem, 2021). Students in Banjarmasin face a comparative exam, especially for students who live in areas where the internet network is still minimal. Some students also have problems using applications that help with online conversations. Not only students but several lecturers and teaching staff also experienced similar problems. So, from this picture, analysts need to describe the understanding, preparation, and difficulties that students and teachers see during web addresses during this pandemic. Analysts also need to investigate the good perspectives felt by students and teachers during web addresses in higher education practice, especially at Antasari State Islamic University (Sulasmi, 2021).

As of now, as per the improvement of the COVID-19 crisis circumstance, a few nations have embraced differently adaptable instructing and learning approaches in their schooling systems, and online training is one of the primary methodologies. As a feature of distance schooling, Internet learning consistently emphasizes giving admittance to instructive encounters more adaptable than grounds-based training by using different kinds of innovation (Huang et al., 2020). This implies that web-based learning is more flexible than getting its hang during the ongoing pandemic. They make sense of the adaptable instructional method as a student-focused instructive system, which gives a decision on the principal aspects of the study, like learning general setting, assets for educating and learning, educational methodologies, learning exercises, support for instructors, and understudies.

The Covid-19 pandemic has hit the agreement of things to come instruction universe through the assistance of advancement. Nonetheless, advancement cannot supplant the undertaking of instructors, speakers, and cooperative advancement among understudies and educators since schools are tied in with acquiring data and worth, investment, and flexibility (Sharma et al., 2020). This pandemic circumstance makes it hard for every person to exploit development to encourage widespread training and education. Then again, the pandemic is a test in making imagination by using advancement to impart data and guarantee learning is conveyed accurately. Simultaneously, this challenge is additionally an open door on how advancement can assist with rejuvenating understudies and understudies during the 21st 100 years. A critical ability in the 21st century is independent gaining or the independent advancement that outcomes from distant how-to guidance.

This way, educating and learning can be more versatile. Generally speaking, online learning is described as a chance to fill in a planned or awkward environment utilizing different devices with web access. In this environment, understudies can be anyplace, autonomous to learn and connect with teachers and different understudies. Concurrent learning is a more coordinated learning procedure, where classes are requested with impeccable timing and in a live virtual homeroom setting. Accordingly, understudies benefit from the persistent joint effort of getting texts and information when required (King et al., 2018). In the meantime, understudies in strange learning cannot get input on minutes and messages. Similarly, learning content is not open in roundabout study halls, be that as it may, system or chief gathering. A few phases of the learning board system that are much of the time utilized in Indonesia incorporate Google Classroom, Edmodo, and Moodle (Alim et al., 20190).   Working on the Effectiveness of Online Learning One of the keys to guaranteeing practical internet-based training is dynamic learning. Dynamic learning incorporates various modes, techniques, and related learning developments. They recognized six components of successful internet-based instruction in a crisis (Hoq, 2020). The six aspects include Guaranteeing the accessibility of a dependable organization foundation. A solid organization framework is vital for helping different exercises, for example, simultaneous showing utilizing video conferencing, offbeat advancing by getting to or downloading materials carefully, and cooperation with peers through friendly stages. They are using simple to-utilize learning apparatuses. Utilizing agreeable learning devices is valuable for understudies finding and handling

data, building information, teaming up with peers, communicating understanding, and assessing the impacts of learning. Educators must avoid troubling understudies and guardians by requesting that they utilize an excessive number of applications or stages (Pang et al., 2021).

In this unique circumstance, schools should organize to utilize predictable learning instruments or stages among all teachers (Martha et al., 2021). Take on proper computerized learning assets Teachers are expected to have the option to give fitting intellectual advanced learning assets, for example, online video miniature talks, digital books, reproductions, liveliness, tests, and games. The determination of computerized learning assets should likewise incorporate a few measures, expressly permitting precision, intelligence, simplicity of variation, social pertinence, responsiveness, and satisfying reasonableness, trouble, construction, media, and association. Work with powerful web-based educating and learning. Unlike conventional homeroom learning, online guidance is described by having a different instructor and understudy areas. Flexible learning should consider compelling internet education and informative picking up utilizing various advances. Instructors can utilize powerful techniques for getting sorted out guidance by embracing an assortment of showing procedures, for example, contextual analyses, open discussion and conversation, and experiential learning. Offer help and administration for educators and understudies. Effective help administrations are critical to guaranteeing quality internet-based training (Hayashi et al., 2020).

Online training support administrations incorporate two sorts: support administrations for internet instruction for educators and backing administrations for web-based learning for understudies. The two administrations can be furnished as a team with the public authority, schools, organizations, families, networks, and other related parties (Maatuk et al., 2021). An engaging joint effort between state-run administrations, ventures, and instructive establishments, even with the requirement for online training during the pandemic and its future turn of events, the public authority should assume different parts in strategy direction, general coordination, and effective management. The public authority should likewise arrange with organizations, schools, grounds, research foundations, families, networks, and different gatherings to assemble a smooth correspondence stage, pick fitting learning assets, give advantageous learning apparatuses, and empower various learning techniques and backing instructing strategies. Adaptable. Compelling help administrations for online training can be acknowledged through close participation from different gatherings (Ashour et al., 2021).

Method and Materials

In this method section, the author will explain the stages of this study to explore online learning experiences in universities during this royal pandemic disorder (Bordbar et al., 2018). The sample learning community has various views, experiences, and perspectives on learning during the response to the pandemic, not only in Indonesia but also in other international communities. So, to answer the study's problem, we have conducted a series of interviews with several academics and students at the State Islamic University of Antasari by asking questions to gather and

collect their learning experiences disrupted by the pandemic. After the data is collected, then we continue to analyze the data. As for how we analyze interview data, we follow several steps suggested by experts, especially in qualitative analysis of interview data (Hadden, 2017).

The means we have done are the principal. We attempt to figure out the record completely. Then, we led Tati's child to the original meeting copy. Then, we attempted to conceptualize the meeting information by adhering to the information sections and examining the fragments that we had coded and deciphered a bit, considering that the first information we got was still in a crude state before we composed the outcomes (Omona, 2013). After we finish up the discoveries by sticking to the standards of legitimacy and dependability, we report as an expressive subjective report audit. Moreover, this compensation relies totally upon semi-primary inquiry interview information and perceptions and other writing survey audits that help the method involved with doing this work. This is the course of information assortment moves forward to the last report of the contractive review (Zhang et al., 2020).

Results and Discussion

- **Learning challenges during the pandemic**

The problems that have been mentioned in this study can be divided into two, arising from themselves and the lecturers who teach. It is suspected that the problem arises because students cannot learn enough or adapt to the learning process, and the way of teaching and interaction among academics; lecturers, researchers and more students is less interactive. The following is the result of identifying data about challenging experiences for academics and students at the State Islamic University of Antasari Banjarmasin. These problems are divided into three aspects related to information system problems. The following are excerpts of semi-structured interviews with resource persons (lecturers).

The first question # Can you explain what experiences were very challenging during the learning period during the pandemic disturbance at UIN Antarasari?

...I can describe Information and Communication Technology problems, including Information Technology Infrastructure related to the laptop/computer facilities used, such as the lack of specifications, then unstable connection problems resulting in disrupted online learning and limited internet access. In addition, access to the online learning process requires supporting media, such as LMS (Learning Management System) or video conferencing platforms, to support the continuity of the learning process. However, at the beginning of its implementation, it still encountered several obstacles, such as the LMS, which often experienced server downs so that students found it difficult and experienced delays in taking attendance and collecting assignments... (participant #1).

Based on the answers from the first participant that the problem that becomes a challenge is the issue of information and communication technology because the infrastructure factor is not adequate, such as the availability of laptops and computers; this is a challenge in itself as well as problems or challenges in access for students who need media support such as learning management systems. Nevertheless, at the end of the pandemic, these problems can be overcome one by one so that the problems

that were a challenge in the early days of the pandemic become an efficient solution after the pandemic and this is in line with the demands of learning in a tall tree where academics are expected to be able and independent following the principle of independence.

When it comes to organizing, the learning culture during this pandemic is a transition from offline to online, which experiences many obstacles. Then we asked the second question# *What were the experiences and obstacles in organizing or adapting learning during the pandemic at UIN Antasari?*

...We (lectures and researchers) did experience some changes related to government decisions and policies in responding to the Covid-19 pandemic issue, such as the learning process, which has completely changed from face-to-face to online, and several policies have changed so that some students reveal that it is still difficult to adapt. Because online learning also requires students to study independently, the absence of direct learning control makes it difficult for them so that learning motivation is reduced. The presence of lecturers is undoubtedly an essential thing for the learning process, but often the lecturers are not present in the learning process, making it increasingly difficult for students to understand the material given (participant #2).

From the answers above, it can be understood that academics, both lecturers and other staff and confident students, need adaptation and adjustment related to the learning culture due to the policy of closing lectures but opening classes from home. This happens when study habits depend highly on lecturers and staff officers, such as learning coordinators. However, during the pandemic, students are fully expected to become more independent, considering that the system at UINk Antasari has not been able to provide certainty of targeted control. This is an obstacle to adapting the learning culture from the Face to Face lecture method to distance learning.

Next, we asked the third question # How are the interactions between lecturers and students and fellow lecturers and students with students?

... The interaction problem referred to above is the lack of lecturers' presence in the learning process, of course affecting the interaction between lecturers and students, such as the lack of giving job sheet instructions without being explained the previous material, making students find it challenging to work on the given job sheets. So that students' typing is not explicit about the instructions and understanding of the material, so students often do not get the opportunity to either ask their lecturers or ask their friends, but they experience the same thing, namely, they experience the same thing on average... (participation #3).

The issue of distance learning interactions during the pandemic response is a problem that urgently needs a solution. Teaching process Giving material only through screen sharing and only reading the material that has been listed in the curriculum without providing a detailed explanation is also one of the obstacles that ultimately, they do not understand the material given. This is the issue of interaction between academics and students.

Then the issue of distance learning materials and systems, so we asked ten students questions about it. Here is the question. How is the distance learning system during the pandemic?

... The online learning process that he is currently undergoing has become less effective due to the uncertainty of how to learn, the learning process that takes too long in front of a laptop/computer, causing boredom, too many assignments, and insufficient collection time. We usually have difficulty adjusting the teaching method, but after a few weeks and getting an explanation of the Google method, we can adapt it ourselves... (participant#4).

Particular problems with offline and online learning transition features are also accompanied by changes in student behavior, such as changes in attitude where some students were initially disciplined to become lazy to follow the learning process and even cheated when doing quizzes, lack of self-confidence is also the cause of students' difficulty adapting to the online learning process.

The following is the fifth question about the problem of individual interaction during learning during the pandemic. How do individuals change when they are on the online learning path?

... Learning interactions during the pandemic are a severe issue because the reciprocal relationship between teachers (educators) and students (students) has not been as smooth as the everyday face-to-face learning interactions before the pandemic. In a distance teaching system, relationships and interactions should be as productive as possible so that students and lecturers are constrained by communication and academic behavior (participation#5).

Based on the interview responses above, we can understand that academic interaction at UIN Antasari does not occur productively, either between students and students or between lecturers and students. This, of course, has affected the learning outcomes and the improvement of the scientific character of each student and other academics. Such as the difficulty of discussing because of limited time and access to the discussion. Then the lack of understanding of the material is also an obstacle for them.

Discussion

After reviewing the results of interviews with academics and students about the long-distance learning experience for the sake of this brother, the author can conclude that learning during the Covid-19 pandemic has made the education system change different from learning in the distance learning period (El Said, 2021). This is none other than because of distance learning that utilizes technology and supporting infrastructure and the impact of adaptation that they must spend well. Of the five interviewees we interviewed, they revealed that learning during the pandemic by utilizing technology to make learning take place has left the cleaning process at Antasari University somewhat constrained in terms of communication, interaction, and personal changes and how the learning mechanism has all shifted (Gomez et al., 2020).

However, after a series of adaptations by sharing information and also enlightenment from the parties, especially finally the parties were able to solve the problem, and it was a different experience that made distance learning and requires adaptation of socialization and improvisation the most crucial thing is the empowerment of maximizers to maximize existing solutions such as internet connections and other infrastructure (Dewart et al., 2020). This is following the government's direction in which Na to overcome the problems and obstacles

experienced by academics in higher education not only at UIN Antasari but parties outside the intensity such as schools and also in Islamic boarding schools also experience similar obstacles where they are constrained by dealing with issues related to distance learning. This makes much sense because the direction and training, and dissemination of breakthroughs in the use of digital technology in a simple way to overcome barriers to distance learning are still very minimal, so the use of various applications requires adaptation and adjustment so that academics, especially new students, need sharing sessions so that they better understand and able to apply to understand what their universities want (Dhawan, 2020).

To be able to handle this during the pandemic, it is hoped that academics have the initiative, not necessarily from the university but from individuals; by having the initiative and a more proactive approach, this will help distance learning remember without observing and imitating and innovating this distance learning approach will harm students themselves (Ali, 2020). Talking about responsibility, indeed, the university has a whole purpose, but when this fails to be implemented, it will also impact the results to be achieved in student learning. For that, he must review how to interact with the handling of existing problems by inviting experts and specialists who can provide solutions for how academics interact to solve problems in remote payment zones (Peters et al., 2020).

This solution, of course, requires learning mapping by bringing experts to guide students and other academics so that teaching can be far away (Huang et al., 2020). With the mapping and solutions provided, distance learning with the internet can be implemented so that obstacles and tests are no longer a problem because each individual is required to innovate using existing technology by applying various approaches (Rodrigues et al., 2020). It is admitted that even though learning at UIN Antasari is expected to have students mentally learning, due to the implementation of distance learning very spontaneously, finally academics do not have the right time to guide, direct and attract students to be able to learn distance learning with good interactive and achieve learning and the goal that must be achieved, students must first understand and be able to apply various technologies so that the learning experience during the pandemic does not only tell the story of difficulties but also gets input and innovations that become alternatives in carrying out distance learning that universities and other education sectors can apply (Crawford et al., 2020).

Conclusion

Based on the analysis of interview data with several academics and students at the State Islamic University of Antasari Banjarmasin, we can conclude that the problem, namely experiences and learning during the pandemic, has been answered by us with various evidence from scientific studies as well as acknowledgments from several academics and students. So, with this, we would like to conclude that the government's policy of sending students home and activating online or remote classes has left many problems and challenges for lecturers and students in implementing learning policies at home. This problem is partly because this policy is sudden, so not all academics and students can automatically implement the policy. However, what happened in the field was found or acknowledged by students and doctors

themselves; they experienced difficulties, namely the transition period or adaptation from Islamic-based classroom learning to distance learning by using assistive devices in technology and other communication devices.

Related to media devices and tools that will assist the distance learning process, it is known that there are many obstacles, including that not all academics are able and flexible to use technology infrastructure to support the distance learning process. In other words, adaptation and transfer of technology and information and learning experiences are needed to take place for Mahesa and other lecturers and researchers at the Antasari state Islamic university. When compared to the problems experienced in the form of obstacles and other problems at the beginning of the implementation of distance-based learning, at the end of this payment, we noted, based on the acknowledgment through interviews, that at the end of learning they were more adaptable and had quite an exciting experience where from the beginning they were not ready but eventually they will be better prepared.

This story tells that it turns out that the pandemic with all its consequences not only brings problems to the world of education and other businesses but also provides benefits and unexpected results where academics are forced to adapt themselves with systems and new applications, so now academics at the State Islamic University Antasari looks like they have started to apply independent learning. This is what is meant by based learning, and this is helped by the presence of a pandemic with all the consequences and solutions. Of course, there are many shortages of funds that require improvement. Therefore, we hope for input and feedback that can help us improve future projects.

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