



Reformulation of The Post-Pandemic Learning System in Responding the Challenges of Lost Learning and Los Generation

Kasman*, Marlian Arif Nasution, Paisal Rahmat, Ade Arga Wahyudi
Islamic Education Program, Sekolah Tinggi Agama Islam Negeri Mandailing Natal,
Indonesia

*Corresponding Author. Email: kasman@stain-madina.ac.id

Abstract: This study aims to reformulate the post-pandemic learning system at UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari in responding to the challenges of lost learning and lost generation. This research used a qualitative approach with a multi-case study method. Participants in this study were selected by purposive sampling, namely institutional field, and academic leaders, LPM, lecturers and students. Data collection techniques using focus group discussions and interviews. The data analysis technique was carried out with individual and cross-case analyses. The research findings stated that the pandemic affected the learning system, for example, through changes in student attitudes, low motivation in learning, readiness of teaching materials, limited ability to use technology, and network disruption. Policies related to the implementation of distance learning bring challenges that must be faced by UIN Imam Bonjol and UIN Syahada, including determining learning goals, adapting the learning system, adjusting the characteristics of lecturers and students, as well as the need for learning facilities. UIN Imam Bonjol and UIN Syahada reformulated the learning system by implementing the hybrid learning system to anticipate the occurrence of lost learning. Lecturers and students responded positively to the new learning system policy, in line with the benefits obtained, for example, flexibility in learning, students are used to self-study, digital-based learning materials, still respect face-to-face learning, flipped learning innovation, curriculum appropriate to the industrial era 4.0, and the implementation of an independent curriculum.

Article History

Received: 25-10-2023
Revised: 20-11-2023
Accepted: 13-12-2023
Published: 10-01-2024

Key Words:

Reformulation; Learning System; Post-Pandemic; Lost Learning

How to Cite: Kasman, K., Nasution, M., Rahmat, P., & Wahyudi, A. (2023). Reformulation of The Post-Pandemic Learning System in Responding the Challenges of Lost Learning and Lost Generation. *Jurnal Paedagogy*, 11(1), 81-93. doi:<https://doi.org/10.33394/jp.v11i1.9763>



<https://doi.org/10.33394/jp.v11i1.9763>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Learning system is interactive activities involving students with teachers. Learning system It will feel meaningful if you get benefits from these activities. (Qisthi et al., 2022) In nature condition certain, thereby limiting direct meetings, then Learning activities should ideally be carried out virtually. (Hairul Huda et al., 2023) Pandemic affecting the national education situation, including higher education levels. Through Government Regulations, physical distancing has resulted in quiet classrooms and campus areas because learning has changed to a virtual learning model (Tanta et al., 2023).

The ministry's innovation regarding independent learning and independent campuses has found the right momentum to be realized. (Zumam et al., 2023). Regulations prepared by the government provide opportunities for learning systems that are easily adapted to students' learning conditions, giving hope that various learning models will be available. These two points are the reason that the transformation of the learning system in higher education is carried out well and does not experience obstacles even in the pandemic situation and conditions (Hidayati et al., 2023).



The implementation of the distance learning system, in its implementation, encountered several obstacles: *First*, the learning culture; there are still many lecturers and students who are less able to adapt to the distance learning system; this situation illustrates the inequality in digital literacy (Subiyantoro, 2022). *Second*, the distance learning system is faced with network problems. Indonesia is currently facing the problem of digital inequality between regions in accessing networks. Referring to the Ministry of Education and Culture's study, distance learning by universities during the pandemic is the main obstacle to the internet network. *Third*, not all universities have learning facilities or platforms (Sitorus et al., 2023).

It cannot be denied that the virtual learning system, which has been implemented for three years, has affected students. One of the impacts is causing *lost learning* and *lost generation* (Falah & Hadna, 2022). In the world of education, the terms *lost learning* and *lost generation* This is the impact of disruption to the learning system so that it does not run normally. Transfer of lecture material, integration, interaction in learning, and the learning environment are the main problems experienced by students (Ramadansur et al., 2023) The virtual learning process could be better and influence learning outcomes. Inequality This achievement of online and offline learning outcomes is due to decreased learning competency (*lost learning*). Competencies that students should have are not fully mastered due to their inability to interpret the lessons. The decline in learning outcomes is due to quality and facilities, which is not optimal when conducting virtual lectures and is one of the impacts of *lost learning* (Nurhidayat et al., 2023).

Referring to research carried out in 2020 by the SMERU research institute, the results stated that the implementation of the distance learning system in Indonesia encountered many challenges, starting from gaps in access to learning facilities weak competence of teaching staff. These various obstacles also widen the gaps between students in Indonesia. The worst loss of learning competence (*lost learning*) is experienced by underprivileged families. This condition also exacerbates the problem of low competency in the current workforce. The author deepens information from several previous studies for consideration to see the advantages and disadvantages of these studies. The author also deepens theoretical studies through books and scientific articles with National/International accreditation to obtain complete data related to several theories related to the research theme. Next, these data are used to obtain a very scientific theoretical framework. There are several previous studies related to the research theme, as follows:

Eva Musdalifa (2022), wrote a scientific article entitled "*learning loss as an impact of online learning when returning face to face post-pandemic*" in the journal GUAU (Islamic Religious Teacher Professional Education), The focus of this research is analysis How will students feel when they return to face-to-face learning with limited time? The research method uses Qualitative observation, directly observing the object studied. The research results are that learning outcomes are not met (*learning loss*), a state of loss of students' skills and knowledge in academic activities; this happens because of the cessation of the teaching system. Eem Munawaroh et al (2021), wrote a scientific article entitled "*student resilience after recovery: post-pandemic learning loss*". Psychoeduko Journal, (Educational and Counseling Psychology). The research reviews emerging literature on learning loss recovery, including strategies that educational institutions and parents should develop in developing student resilience when adapting to the new normal era in schools and using a qualitative research model. As a result, several strategies were developed regarding recovery from learning loss: involving schools in ensuring health and safety protocols, ensuring students'



psychological well-being, identifying students who most need help, and finally, improving pedagogical practices.

Lalu Gede M. Z. Atsani (2020), wrote an article in the Al-Hikmah journal, IAIH NW East Lombok journal, entitled "*transformation of learning media during the covid-19 pandemic*". The focus of the study is to analyze the problems of the learning system at the moment pandemic. The results of the research, pandemic has a big impact on the world of education, the learning system is implemented online. Many obstacles found i related to the learning system These include: students and parents do not understand how to use online media, economic limitations supports online learning activities, learning is not controlled because we don't meet direct. Every lecturer must be able to develop innovations, especially regarding online learning media so that all students can understand them.

Some of the research above, which has been published, has similarities in terms of discussion regarding *lost learning* and *lost generation* as the impact of the pandemic towards the learning system. The differences in this research can be seen in terms of the main topic and research object which is the main issue. It is hoped that the research that will be carried out will provide a new color regarding the new formula for learning systems in Islamic Religious Universities after the pandemic. Seeing the various challenges that are present Due to the pandemic and other problems faced, updates and improvements have been made. The learning system must be carried out on an ongoing basis to respond well to the dynamics of environmental change.

The distance learning system will continue. Thus, the government and universities need innovation in the learning system (Herlambang & Abidin, 2023) . The distance learning system, in essence, had been implemented before the pandemic occurred. However, it still needs to be optimal in its implementation, based on the imperfect standardization of the distance learning system in universities, both in terms of facilities and the platform used and the inability of students to access it (Muthmainnah & Rohmah, 2022) . This situation requires universities to have standard teaching standards to serve all student learning activities (Rini et al., 2022).

The government and all stakeholders must work together to be part of the solution to successfully implement learning activities post-pandemic (Wijayanti et al., 2023). The pandemic should not reduce student optimism and learning motivation. The pandemic also does not mean that educators should be complacent (Djidu et al., 2023). During the pandemic, the distance teaching and learning system has become a trial for all aspects, whether innovation and instruction or implementation of independent learning. It can be implemented in the future (Frananda et al., 2023). Universities must be able to create more advanced implementation education (Mustofa et al., 2023). This pandemic and the development of *Information Communication Technology* are two issues that must be considered seriously by universities. Universities must accommodate the challenges and dynamics of the new era (Makbuloh & Yulianti, 2023).

The progress of higher education in Indonesia must be connected to the growth and development of Islamic Religious Universities (PTKI). PTKI has an important role and contributes to overcoming various societal problems (Diktis, 2022) . It is not enough for humans to only have intellect they must be equipped with morality. For this reason, Islamic universities strive to combine religious knowledge with general knowledge (Rizal et al., 2023). Throughout its journey, PTKI has become a place to produce human resources who have character, are competitive and have broad insight. The increasing role of PTKI is in line with its growth and development throughout the archipelago. Based on data from the



Ministry of Religion, there are 847 PTKI spread throughout Indonesia in 2022; the private sector manages 93% of these 847. Meanwhile, the remaining 59 PTKI are managed by the government (Diktis, 2022).

The increase in the number of PTKI aligns with the number of student developments. From 2015, the increase in the number of students studying at PTKI was very clear. Based on the data obtained, in 2015, as many as 491,833 students joined PTKI, while in 2021 there were 1,104,426 students. This data shows how strategic PTKI's position is in developing the country (Diktis, 2022). As time progresses, various types of challenges will arise. PTKI should strive to increase the variety of achievements that - have been obtained. Keep improving in making PTKI become World class university, campus standardization at the international level based on value, ranking and recognition on an international scale, quality of graduates, infrastructure and operations (Diktis, 2022).

The reformulation of the post-pandemic learning system will be researched in two places, namely, UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari. Based on initial research findings, during the pandemic, UIN Imam Bonjol faced several problems: e-literacy inequality between lecturers and students, low feedback and learning motivation, and difficulty in preparing learning plans according to needs. However, in 2022, after the pandemic, UIN Imam Bonjol will occupy the first position on the island of Sumatra with the highest number of new student applicants. During the pandemic, UIN Syahada experienced the same thing, plus other problems, for example, limited learning facilities, low IT capabilities, and inequality in network access. After the pandemic, UIN Syahada successfully transformed from IAIN to UIN in 2022. This status change was influenced by many factors, including the implementation of the educational process well. Paying attention to the problems experienced by UIN Imam Bonjol and UIN Syahada, there is a possibility that learners will experience lost learning. However, from the results obtained, it can be seen that UIN Imam Bonjol and UIN Syahada can manage the learning system well. So, it is relevant to research the formulation of post-pandemic learning systems in these two universities. Through the explanation above and based on the potential and challenges of post-pandemic learning, this research seeks to see the influence of the pandemic on the learning system and answer the problem of how to reformulate the post-pandemic learning system in responding to the challenges of lost learning and lost generation.

Research Method

This research used a qualitative approach with a multi-case study method (Yin, 2003). This method aims to comprehensively explain the actual development of the learning system at UIN Imam Bonjol and UIN Syahada. The research subjects were all respondents who were asked for explanations regarding the post-pandemic learning system at UIN Imam Bonjol and UIN Syahada. Primary data was obtained through *Field Research* and literature study mechanisms in the data collection process. The following were the steps for collecting data: *Qualitative Interviews* were conducted through FGD with academic and institutional leaders, LPM, lecturers and students. To confirm the results of the FGD, the researcher then directly observed the learning practices that occurred. In order to obtain broader and in-depth data, researchers interviewed respondents behind closed doors. Guaranteeing accuracy in data collection, researchers obtain it directly without going through intermediaries. at UIN Imam Bonjol and UIN Syahada.

Qualitative research is declared valid if there is no difference between the data obtained and what actually happened to the research subjects (Moleong, 1990). In this



research, the researcher used data validity techniques: first, persistent observation, where the researcher focused on the issue being sought, observing in detail, thoroughly, and continuously the plans, implementation, and solutions to lost learning. The second is triangulation. In this research, the researcher used source triangulation and the triangulation technique. Source triangulation was used to test the credibility of the data; the data sources included the vice chancellor for academic affairs, quality assurance institutions, deans, lecturers and students at UIN Imam Bonjol and UIN Syahada. Next, technical triangulation was used to test the credibility of the data with different techniques. In this research, the triangulation technique was carried out by comparing observation data through focus group discussions with in-depth interviews and against a document related to the research focus (Sugiono, 2011).

Results and Discussion

Primary data in this research was obtained through *Focus Group Discussions* held at UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari universities. *The Focus Group Discussion* was carried out by presenting related elements, such as the vice chancellor for academic and institutional affairs, representatives of quality assurance institutions, faculty leaders, department heads, lecturers and also students. There were 21 *Focus Group Discussion* participants at UIN Imam Bonjol and 11 people at UIN Syekh Ali Hasan Ahmad Addari. *The Focus Group Discussion* was held to discuss the main focus of the research, namely: *first*, the influence and challenges of learning during the pandemic, *second*, the new formulation of the learning system implemented after the pandemic or the new normal era. Researchers are of the view that the emergence of the corona virus variant in the new normal era and the role of technology, shows the need to continue to manage learning systems that are more relevant to current developments.

Systematic observation through *Focus Group Discussions* as an effort to obtain primary data related to the main focus of the research, in its implementation the researcher only acts as a facilitator while observing the data submitted by the resource persons and FGD participants. Based on data obtained through FGD regarding the influence or challenges of the learning system during the pandemic as well as the new formulation of the learning system, presented in table form below:

Table 1. Learning System During the Pandemic

No	Policy	Program
1	Learning system	Implementation of Online Learning Synchronous and Asynchronous Learning Models

Synchronous and asynchronous learning models. Referring to the data presented by the FGD resource person, the *Asynchronous* (face to face online) learning system can use the *e-Learning platform*, in the researcher's observations there is a difference in the use of the platform at UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari (Syahada), at UIN Imam Bonjol In general, they use *e-Learning* while at UIN Syahada they use *Google Classroom*, based on further explanation that the UIN Syahada *e-Learning platform* is not yet functioning properly. According to data provided by sources, 80% of lecturers are proficient in using *e-Learning* and *Google Classroom*, but the problem is students' ability to access these platforms, 40% of students at UIN Imam Bonjol still have difficulty accessing *e-Learning*, while at UIN Syahada 30% of students have difficulty using *Google Classroom*. According to the researchers analysis, differences in students' ability to access the learning platform are due to differences in the platforms used. Below, let us look at the influence or



challenges of the pandemic on the implemented learning system (online; *Synchronous* and *Asynchronous*), referring to the results of the FGD as stated by resource persons at UIN Imam Bonjol and UIN Sheikh Ali Hasan Ahmad Addari, a number of data were obtained and written in following table:

Table 2. Effect of the Pandemic on Learning at UIN Imam Bonjol

No.	Indicator	Influences/Challenges	%
1	Determining <i>Learning Goals</i>	Develop a syllabus and RPS that suit the learning context	25
2	Student Characteristics	It is difficult to control student attitudes	12
3	Understanding Learning	There is a mismatch between lecturers and students <i>in e-Literacy</i> , low learning feedback, low motivation and desire to learn, carrying out practicum activities, student mentoring processes, carrying out comprehensive exams and theses.	30
4	Learning Facilities	Lack of learning facilities, low technological capabilities, inequality in network access, financial constraints	15
5	Lecturer Characteristics	Lecturers' mastery of learning applications is still not optimal, the availability of technology-based teaching materials	8

Based on Table 2. above, it can be explained that the influence and challenge most widely felt is the indicator of understanding learning (30%). Meanwhile, the ability to determine *learning goals* and the availability of learning facilities is between 25% and 15%. Meanwhile, the least level of perception is in the indicators of lecturer and student characteristics (8% and 12%). Paying attention to this data shows that the pandemic has greatly impacted the learning system and can cause *learning goals to fail to be achieved*. The influences or challenges faced by universities vary; in the following table, the experience of UIN Syahada is shown:

Table 3. Effect of the Pandemic on the Learning System at UIN Syahada

No.	Indicator	Influences/Challenges	%
1	Determining <i>Learning Goals</i>	Develop a syllabus and RPS that suit the learning context	22
2	Student Characteristics	It is difficult to control student attitudes	10
3	Understanding Learning	There is a mismatch between lecturers and students <i>in e-Literacy</i> , low learning feedback, low motivation and desire to learn, carrying out practicum activities, student mentoring processes, carrying out comprehensive exams and theses.	36
4	Learning Facilities	Lack of learning facilities, low technological capabilities, inequality in network access, financial constraints	18
5	Lecturer Characteristics	Lecturers' mastery of learning applications is still not optimal, the availability of technology-based teaching materials	14

Table 3 above shows that each indicator is at a perception level exceeding or at least 10%, and the indicator of understanding learning remains at the highest level, namely 36%. There are significant differences in influence or challenges between UIN Imam Bonjol and UIN



Syahada; this is due to differences in institutional levels; when the pandemic spread, UIN Syahada was still at the IAIN level. However, the conclusion from the data comparison shows that UIN Syahada experiences the highest possibility of *lost learning*.

Post-pandemic and the demand for independent university learning are characterized by the need to utilize information and communication technology in all aspects, including in the implementation of learning. So, there is a real need for an appropriate and effective learning system to be used in the post-pandemic learning process. The reformulation of this learning system was then researched at UIN Imam Bonjol and UIN Syahada. The results obtained are depicted in the following table:

Table 4. Post-Pandemic Learning System

No.	Policy	Program
1	Learning system	Implementation of <i>Hybrid Learning</i> and <i>Blended Learning</i>

The data obtained by researchers through FGD is as mentioned in Table 4. Regarding the higher education learning system policies at UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari, 100% implement *Hybrid* and *Blended Learning systems*. Through the information obtained by researchers as mentioned in the FGD, the basis for considering implementing this learning system is to protect safety and health, focus on learning outcomes, reduce learning inequality during the pandemic, and expand access to digital-based pedagogy. In their explanation, the FGD resource person said that this new policy utilizes the power of technology to enrich the learning experience, promote designed learning modes, and adapt to the diverse needs of students. The resource person explained the *hybrid learning scheme*, as follows:

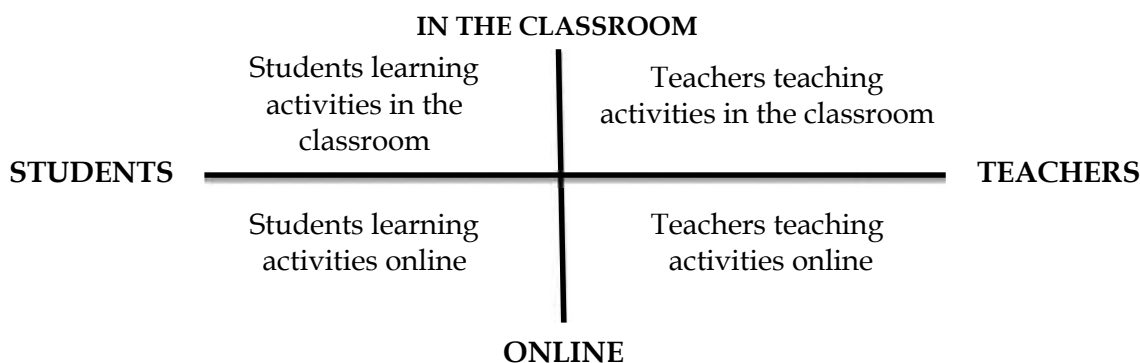


Figure 1. Hybrid Learning System Scheme

Figure 1. is a hybrid learning system scheme based on that implemented at UIN Imam Bonjol and UIN Syahada, combining direct face-to-face and online learning. 75% of the learning system is carried out face-to-face, and 25% is carried out online. However, considerations for determining this combination depend on the field analysis results. This learning system has begun to be implemented, especially in higher education institutions, including UIN Imam Bonjol and UIN Syahada. With technology, learning previously limited to the classroom has become widely spread. Based on the explanation of the FGD resource person, there are several benefits of implementing this Hybrid learning system, as in the following table:

Table 5. Benefits of Hybrid Learning Systems

No	Policy	Benefit
1	<i>Hybrid Learning Learning System</i>	Flexibility in Learning Students are accustomed to <i>self-study</i>



Digital Based Learning Materials
Still Value Face-to-Face Learning
Flipped Learning Learning Innovation
Curriculum Adapted to the Industrial Era 4.0
Response to the Independent Curriculum

Hybrid learning system, the many benefits obtained through its implementation, give good hope for universities and the future of the nation's children, learning and technology merge into one, paving the way for scientific progress. The reformulation of the learning system at UIN Imam Bonjol and UIN Syahada universities during this transition period shows extraordinary progress. However, further research is still needed regarding the challenges and strategies.

Discussion

The success of learning activities at UIN Imam Bonjol and UIN Syahada is not based on judgmental behavior or fanaticism towards certain learning theories; learning activities are relative because they must be adapted to the learning objectives (Mutmainnah, 2022) .) Before this pandemic spread, the learning system remained in the classroom and face-to-face, but as the pandemic spread, the learning system became a network learning model. It certainly allows us to think that the teaching and learning process must continue even though it is carried out virtually (Mlambo, 2023).

After the pandemic, UIN Imam Bonjol and UIN Syahada have been able to design a learning system that is more appropriate to the situation and environmental conditions. The design of the learning system is carried out through very systematic and directed steps to create effective, efficient and interesting learning. The most important form of learning system design is *learning goals* (Triono et al., 2023). The development of the learning system continued with the implementation stage; after it was implemented, an evaluation was carried out to determine the level of effectiveness, efficiency and attractiveness of the learning system. It turned out to be very effective, efficient and interesting; data from student interviews shows that when the online learning system was first implemented, students generally did not like it. Anticipation in the form of reformulation of the learning system (prioritizing health and safety, curriculum modification, lecture flexibility, focus on learning objectives, application of technology, and expanding access to digital pedagogy) causes online learning to become increasingly familiar and preferred. This new learning system formula can overcome lost learning and improve critical thinking because learning includes various collaborative activities between students, department associations, lecturer involvement, and blended instruction.

Based on the data obtained, UIN Imam Bonjol implemented a learning system well during the pandemic, including distance or online learning models. The online learning system at UIN Imam Bonjol is supported by a learning platform using *e-Learning*, which can be accessed via the URL: <https://uinib.ac.id/e-learning-uin-imam-bonjol-padang/>, this *e-Learning* is equipped with a guidebook, both for students and lecturers. UIN Imam Bonjol strives to provide the best service to students by improving and developing learning platforms during the pandemic, as evidenced by the *MoU* between UIN Imam Bonjol and PT. Telkom Indonesia on 5 Okt 2021 to produce digital talent and compete globally. Apart from *e-learning*, there are many alternative learning media used by UIN Imam Bonjol. Most lecturers and students who hold lectures can use the *Zoom Meet* and *Google Meet applications*. In order to maintain the conduciveness of learning and the achievement of learning objectives at UIN Imam Bonjol, lecturers carry out learning evaluations at every



meeting. The lecturer gives students a form to fill out to summarize their understanding of the lecture material. The lecturer asks each student several questions to ensure the course learning outcomes are met.

UIN Imam Bonjol views the pandemic positively, lecturers are starting to actualize the use of IT, and various new learning tools are being developed. During the pandemic, UIN Imam Bonjol began to activate the community-based learning model, namely, students were encouraged to use social networks and enter online learning communities. The learning system becomes more effective and interesting because learning is combined with writing, images, movement, sound and action (Sugiarto et al., 2023). This description of the learning system aligns with the findings of a survey of student satisfaction with educational services and processes. Five aspects were used as instruments for this survey. The result is that students feel very satisfied with UIN Imam Bonjol's educational services and processes in 2020.

UIN Sheikh Ali Hasan Ahmad Addari has also implemented a distance learning system. The Covid-19 pandemic seems to require all universities to carry out distance learning well. (Sudiarti et al., 2023) In a relatively short time, UIN Syahada continued to carry out activities through adjustments and adaptations during the pandemic by shifting all learning online. The UIN Syahada online learning platform can be accessed through the *e-learning portal information system*. Efforts to develop a learning system continue to be carried out by UIN Syahada; there is a positive influence from the pandemic, curriculum demands, and the inevitability of using a *Blended Learning learning system*, which is the reason why it is essential to formulate a new learning system formula. Lecturers and students can still use other applications, such as *Zoom* or *Google Meet*.

In general, UIN Syahada learning system during this pandemic has been implemented well, inseparable from the previous teaching system patterns, such as strengthening scientific epistemology with integrative types of courses, and teaching patterns that prioritize multi and trans-disciplinarity using *team teaching*. Prioritizing learning models with different communities, and taking the same courses in different classes is permissible. Integrative curriculum design provides special skills through cross-disciplinary programs to obtain added value to graduates (Pradana, 2023). Learning evaluations are carried out almost the same as those carried out at UIN Imam Bonjol.

Based on the explanation above, in principle, UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari have made many efforts so that the learning system during this pandemic can be implemented well. However, due to the pandemic, a condition where learning activities are carried out in a state of urgency without being preceded by a concept that will be used as a guide certainly cannot be separated from a challenge that will always accompany it (Baryanto et al., 2023).

Based on discussions held in order to explore perceptions regarding the challenges and influence of the pandemic at UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari, the challenges and influences experienced were almost the same. At the beginning of the spread of the Covid-19 pandemic, which required the learning process to be carried out entirely *online*, it would provide an experience for lecturers and students that could have been better, substantively unpleasant. Distance learning causes *e-Literacy* between lecturers and students to be different. The distance learning system requires role adjustments and adjustments to teaching styles and processes by lecturers (Nanda et al., 2022).

Furthermore, the challenges UIN Imam Bonjol and UIN Syahada faced during the pandemic are the difficulty of controlling attitudes and the progress of student learning



outcomes, the low level of feedback during the learning process, and the need for ready teaching materials. The widespread and increasingly massive spread of the pandemic also affects the lack of motivation and desire to learn, caused by a lack of IT capabilities, financial constraints, and uneven internet signals. The complex influences encountered need to be supported by new policies, supported by technology and good infrastructure, and prioritized by the principle of equality (Ulfa et al., 2023).

Another big problem faced by UIN Imam Bonjol and UIN Syhadata is related to carrying out practical activities, it is tough to do without having direct access to a laboratory, as is also related to the process of supervising scientific work, carrying out comprehensive exams and thesis exams. Parents of students also feel the extraordinary impact of the pandemic; much evidence shows parents feel burdened and do not have the right skills to help their children in the distance learning process. These are some of the impacts of the pandemic experienced by UIN Imam Bonjol and UIN Syhadata. Accelerating the improvement of learning outcomes and getting through the crisis stage requires adjustments, changes, monitoring, and restoration of the learning system by revising policies, programs, and infrastructure to realize learning achievements. The pandemic crisis for UIN Imam Bonjol and UIN Syhadata can provide an opportunity to reformulate this learning system, developing new strategies to improve learning techniques and equity.

Post-pandemic, UIN Imam Bonjol and UIN Syhadata are trying to make learning more inclusive, effective and resilient, through the following methods: *Firstly* "Overcoming", while the pandemic is taking place, UIN Imam Bonjol and UIN Syhadata through various policies protect the health and safety of campus residents, provide compensation to prevent lost learning. *Second*, "Managing Continuity", post-pandemic, then expanding and adapting the learning system. *Third*, "building a resilient learning system" evaluates the overall impact of the pandemic on learning, revises policies and programs infrastructure, and turns the pandemic crisis into an opportunity to reformulate the learning system.

Based on the information obtained, the composition of the use of *Blended Learning* and *Hybrid Learning* and face-to-face learning that is often implemented is 75: 25, meaning that 75% of this learning system is carried out face-to-face, and 25% is online. However, the consideration for determining this combination depends on the field analysis results. It is based on the desired results, the objectives of the learning, the character of the students, the interactions that occur, the method of delivering the learning, the learning location, and the abilities and learning resources available. Referring to this analysis, lecturers will be able to determine the right combination of learning systems so that the learning system can be more effective, efficient, and interesting.

As explained above, the reformulation of the learning system at UIN Imam Bonjol and UIN Syhadata is based on considerations and demands of a 21st-century learning system oriented towards *Communication Skills*. The main orientation of learning is the opportunity to express ideas during discussions and solve problems given by the lecturer. *Collaboration Skill*, the main orientation of this learning, focuses on cooperation, leadership responsibility, completing tasks productively, respecting different perspectives, and collaboration, which is the main key. *Critical Thinking* and *Problem Solving Skills* are the main orientation of this learning; each student is expected to empower their competencies to solve various problems independently (Hasibuan, 2022). For the world of education, technological developments and the pandemic have brought about many very fundamental changes, including UIN Imam Bonjol and UIN Syhadata. Demands for fundamental change can no longer be postponed so as not to be left behind. Strengthening the learning system through reformulation carried out by



UIN Imam Bonjol and UIN Syahada is in line with the policy framework and educational and learning programs that have been established by the Ministry of Religion of the Republic of Indonesia.

Conclusion

Based on studies at UIN Imam Bonjol and UIN Syahada, data shows that the pandemic has had an impact on the learning system, for example, changes in student attitudes, low learning motivation, readiness of teaching materials, limited ability to use technology, as well as network disruption. The policy of implementing distance learning brings challenges that must be faced by UIN Imam Bonjol and UIN Syahada, including determining *learning goals*, adapting to the learning system, adjusting the characteristics of lecturers and students, as well as the need for learning facilities. UIN Imam Bonjol and UIN Syahada reformulated the learning system by implementing a *Hybrid learning system* to anticipate the occurrence of lost learning. Lecturers and students responded positively to the new learning system policy, in line with the benefits obtained, for example, flexibility in learning, students used to *self-study*, digital-based learning materials, still respecting face-to-face learning, *flipped learning innovation*, curriculum adapted to the industrial era 4.0, implementation of the independent curriculum.

Recommendation

The research results show that the post-pandemic learning system at UIN Imam Bonjol and UIN Syekh Ali Hasan Ahmad Addari can answer the challenges of lost learning and lost generation. However, it needs to be improved, especially in IT facilities and the competence of lecturers and students. For other universities, it is necessary to reformulate the learning system as a response to campus strategies in responding to global developments. This research is limited to two PTKIs in West Sumatra and North Sumatra. Further research needs to be carried out in universities outside Sumatra so that the direction of learning system development policies can be determined and justice and equality can be provided for all students.

References

- Baryanto, B., Sembiring, D., Bangkara, B. M. A. S. A., Khasanah, K., & Aunurrahman, A. (2023). Responding to Trends in Digital-Based Classroom Learning: Efforts to Improve Learning Outcomes of Indonesian Millennial Students at Bengkulu University. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 8(1), 24–36. <https://doi.org/10.25217/ji.v8i1.2931>
- Diktis, T. D. (2022). *Grand Design Pendidikan Tinggi Keagamaan Islam* (Edisi Pert). Direktorat PTKI Dirjen Pendis.
- Djidu, H., Istiyono, E., & Widiastuti, W. (2023). Quality of Performance Assessment Instruments for Educators in Higher Education: Implementation of Factor Analysis And Generalizability Theory. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 7(2), 144–159. <https://doi.org/10.36312/esaintika.v7i2.716>
- Falah, A. I., & Hadna, A. H. (2022). Problematika Pendidikan Masa Pandemi di Indonesia pada Daerah 3-T (Terluar, Tertinggal, dan Terdepan). *Jurnal Pendidikan Dan Kebudayaan*, 7(2), 164–185. <https://doi.org/10.24832/jpnk.v7i2.2997>
- Frananda, M., Kurnia, M. D., Jaja, J., & ... (2023). Kurikulum Merdeka Belajar Kampus Merdeka untuk Memenuhi Kebutuhan Pembelajaran Abad 21. *JPE (Jurnal*



- Pendidikan Edutama*), 10(1), 1–10.
<https://www.ejurnal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/2868>
- Hairul Huda, Siti Nursyamsiyah, & Bahar Agus Setiawan. (2023). The Quality of Learning in Mu'adalah Boarding School. *Jurnal Pendidikan Islam Indonesia*, 7(1), 1–11.
<https://doi.org/10.35316/jpii.v7i1.461>
- Hasibuan, E. S. (2022). The Role of Indonesian Police Through “Cyber Patrol” in Preserving and Maintaining Cyber Room Security. *International Journal of Social Service and Research*, 2(8), 722–728. <https://doi.org/10.46799/ijssr.v2i8.146>
- Herlambang, Y. T., & Abidin, Y. (2023). *Pendidikan Indonesia Dalam Menyongsong Dunia Metaverse: Telaah Filosofis Semesta Digital dalam Perspektif Pedagogik Futuristik Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia Kampus Cibiru Program Pascasarjana Program Studi*. 7(2), 1630–1640.
- Hidayati, D., Arif, A., Noor, S., & Rochmah, W. (2023). Learning Management System in Madrasah: A Study of Teacher Readiness and Acceptance of Technology. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 07(03), 719–735.
- Makbuloh, D., & Yulianti, I. (2023). *An Analysis of the Relevance between the State Islamic Religious Higher Education Institutions (Perguruan Tinggi Keagamaan Islam Negeri) and the Ministry of Religious Affairs Strategic Plans in Developing Higher Education Quality*. 14(1), 141–157.
- Mlambo, P. B. (2023). Information and Communications Technology in Engineering Graphics and Design Classrooms: A post COVID-19 era. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 7(2), 160–175.
<https://doi.org/10.36312/esaintika.v7i2.1321>
- Moleong. (1990). *Metodologi Penelitian Kualitatif*. Remaja Rosda Karya.
- Mustofa, M. Y., Mas' ud, A., & Elizabeth, M. Z. (2023). Hybrid Pesantren in Indonesia; Analyzing the Transformation of Islamic Religious Education in the Digital Age. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 14(1), 79–104.
- Muthmainnah, A., & Rohmah, S. (2022). LEARNING LOSS: ANALISIS PEMBELAJARAN JARAK JAUH. *Jurnal Kewarganegaraan*, 6(1).
- Mutmainnah, D. (2022). Efektivitas Pembelajaran Agama Islam dalam Pengembangan Karakter Mahasiswa pada Waktu Pandemi Covid-19. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 14(1), 28–34. <https://doi.org/10.37640/jip.v14i1.1400>
- Nanda, I., Ambiyar, A., Wakhinuddin, W., Giatman, M., Muskhir, M., & Setiawan, D. (2022). Motivasi dan Kompetensi Mengajar Dosen terhadap Hasil Belajar Mahasiswa. *Edukasi: Jurnal Pendidikan*, 20(1), 85–95.
<https://doi.org/10.31571/edukasi.v20i1.3581>
- Nurhidayat, W., Surahman, E., & Sujarwanto, E. (2023). The Effect of Conceptual Understanding Procedures Learning Model on Students' Higher Level Thinking Skills. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 386–394.
<https://doi.org/10.23887/jpiundiksha.v12i2.58709>
- Pradana, H. D. (2023). The Impact of Digital Media on Student Learning at University. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 15(1), 1–8.
<https://doi.org/10.37640/jip.v15i1.1717>
- Qisthi, N., Diella, D., & Suharsono, S. (2022). Efektivitas pembelajaran daring berbasis Google Docs terhadap keterampilan kolaborasi peserta didik pada materi perubahan lingkungan. *Edu Sains: Jurnal Pendidikan Sains & Matematika*, 10(2), 198.
<https://doi.org/10.23971/eds.v10i2.3208>



- Ramadansur, R., Kuning, U. L., Sembiring, A. K., Kuning, U. L., Rizky, R., Kuning, U. L., & Kuning, U. L. (2023). *Lectura : Jurnal Pendidikan*. 14, 340–351.
- Rini, R., Suryadinata, N., & Efendi, U. (2022). Literasi digital mahasiswa dan faktor-faktor yang berpengaruh. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(2), 171–179. <https://doi.org/10.21831/jamp.v10i2.48774>
- Rizal, S. S., Herlina, N. H., Atoillah, A. N., & Mubarokah, I. (2023). *Pattern and Learning Design of Islamic Religious Education for Early Children*. 1991–2004. <https://doi.org/10.30868/ei.v12i03.4331>
- Sitorus, F. R., Naibaho, P., & Silalahi, W. P. (2023). *Experience , challenges , and engagement amidst pandemic : The online learning to onsite learning Pengalaman , tantangan , dan keterlibatan di tengah pandemic : Pembelajaran online hingga pembelajaran luring*. 16(1), 13–21.
- Subiyantoro, S. (2022). Evaluating The Effectiveness of Blended Learning during Covid-19 on Students' Learning Achievement: A Case Study in terms of Islamic Education. *Jurnal Pendidikan Agama Islam*, 19(1), 111–128. <https://doi.org/10.14421/jpai.2022.191-09>
- Sudiarti, D., Ashilah, N. M., & Nurjanah, U. (2023). Implementation of flipped learning with flipbook media assistance on learning outcomes and critical thinking abilities. *Jurnal Inovasi Teknologi Pendidikan*, 10(4), 385–394. <https://doi.org/10.21831/jitp.v10i4.58191>
- Sugiarto, T., Ambiyar, A., Wakhinuddin, W., Purwanto, W., & Saputra, H. D. (2023). Efektivitas Penggunaan Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi terhadap Hasil Belajar: Metaanalisis. *Edukasi: Jurnal Pendidikan*, 21(1), 128–142. <https://doi.org/10.31571/edukasi.v21i1.5419>
- Sugiono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tanta, Nf., & Swastikasari, M. M. (2023). Learning Management in the Covid-19 Pandemic Based on Blended Learning on Education Management Students University of Cenderawasih Jayapura. *Kwangsan: Jurnal Teknologi Pendidikan*, 11(1), 165. <https://doi.org/10.31800/jtp.kw.v11n1.p165--185>
- Triono, A., Aflachah, S. I., Hidayah, N., Al-Qowim, M. I. I., & Radianti, A. (2023). Problem-based learning in Islamic Education subject to build students' morals in online learning (pandemic experiences). *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 28(1), 80–97. <https://doi.org/10.24090/insania.v28i1.6922>
- Ulfa, E. M., Wahyuni, S., & Ridlo, Z. R. (2023). Development of E-Module-Based PjBL to Develop Computational Thinking Skills Integrategration with CCR Implementation in Science Education. *JPPS (Jurnal Penelitian Pendidikan Sains)*, 12(2), 176–191. <https://doi.org/10.26740/jpps.v12n2.p176-191>
- Wijayanti, S. H., Warmiyanti, M. T., Baskoro, J. T., Triyanti Manalu, M. T., & Cita, L. N. (2023). The School Literacy Movement in Elementary School: From Pre-Pandemic to Post-Pandemic Covid-19. *Qalamuna*, 15(1), 189–202. <https://doi.org/10.37680/qalamuna.v15i1.2388>
- Yin, R. K. (2003). *Case Study Research; Design and Methods*. Sage Publication.
- Zumam, W., Amiruddin, M., Habibi, N. S., Madura, U., Madura, U., & Madura, U. (2023). Kontribusi Pelaksanaan MBKM terhadap Kemandirian dan Kesiapan Mahasiswa Menghadapi Dunia Kerja. *JPE (Jurnal Pendidikan Edutema)*, 10(1), 25–34. <http://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE>