

## SHIFTING OF STUDENTS' LEARNING HABITS DURING THE PANDEMIC: THE RESULT FROM STUDENTS AND TEACHERS PERSPECTIVE

**Fadhillah Wiandari<sup>1\*</sup>, Cut Intan Meutia<sup>1</sup>**

<sup>1</sup> Tadris Bahasa Inggris, IAIN Langsa

e-mail: [fwiandari@iainlangsa.ac.id](mailto:fwiandari@iainlangsa.ac.id)

**Abstract:** The Covid-19 pandemic has altered practically every aspect of the educational system. The habit, and perhaps the culture, of learning had shifted. This study examines how students' and teachers' habits change during a pandemic. This study aims to determine the impacts of the pandemic on students' studying habits and how well they did in the English course from the perspective of both students and teachers. The research methodology for this study is qualitative descriptive. Surveys and interviews are used to collect data on the impact of students' changing learning patterns during the epidemic on their performance in English class. The data show that kids' learning habits regarding regularity, discipline, and attentiveness are changing.

**Keywords:** learning habits; pandemic; learning outcomes; shifting.

## INTRODUCTION

The Covid-19 pandemic has changed the face of education significantly. These changes significantly impact the educational activities that include students and educators. Due to the changes made on March 17, 2020, the online learning system deceived revisions for the first time. This change was made explicit in Circular Letter No. 15 of 2020 from the Minister of Education and Culture, which governs the home learning mechanism and calls for a new style of distance learning that employs an online, offline, or hybrid approach (Noor et al., 2022; Mustafa et al., 2021). Students' attitudes towards e-learning did not significantly vary according to the study's independent variables (Oducado &

Soriano, 2021; Wu et al., 2010; Chang et al., 2014). Under this online learning approach, teachers and students must participate in distance learning and make technological adaptations. Some of the first learning obstacles to emerge were the constraints of the limited internet connection, the lack of direct interaction between professors and students, the lack of student comprehension of the teaching materials, and other difficulties. These difficulties lead to decreased student learning outcomes in distance learning (online). After considering these factors, the government issued a joint order with four ministers to implement learning during the Covid-19 pandemic. This information necessitates that educational institutions deliver teaching in person.

Since the start of the school year in



Lisensi Creative Commons Attribution-ShareAlike 4.0 Internasional

July 2021, face-to-face instruction has been in place. Students continue their studies while face-to-face instruction is implemented during a pandemic by following safety precautions. There are still some features of school changes in addressing this pandemic, even if learning has been declared face-to-face. One part of the changes is how time is managed in schools concerning learning objectives. According to the researcher's field findings, all subjects have been affected by the reduction in learning length. Although the move to a shorter period has been implemented since the introduction of online learning, it will continue until face-to-face instruction is introduced. The intensity of learning hours for each subject is decreased due to the change in the length of the learning process. The pupils' learning objective, however, remains the same. The required number of essential competencies for each subject remains the same. This is closely tied to the general change in student learning patterns. Because they impact academic performance and learning quality, students' learning habits are a crucial factor. Another definition of *learning habit* is a system for gathering and planning activities related to affective, cognitive, and mental interactions with the learning environment. (Mangshor et al., 2021; Shirazi et al., 2019; Tokan & Imakulata, 2019)

In this instance, the researcher compares students' pre-pandemic learning patterns, online learning, and face-to-face learning again during the pandemic. It is clear from this comparison that there have been several changes in student learning habits over each decade. Many students experienced discomfort throughout the online learning session since the learning system had to be modified for technology. Online learning is not enjoyable because

the tedious instructional techniques make pupils depressed (Alsoufi et al., 2020; Angkarini, 2021). Because not all students can use or comprehend the advancement of technology, it presents a unique challenge to learning for pupils. Additionally, because they are outside the influence of their professors and parents, many pupils learn while playing or need to pay attention to the learning process. These factors may cause pupils to receive low marks for learning objectives in various courses, including English.

Back to face-to-face learning also brought about specific changes in the students, such as a lack of enthusiasm for studying due to earlier online learning. Since the teacher has complete control during offline learning, pupils can no longer learn while playing as they can during online learning. Additionally, this face-to-face changeover procedure results in complaints from students regarding the amount of material they are given. This created a disturbance in the class and significantly disrupted its serene environment. Because the teacher must calm the classroom environment to centre on learning, the limited time for instruction becomes less and less effective. This demonstrates the adjustments made to students' study habits due to the pandemic. Based on the researcher's encounters, this is quite pertinent.

The modifications above considerably impact students' study habits and are linked to student learning outcomes. The best predictor of students' acceptance of shifting education to distance learning is Enjoyment, followed by Self-Efficacy (Rizun & Strzelecki, 2020; Roldan & Reina, 2021; Syahruddin et al., 2021). The ability to follow the learning process and achieve good learning outcomes are examples of good

learning habits ingrained in students so that they also positively affect the students themselves. Inversely, students who need help understanding their learning preferences and who take their studies less seriously, particularly in courses like English, are the ones that develop bad study habits. The goal of this study is to determine whether changing student learning patterns during a pandemic have an impact on learning results.

## METHOD

In the investigation, descriptive qualitative methodology will be used to analyze data because the researcher will characterize and identify the results of the complaint strategy based on the student's interview comments (Arikunto, 1993). The participants of this study were two English teachers and 15 ninth-grader students in one of the Elementary Schools in Aceh. The data-gathering instruments used in this study were a questionnaire and an interview. In the study, the researcher also used the purposive sampling method. To analyze how students' learning habits altered during the pandemic, the researcher employed a closed questionnaire technique, specifically a list of questions and answers alternative, on 15 ninth-grade students. The researcher then used a semi-structured interview with two English subject teachers to obtain data on the influence of changing students' learning patterns during the pandemic on learning results in English subjects. Semi-structured interviews also sought to give informants more freedom to express themselves honestly and openly.

## RESULT AND DISCUSSION

A habit is a dominant activity that a person continuously engages in when coping with a specific scenario (Djaali, 2014; Lindberg, 2020). *Learning habits* are the behaviours that students develop from getting lessons, reading books, working on projects, and managing time to fulfil activities. Learning habits are crucial in the learning process since they are all activities expressed occasionally in the context of putting learning into practice. The results of Benkhider & Kherbachi (2020) indicate that digital technologies, awareness of self-learning progress, the knowledge required to maintain environmental development, and the format of digital resources significantly provided influence student learning patterns and learning time the findings of Aldiyah (2021) online learning during the covid-19 pandemic altered student learning methods. There are positive learning style changes in which students become more active and creative, and negative learning style changes in which student learning declines.

### The Finding From The Questioner

The researcher examines students' remarks based on questionnaire responses to identify modifications in students' learning processes during the epidemic. The questionnaire, which had 23 items divided into three sections that specifically evaluated three issues, was distributed to 15 ninth-grade students. Regularity, discipline, and focus are the three components of creating an efficient learning habit (Pandit & Agrawal, 2022; Wong et al., 2021) As a result, the researcher intended to begin by analyzing student responses to the questionnaire to identify variations in students' learning patterns during the epidemic.

## a. Regularity

A close-ended questionnaire obtains to know the shifting of students based on their regularity. In this study, researchers made ten questions to determine if a shift occurred regarding student habits during the pandemic. Researchers divided the questionnaire answers into four categories: SA = Strongly Agree, A = Agree, SM = Sometimes, and N = Never (table 1). Concerning altering students' learning habits from the standpoint of regularity, such as pupils who are frequently unmotivated to study during pandemics. The students never read and relearn the material presented by the teacher, frequently leave the class during class hours, frequently do not write notes given by the teacher, and frequently do not wish to ask a question about the material explained by the teacher during the learning process. These are some of the kids' habitual activities that are frequently

displayed. The students' responses or assertions directly from various questionnaire items regarding the regularity component revealed a shift in these practices.

## b. Discipline

Researchers made seven questions in the questionnaire to find a shift in learning regarding discipline (table 2). Furthermore, in terms of modifying students' learning habits from a disciplinary standpoint, students frequently wait to work on the assignment given by the teacher. Following that, they frequently feel lazy to do the homework assigned by the teacher, and numerous students have indicated that they frequently do assignments by cheating. Still, some occasionally do it by cheating or doing it themselves. Furthermore, some students said they frequently wait to enter the class immediately after the break time.

Table 1. Student Habits During The Pandemic

Questions	Questioner Result			
	SA	A	SM	N
During a pandemic I am not motivated to study	2	11	2	-
I read and reread the information offered by the teacher	-	-	6	9
I organize my everyday study schedule for myself	-	-	4	11
When an exam is coming, I exclusively study	4	2	5	3
I always tidy up my stationery after the break time bell rings	-	4	9	2
I leave class after the lesson is over	1	5	3	6
I do not take notes or highlight key points from the	3	9	1	2
I move around and replace the seat	2	6	6	1
I do not write notes given by the teacher	3	4	8	-
I do not wish to inquire about the material provided by the teacher during the learning process	9	6	-	-

Table 2. The Shift Learning in Terms of Discipline

Questions	Questioner Result			
	SA	A	SM	N
I do not return to class immediately after the break	3	4	6	2
I do not begin working on the teacher's task right away	1	11	4	-
I'm too tired to perform the homework assigned by the teacher	2	5	7	1
I cheat on my friend's assignment to answer my assignment	2	5	7	1
I do not participate in discussion group to work on the assignment	2	5	6	2
I do not motivate to study during pandemic (online/ face -to-face)	2	12	1	-
I want to get out of the class as soon as possible when the break time comes	7	7	1	-

Table 3. The Shift in Student Learning in Terms of Concentration

Questions	Questioner Result			
	SA	A	SM	N
During pandemic, I Did not listen the material delivered by the teacher	6	7	3	-
I enjoyed myself when the teacher was explaining the lessons)	2	9	3	1
I responded my friends when the talk to me during the lessons	4	7	4	-
I zoned out when the teacher was explaining the material	4	8	2	1
I lose my concentrate if my friends disturbed me during the lessons	6	9	-	-
I am bored to the lessons during the pandemic (online/face -to-face).	3	10	2	-

Still, other students stated that they occasionally do not enter the class and immediately straight into the class after the break time is over.

### c. Concentration

The researcher asked six questions in the questionnaire to see the shift in student learning in terms of Concentration (table

3). Following that, changes in students' learning habits in terms of Concentration can be detected in the questionnaire statements that the students filled out. For example, most pupils should have paid more attention to the teacher's content description. Following that, most pupils indicated that they were inattentive with their imagination and pensive when the

teacher explained the content. Furthermore, if classmates interfere with the teacher's explanation of the learning content, the pupils cannot concentrate and frequently become bored when learning during the epidemic. There were shifts in students' learning practices during the pandemic, both online and face-to-face (Khanal, 2023; Singh et al., 2021) The data findings also revealed that changes in students' learning habits happened in three areas: regularity, discipline, and Concentration.

### **The Finding From the Interview**

The researcher did the interview activities with two English teachers. The researcher hopes to discover more about the impact of changes in students' learning habits during the epidemic on students' learning outcomes in English during the interview. The researcher learned numerous things from the interviews on the impact of changes in students' learning habits during the epidemic on students' English learning outcomes. The researcher obtained responses to the shifting of students' learning habits and the influence on students' learning outcomes in English topic based on the results of interviews between the researcher and two participants using seven interview questions with the same questions. The responses of both participants have the exact synchronization of responses to each question. Based on the teaching experience of the participants, the participants reported that there was a transition in students' learning patterns from online system learning to offline learning. Participants reported decreased student learning interest, students becoming lazier to study, and a lack of student motivation to learn. Both participants are dissatisfied with the

changes in the pupils' lives. One participant indicated that as a result of these changes, the English teacher (participant) had to go above and beyond in order for students to grasp and comprehend the learning English material.

Regarding regularity, participants reported that many pupils displayed disorganized behaviour during the learning process. Participants reported that many students needed to be more disciplined regarding time management and assignment completion. Participants also noted that several kids appeared drowsy and distracted and enjoyed talking to their peers during the lecture. Both participants also stated that there was an impact on shifting in students' learning patterns, which resulted in a decline in students' learning outcomes in English. The reduction in pupils' learning results in English was caused by changes in students' learning patterns throughout the pandemic. Participants also claimed that these alterations caused students to be unable to comprehend the learning material presented by the teacher, affecting the student's learning outcomes in the English course.

Furthermore, participants said that disparities in pupils' learning habits and learning outcomes in English subjects were considerably different before and after the epidemic. Participants reported that prior to the pandemic, students' learning habits and learning outcomes in the English subject were optimal and good. Students also needed to be competent to attain their aims of studying English. However, pupils' learning habits and learning outcomes in English throughout the epidemic were substantially altered. As a result, the participants reported that they were particularly concerned about the shifting

of their kids during the English learning process when the pandemic occurred. Participants were concerned that their kids would not grasp anything from the English learning material provided. As a result, participants are concerned about their kids' exam performance, particularly in English topics. Participants also claimed disparities in pupils' learning outcomes in English topics before and after the pandemic. Before the pandemic, students' learning outcomes in English topics were still standard or maximal since students could meet learning objectives. However, this must be complemented by additional teacher efforts in teaching English subjects. Students learning outcomes in English subjects, on the other hand, were reduced or became unstable throughout the pandemic due to shifts in students' learning patterns.

## CONCLUSION

Based on the results of the questionnaire recapitulation, the researcher discovered a shift in pupils'

learning processes that occurred throughout the epidemic. Regularity, discipline, and focus are all involved in changing students' learning habits. Both online and offline. Following that, the researcher discovered, using interview data, that shifts in students' learning patterns during the pandemic impacted learning results in English subjects. According to previous interview participants, students' learning practices switched from online to face-to-face during the outbreak. Children are becoming lazier to learn, with reduced learning interest and a lack of desire.

Furthermore, participants reported changes in students' learning habits regarding regularity, discipline, and attentiveness. Participants noticed and sensed changes in students' studying habits connected to the influence on learning outcomes in English themes. The influence was a deterioration in students' learning outcomes in English, which led students to be unable to understand the learning content the teacher offered, hence reducing students' learning outcomes in English.

## REFERENCE

Aldiyah, E. (2021). Perubahan Gaya Belajar di Masa Pandemi Covid-19. *CENDEKIA: Jurnal Ilmu Pengetahuan*, 1(1).

Alsoufi, A., Alsuyihili, A., Mshergi, A., Elhadi, A., Atiyah, H., Ashini, A., Ashwieb, A., Ghula, M., Ben Hasan, H., Abudabuos, S., Alameen, H., Abokhdhir, T., Anaiba, M., Nagib, T., Shuwayyah, A., Benothman, R., Arrefae, G., Alkhwayildi, A., Alhadi, A., ... Elhadi, M. (2020). Impact of the COVID-19 pandemic on medical education: Medical students' knowledge, attitudes, and practices regarding electronic learning. *PLoS ONE*, 15(11 November).

Angkarini, T. (2021). Study Habits of Undergraduate Students During Pandemic of Covid-19. *Journal of Learning and Instructional Studies*, 1(1), 37–51.

Arikunto, S. (1993). *Prosedur penelitian suatu pendekatan praktik*. Rineka Cipta Press.

Benkhider, N., & Kherbachi, S. (2020). The Influence of Remote Learning on Students' Learning Habits During Covid-19. *Les Cahiers Du Cread*, 36(03).

Boghdan, T. (1975). *Metodologi penelitian kualitatif*. Remadja karya.

Chang, C. C., Shu, K. M., Liang, C., Tseng, J. S., & Hsu, Y. S. (2014). Is blended e-learning as measured by an achievement test and self-assessment better than traditional classroom learning for vocational high school students? *International Review of Research in Open and Distance Learning*, 15(2), 213–231.

Djaali, P. D. H. (2014). *Psikologi Pendidikan*. Bumi Aksara.

Khanal, J. (2023). Shifting identities: an examination of student perceptions and experiences in face-to-face and online learning in Nepal. *Education and Information Technologies*, 1-29.

Lindberg, A. (2020). Developing theory through integrating human and machine pattern recognition. *Journal of the Association for Information Systems*, 21(1), 7.

Mangshor, N. N. A., Ibrahim, S., Sabri, N., & Kamaruddin, S. A. (2021). Students' learning habit factors during COVID-19 pandemic using multilayer perceptron (MLP). *International Journal of Advanced Technology and Engineering Exploration*, 8(74), 190–198.

Mustafa, S., Mustikaningsih, H., & Imayanti, R. (2021). Pembelajaran tatap muka (PTM) pada masa pandemi Covid-19 di SMA.

Noor, R., Singh, D., Agarwal, A., Mansoori, S., & Ansari, M. I. (2022). Perception of dental students towards the online method of dental education during the COVID-19 pandemic. *Journal of Oral Biology and Craniofacial Research*, 12(2), 223-227.

Oducado, R. M. F., & Soriano, G. P. (2021). Shifting the education paradigm amid the COVID-19 pandemic: Nursing students' attitude to e-learning. *Africa Journal of Nursing and Midwifery*, 23(1).

Pandit, D., & Agrawal, S. (2022). Exploring challenges of online education in COVID times. *FIIB Business Review*, 11(3), 263-270.

Rizun, M., & Strzelecki, A. (2020). Students' acceptance of the covid-19 impact on shifting higher education to distance learning in Poland. *International Journal of Environmental Research and Public Health*, 17(18), 1–19.

Roldan, A., & Reina, R. (2021). Are Self-Efficacy Gains of University Students in Adapted Physical Activity Influenced by Online Teaching Derived From the COVID-19 Pandemic?. *Frontiers in Psychology*, 12, 654157.

Shirazi, F., & Heidari, S. (2019). The relationship between critical thinking skills and learning styles and academic achievement of nursing students. *The journal of nursing research*, 27(4), e38.

Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for

COVID-19, post vaccine, & post-pandemic world. *Journal of Educational Technology Systems*, 50(2), 140-171.

Syahruddin, S., Yaakob, M. F. M., Rasyad, A., Widodo, A. W., Sukendro, S., Suwardi, S., ... & Syam, A. (2021). Students' acceptance to distance learning during Covid-19: the role of geographical areas among Indonesian sports science students. *Helijon*, 7(9).

Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1).

Wong, M. M. L., Lau, K. H., & Chan, C. W. F. (2021). The impacts and success factors of a work-from-home service-learning internship during COVID-19. *Journal of Work-Applied Management*, 13(2), 284-301.

Wu, J. H., Tennyson, R. D., & Hsia, T. L. (2010). A study of student satisfaction in a blended e-learning system environment. *Computers & Education*, 55(1), 155–164.