Al-Ishlah: Jurnal Pendidikan
Vol.15, 1 (March, 2023), pp. 121-134
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i1.1334

Changes in the Learning Behavior of the Islamic University Students during the Covid-19 Pandemic

Yusnaini[1], Dinn Wahyudin[2], Rusman[3]

[1] Institut Agama Islam Negeri Lhokseumawe, Aceh, Indonesia; yusnaini.ilyas@gmail.com
[2] Universitas Pendidikan Indonesia, Bandung, Indonesia; dinn_wahyudin@upi.edu
[3] Universitas Pendidikan Indonesia, Bandung, Indonesia; rusman_71@yahoo.com

ARTICLE INFO

Keywords:

Face-to-face Learning;
Internet Network Learning;
Changes in Learning Behavior.

Article history:

Received 2021-11-16
Revised 2022-12-22
Accepted 2023-01-04

ABSTRACT

Online learning is different from offline learning, and the various academic atmosphere, facilities, and infrastructure cause changes in behaviour. By comparing how students learn in the face-to-face learning process to how they learn when using the internet, this study hopes to find and explain the factors that change how students learn when using the internet. This study uses descriptive and quantitative methods, and 99 students at an Islamic university in Lhokseumawe were asked to participate. The results showed that: (1) all indicators of learning behaviour in learning using the internet network decreased in percentage compared to face-to-face learning, but this percentage decrease was still within the range of reasonable interpretation; and (2) every item in the questionnaire showed that there is a change in learning using the internet network, with more answer choices sometimes and less answer choices often or always. This is a sign that learning to use the internet for too long will cause students to change the way they learn in a wrong way or not the way they should.

Corresponding Author:
Yusnaini
Institut Agama Islam Negeri Lhokseumawe, Aceh, Indonesia; yusnaini.ilyas@gmail.com

1. INTRODUCTION

Learning process activities are no longer carried out through face-to-face meetings with students but must be carried out in the classroom at each other's house with teacher or lecturer supervision. Learning like this is called learning in the network or remotely or often called online. This online learning is also a government policy from the Ministry of Education and Culture. However, this policy is not easy to implement; many parties are still not ready to carry out remote or online learning. This is because online learning requires internet devices, cell phones, and android to connect. These devices, for most people, are expensive and are still difficult for parents to provide for their children who are still in college due to the limited ability of the community. (Umam & Maulidah, 2021) stated that the problem with online learning is that many participants don't have their cell phones/laptops as a medium for study. Sometimes independent study will cause problems or a shallow understanding of

the material being studied so that students will stop exploring a lecture material. The freedom of students to use mobile phones will hurt the development of their learning behaviour. Students are more influenced by playing games, watching films, reading electronic comics, or other less valuable activities. It will be affected by the habit of avoiding time delays in completing academic tasks is also commonly done (Wilda et al., 2016).

Students who already don't like studying will likely become even lazier, and those who were previously diligent will likely be less diligent because online learning does not accurately portray the ambience or conditions of learning in the classroom. Ultimately, the student's learning behaviour will suffer as a result of a diminished sense of ownership over their education. When someone studies in an appropriate atmosphere, they are more likely to learn and retain the subject matter (Rosyida et al., 2016). This government-sponsored initiative to promote education cannot be held responsible because not all citizens benefit to the same degree from it.

At the start of 2021, the Minister of Education and Culture issued a directive ordering all educational institutions to implement the health protocol to prevent the spread of Covid-19 and to be monitored by the local government. As a result, teaching and learning in the classroom seem considerably different from their historical counterparts. Learning exchanges with professors and peers are also the extent of students' extracurricular activities. This is because students have to sit a specific distance apart, and the lecturer has to stand a given distance, making it hard for them to engage with one another while learning. (Supriyadi, 2011) claims that when students and teachers work together, students' learning behaviours shift along three dimensions: creativity, taste, and intention.

Because learning is a mental and physical process, students transform as a result of their interactions in the classroom and the larger school community. (Hanifah & Abdullah, 2001) states that learning behaviour, often also called learning habits, is a learning dimension that is carried out by individuals repeatedly so that it becomes automatic or spontaneous. The lecturer's supervision style, the student's preferred learning method, and the nature of classroom interactions contribute to the unique ways in which individual students approach and learn from lectures. According to (Pieter & Lubis, 2010), actions include both overt and covert expressions of appreciation and emotions. There is a causal relationship between the lecturers, students, learning atmosphere, learning resources, the classroom's condition as a whole, and the development of students' learning behaviours. Therefore, good learning behaviour will result from a well-executed learning process following the attainment of learning objectives. Skills, observations, habits, associative thinking, rational thinking, attitudes, inhibition, appreciation, and affective behaviour are all indicators of a student's learning behaviour (Syah, 2010). Learning in the classroom and student performance will be influenced by how students behave as learners. The more the student's sense of responsibility for learning, the more effort is put into achieving the best possible learning outcomes. This suggests that a student's learning behaviour is one of the aspects that contribute to their success in class (Wahyuningsih & Djazari, 2013).

Transformation of the learning process now faced two ways: using the internet network or online learning and learning life (Zainuddin Atsani, 2020). The learning process uses the internet network and learning directly. This also has very different environmental conditions. Learning using the internet network prioritizes technology, and adequate facilities to access networks that can access different locations at one-time learning is carried out, even though the areas where students live vary and are not limited in time so that it saves time in accessing, which results in internet networks with online learning is very necessary, and for students, it also saves on transportation costs. In addition, the learning process uses the internet network also provides many unlimited learning resources that can be viewed or downloaded via the internet, and many convenience conveniences are obtained.

The implementation of direct face-to-face learning where all students are in one room and, of course, have the same conditions and environment, are physically present, and the nuances of learning can be conditioned to be visible around them, and there is face-to-face learning or social interaction. Sources of learning materials are limited to the library. However, face-to-face learning can also utilize the internet as a search for learning materials. The learning process using both the internet and face-to-face will certainly have different learning behaviours. According to the results of research conducted

by (Widagdo et al., 2020), it shows that there is the impact of the Covid-19 pandemic on student behaviour in the online learning process, namely the most substantial impact is the feeling of being bored with the online learning process due to the lack of active interaction in students. Another study by (Adi et al., 2021) says that students' interest in learning is reduced due to various obstacles faced by the facilities and the environment. As a result, students will be lazy to study. This will certainly affect the students' learning behaviour, who previously met face to face and had interactions with both teachers and students, and with online learning, students have to study individually in a very different environment.

This study aims to compare and contrast how online and in-person learning styles differ while acquiring internet networking skills. Both benefits can be applied to further classroom collaboration. This is partly because of the unstoppable march of technology, which has altered the social order in significant ways, made human labour more efficient, and will eventually have an impact on the educational system. Based on the preceding, the study seeks to discover and explain the reasons for changes in student learning behaviour in the learning process utilising the internet network by contrasting student learning behaviour in the face-to-face learning process.

2. METHODS

The research approach used in this study is a quantitative descriptive approach. The descriptive in question describes the research results based on data analysis and systematically presenting data to provide an orderly, concise, and clear description of a symptom, event, or situation. According to (Afia, 2009) research aims to systematically and accurately describe facts and characteristics regarding certain fields. The analysis that is often used is percentage analysis and trend analysis. The resulting conclusions are not general. The type of descriptive research that is well-known is survey research. To find out the factors of changing student learning behaviour during the learning process using the internet network by comparing learning behaviour during the face-to-face learning process, the researchers conducted research at the Lhokseumawe State Islamic Institute in Lhokseumawe City. In contrast, the time to carry out this research began in early 2021.

The subject of IAIN Lhokseumawe semester IV students, who come from four different faculties. As for collecting data, a survey was done with 99 students by giving each one a questionnaire with a list of statements to answer. A questionnaire was used to gather information for this study. This student learning behaviour questionnaire is about how well student learning behaviour is being implemented. Skills, observations, habits, associative thinking, rational thinking, attitudes, inhibitions, appreciation, and affective behaviour are all ways to look at how a student learns. The questionnaire is made up of two parts: the learning behaviour questionnaire for face-to-face learning and the learning behaviour questionnaire for online learning. There are 35 statement items in the two questionnaires. There are five possible answers for each attitude statement: Always, Often, Sometimes, and Never.

Using descriptive statistics, this study searches for the percentage of each statement item to organise the errors detected in the research process (Moleong, 2000). After gathering information, it is analysed to describe shifts in students' learning behaviours using percentages based on the responses to questionnaire items.

The data analysis formula used is as follows:

$$p = \frac{n}{N} \times 100\%$$

Description :
Q: Description of percentage
n: The number of scores obtained
N: Total ideal score (determined value x number of questions)

After the percentage value is obtained, the value is interpreted based on the categories in the following table:

Table 1. Percentage value and category

Interval Number	Category
0% - 19.99%	Bad
20% - 39.99%	Not good
40% - 59.99%	Enough
60% - 79.99%	Well
80% - 100%	Very good

3. FINDINGS AND DISCUSSION

The learning behaviour questionnaire consists of 2 types: the learning behaviour questionnaire during the face-to-face learning process and the learning behaviour questionnaire during the learning process using the internet network. These two questionnaires were given to respondents as many as 112 students of IAIN Lhokseumawe consisting of Tadris Mathematics students, Computer Education Management, and Islamic Economics students. After examining the results of filling out the questionnaire, 99 questionnaires were obtained that were feasible to be used as research data.

The results of filling out the learning behaviour questionnaire based on indicators can be seen in the graph below.

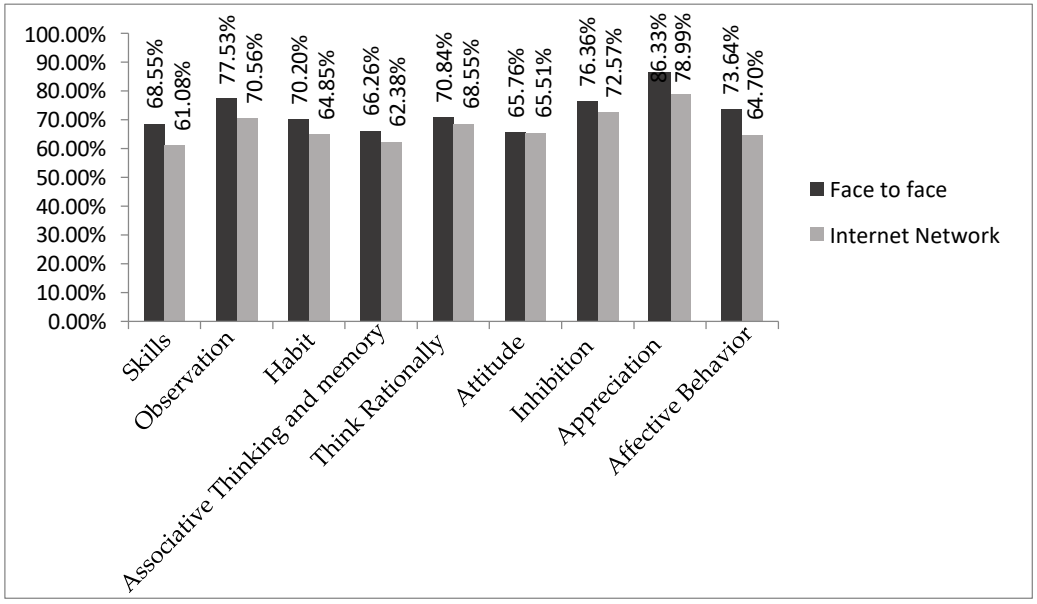

Figure 1. learning behavior

Based on the graph above shows that all indicators are in the interval of 60% - 79.99%, which are classified as good interpretation categories. In addition, all indicators of learning behaviour in the face-to-face learning process are superior to learning behaviour in the learning process using the internet network. The attitude indicator seems to have a very small difference, so it can be said that the attitude indicator in the face-to-face learning process using the network has the same size. It should be noted that learning using the internet network has been carried out for 2 semesters. Overall there has been a decrease in learning behaviour, although it is still in the good category. If continuous learning uses the

internet network is used, each indicator of learning behaviour will continue to decrease compared to face-to-face learning.

3.1 Skill Indicator

In this indicator, there are 3 statement items which in detail can be seen in the following table:

Table 2. Statement Items on Skills Indicators

Statement Points	Face to face	Internet Network
I do not have special notes for the lessons that I follow (-)	69.90%	65.66%
I prefer to be silent and just follow the flow of learning in class (*online*) (-)	64.24%	50.51%
I like to provide material explanation assistance to friends who don't understand it (+)	71.52%	67.07%

The table above shows that the percentage of skills indicators that are learned through the Internet network is lower than when they are discovered directly (face-to-face). Using the Internet is very different from learning in a classroom or face-to-face. Most of the time, students take notes based on what's written on the blackboard, but sometimes they use notes from other students. But learning on the internet network isn't the same as learning in a classroom because students don't talk to your teachers or classmates. The students also can't use the blackboard as a reminder. (Lisdia Lisa et al., 2018) says that interaction between teachers and students and between students (two-way and multi-way communication) in learning process will lead to changes in student behaviour in the realms of creativity, taste, and intention. The statement "*I do not have special notes for the lessons I take*" is negative. This means that the percentage of students with special notes is 69.9% in face-to-face learning and 65.66% in face-to-face learning using the internet network, while the average scores for both are 3.49 and 3.28. This means that dominant students sometimes do these learning behaviours. So, it can be said that the two ways of learning in the statement are the same.

Then, because students using the internet network don't talk to each other directly in class, it's clear that they are quieter and go with the flow of learning. This is because they aren't getting as much stimulation from the teacher or other students, so their responses will be less. Aside from that, learning through the internet network is done in a free place and where the student wants to be. Of course, the environment will affect the learning process. (Kurniawati, 2020) says that one of the problems with online learning is that too many distractions can make it hard for students to focus on their work. So, the statement "I prefer to be quiet and just follow the flow of learning online" is a negative statement that shows the percentage value that students are active in learning. In face-to-face learning, 69.9% of students are active, but this number goes down to 13.74 % when students learn using the internet network. The average value for face-to-face learning is 3.21, which shows that dominant students sometimes do it. The average value for learning using the internet network is 2.53, which shows that dominant students rarely do this learning behaviour.

Furthermore, learning using the internet network is certainly not possible to interact face to face. It will certainly be difficult for students to share knowledge directly. Interaction with the internet network can also be done face to face by *video call*. Of course, not all students can do something like that due to various problems, from an inadequate signal, data packages that run out quickly, or inadequate cellphone levels. Studying together or giving help to friends will often be done before exams, both midterm and final. So that the item "*I like to provide assistance explaining material to friends who don't understand it"* with an average value of 3.54, is close to the category often carried out by students.

3.2 Observation Indicator

In this indicator, there are 4 statement items submitted, and details can be seen in the following table:

Table 3. Statement Items on Observation Indicators

Statement Points	Face to face	Internet Network
I focus on the explanation of the material delivered by the teacher (+)	85.25%	73.54%
When the teacher gives instructions for completing assignments, I listen carefully to the instructions so that the tasks given can be completed easily (+)	86.67%	79.39%
I am not able to draw my conclusions from the explanation of the material presented by the teacher (-)	60.20%	57.98%
I record important things while the teacher explains the material (+)	77.98%	71.31%

The table above shows that all statement items in the observation indicators show a decrease in the percentage of the learning process using the internet network compared to face-to-face learning. Learning in class is an evident academic atmosphere with designs that have been adjusted so that students can follow the learning process to the fullest and only focus on the material taught by the lecturer. However, learning using the internet network academic learning atmosphere will disappear and affect the attention or focus of students on the explanations made by lecturers and this can be seen in the percentage decrease in the statement item " I focus on explaining the material presented by the teacher" of 11.72%. However, this item in the learning process using the internet network, with an average of 3.68, is almost included in the category often carried out by students. However, when compared to the face-to-face learning process, learning using the internet network will result in distractions caused by the surrounding conditions or the devices used are inadequate both in terms of techniques and tools used and even a poor signal can be the cause.

Furthermore, in making assignments, students must carefully follow the instructions given by the lecturer because the results of the assignment will certainly affect the final grade later. The percentage in the statement item " *When the teacher gives instructions for completing a task, I listen carefully to the instructions, so that the task given can be completed easily"* there is a decrease in learning using the internet network by 7.27% and the average value obtained is 3 .97, it can be said that this item is included in the category often carried out by students. However, face-to-face learning is better in this item due to direct interaction with lecturers or classmates in terms of questions and answers regarding instructions for completing assignments. Learning using the internet network, students prefer not to ask many questions because students want to finish learning quickly and prefer to ask friends later.

In the face-to-face learning process so far, students have difficulty concluding the explanation of the material presented by the lecturer. It is said that learning is done using the internet network. The percentage in this item is a not-so-great decrease in the learning process using the internet network, namely only 2.22% with an average value of 2.9, and this can be categorized as students being sometimes able to make their conclusions from the material explained by the teacher. This point can also be said that face-to-face learning is not much different from learning using the internet network.

Students who attend classes in person are more likely to pay attention during lectures and jot down pertinent information for later use; this is facilitated by the availability of necessary resources in the classroom, such as a blackboard where they can write questions for the instructor or consult with classmates on the side if they still don't grasp the material. In contrast to online education, traditional classrooms typically rely on students' memorization and undivided attention from start to finish. When asked how often they use the internet to study, students were found to have a mean score of 3.57 (indicating they did so more often than not, but not very often), a 6.67% decline from their initial score.

3.3 Habit Indicator

In this indicator, there are 4 statement items submitted, and details can be seen in the following table:

Table 4. Statement Items on Habit Indicators

Statement Points	Face to face	Internet Network
I repeat lessons at home to better understand the subject matter.	68.08%	62.02%
During the lesson, I will ask the teacher if there are parts that I don't understand.	71.52%	61.41%
I spend my free time reading books or articles on my Android phone.	63.64%	59.19%
I like to do assignments independently, but if there is a problem that I can't solve, then I ask a friend or teacher.	77.58%	76.77%

All statement items in the table above have lower percentages when internet-based learning is compared to traditional classroom instruction. Among the categories sometimes carried out by students and made worse throughout the learning process is the habit of students repeating lectures or material at home in the face-to-face learning process, which is still relatively low, just around 68.08% or with an average value of 3.4. The internet is a learning tool, with a new common presentation difference of 6.06% and a mean value of 3.1. Something like this is also in the range of activities that students sometimes undertake. It turns out that the percentage and the average value of online learning are not significantly different from face-to-face learning. This is impacted by students' insufficient knowledge of the subject and notes, as well as their decreased enthusiasm to learn as a result of excessive internet use. (Sagita & Khairunnisa, 2019) highlight a deficit in e-learning, namely that students who lack motivation to learn are less likely to succeed.

Furthermore, the statement regarding likes to ask lecturers in quantity has decreased in percentage by 10.10%, and the average value is 3.07 in the learning process using the internet network. This average value can be categorized as that student sometimes asking the lecturer about material that is not understood. Learning using the internet network is sometimes disrupted by signals so that students' talks and explanations to lecturers will be intermittent and this is what causes students to be lazy to ask questions to lecturers.

Then the statement item fills free time to read books or articles through an Android cellphone. It turns out that the face-to-face learning process experiences an unsatisfactory percentage of 63.64% or an average value of 3.18 and this is included in the category sometimes carried out by most students. However, when learning to use the internet, this percentage decreased even further by 4.44% or with an average value of 2.96 and this value is included in the category sometimes carried out by students. The comparison of the two learning processes is not too different, and it's just that learning using the internet network makes students less concerned with filling in the time to read both books and articles from Android cellphones.

The last point of this habit indicator, namely " *I like doing assignments independently, but if there are problems that I can't solve, then I just ask a friend or teacher*" can be said to be no different in the two learning processes with an average score of 3, 8 and this value is included in the category often carried out by students. This is, of course, very much a concern for students because of course, the assignment must be done as much as possible. They cannot be done alone, of course, they will try to ask friends or even the lecturer. Because this assignment greatly affects the final grade of the semester.

3.4 Indicators of Associative Thinking and Memory

In this indicator, there are 5 statement items submitted as an assessment, details can be seen in the following table:

Table 5. Statement Items on Associative Thinking and Memory Indicators

Statement Points	Face to face	Internet Network
I am confused when the teacher asks about my opinion on the material being taught (-)	57.37%	58.79%
I can easily understand the material being taught that relates to the previous material (+)	72.12%	64.85%
I can't give an example of the material delivered by the teacher (-)	60.20%	61.01%
I try to answer questions posed by the teacher, in the sense that I am not silent, even though the answers I give are wrong (+)	76.16%	67.68%
I will respond or comment on the teacher's explanation if the teacher gives me the opportunity.	65.45%	59.60%

In the second statement item, namely " *I can easily understand the material being taught related to the previous material*" there was a decrease in the percentage of learning using the internet network by 7.27%, and the average value in face-to-face learning was 3.61 to 3.24 in the learning process using the internet network. This shows that this statement item has a category sometimes carried out by students. In the statement item, "*I cannot give examples of the material presented by the teacher*", there was an increase in the learning process using the internet network by 0.81%. The percentage of this increase is not large and can be said to be small so in this item. There is no difference in the percentage values for the two ways of the learning process. The average of this item in face-to-face learning is 3.01, and the average in learning using the internet network is 3.05, so the two ways of the learning process in this statement item are included in the category sometimes carried out by students, and this can be said to be of value enough, and the problems of the two ways of the learning process are more dominant the same.

Then the statement item "*I tried to answer the questions given by the teacher, in the sense that I was not silent, even though the answers I gave were wrong*," there was a decrease in the percentage of the learning process using the internet network by 8.48% with an average value of 3.38. This average value indicates that this item is included in the category sometimes carried out by students and this is very much different from face-to-face learning with an average value of 3.81 which can be said to have reached the category often carried out by students.

Furthermore, the statement item "*I will respond or comment on the teacher's explanation if the teacher gives me the opportunity"* also saw a decrease in the percentage of learning using the internet network with a percentage value of 5.86% and an average value of 2.98. This indicates that this item is included in the category sometimes carried out by students. There is not much different from face-to-face learning in this statement item, with an average value of 3.27, which is also still included in the category sometimes carried out by students. This category can be said that students are still lazy in doing it. This shows that there are problems both in face-to-face learning and using the internet network in the points of this statement.

3.5 Rational Thinking Indicator

Thee rational thinking indicators are proposed as an assessment, in detail can be seen in the following table:

Table 6. Statement Items on Rational Thinking Indicators

Statement Points	Face to face	Internet Network
I do not make conclusions from the teacher's explanation of the subject matter (-)	64.65%	66.26%
I can complete the tasks given by the teacher well (+)	77.37%	74.55%
I can answer questions or problems given by the teacher thoroughly (+)	70.51%	64.85%

The following is a statement on completing the instructor's assignments. In this case, the percentages for both traditional classroom instruction and online study are high. This is because it is the students' job to finish the semester's worth of work, most of which counts toward their final grade. The use of the internet for education, however, fell by 2.83%. Therefore, students frequently finish assignments by joining discussion groups to exchange ideas, as this is the most efficient way to communicate with their classmates and overcome their communication barriers. Also, 5.66 % fewer students reported being able to "completely answer questions or problems given by the teacher" while studying online; this may be attributable to issues with the speed of the connection, confusion over the lecture's content, or distractions in the students' study environments.

3.6 Attitude Indicator

The attitude indicator has 4 statement items that are assessed, and details can be seen in the following table:

Table 7. Item Statements on Attitude Indicators

Statement Points	Face to face	Internet Network
I feel bored and bored with the way the teacher delivers the material (-)	65.05%	61.62%
I don't like assignments given by teachers that I have never studied before (-)	55.15%	60.00%
I don't like it when the teacher gives a lot of homework (-)	53.74%	57.78%
I like to follow the lessons in class (+)	89.09%	82.63%

The next statement item, "*I don't like the assignment given by the teacher that I have never studied before*" is a negative statement that shows that the percentage value displayed is the percentage value of students who like assignments that have never been studied before. In face-to-face learning, the percentage value is 55.15%, and the average value is 2.76. It can be said that students tend to sometimes carry out learning behaviour following this statement while learning using the internet network has a percentage value of 60 % with an average value of 3.00, and this value indicates that students sometimes carry out learning behaviours that are under the items in this statement. So, it can be said that there is no difference between face-to-face learning and learning using the internet network in this statement. Students may not like the abundance of homework they are expected to perform outside of class, although such tasks often serve to further students' understanding of lecture-discussed topics. The given percentage reflects the proportion of students who find a heavy course load appealing. With a mean of 2.69 and a median of 53.74, it's clear that kids in traditional classrooms enjoy doing more than their fair share of the work. The value grew to 57.78% as students learned to use the internet network, with a mean of 2.89; this indicates that students sometimes engage in learning behaviour to enjoy a

number of assigned tasks. Thus, it may be concluded that internet-based education is identical to traditional classroom instruction.

The statement item "*I enjoy taking lessons in class*" both in face-to-face learning and learning using the internet, has a high percentage of over 80%. This indicates that students prefer the learning process to be carried out in the classroom. This can also be seen in learning using the internet network, and it turns out that students prefer to learn in class. Research conducted by (Habayahan et al., 2021)) backs up the claims made by (Habayahan et al., 2021) that students' attitudes toward online learning tend to shift during covid-19, even though these students lack the study habits of their teachers.

3.7 Inhibition Indicator

The inhibition indicator has 5 statement items, and in detail, the results of the assessment can be seen in the following table:

Table 8. Statement Items on Inhibition Indicators

Statement Points	Face to face	Internet Network
I am very enthusiastic about following the lesson, so I try not to leave the class during the learning process (+)	83.03%	73.54%
I don't speak when the teacher explains the subject matter (+)	75.96%	64.85%
I like skipping classes that I don't like (-)	87.88%	88.08%
I complete the task by looking at the results of the task that has been done by friends (-)	69.29%	69.29%
To fill boredom in class, I prefer to play HP in class (-)	65.66%	67.07%

The data in the table above demonstrates that students are highly motivated to participate in both traditional classroom settings and online learning environments, with over 70% of online learners actively engaged in their courses. It is fair to say that this decline has an effect on the statements in question; when learned face-to-face, they are understood to belong to a particularly laudable category; when learned over the internet, they must be recategorized in order to be laudable.

Furthermore, the statement regarding not speaking when the lecturer explains the material in learning using the internet network has decreased by 11.11% and has an average value of 3.24. This shows that students do the behaviour on this item with the sometimes category. While the average value in face-to-face learning is 3.80 and this is included in the category often carried out by students. However, the interpretation of the value of these two learning methods has a good category.

Next, the statement item "*I like to skip classes that I don't like*" is a negative statement. This means that the percentage value obtained is a percentage indicating that students do not like skipping class in face-to-face learning by 87.88% and in learning using the internet network 88.08%. The average scores for both are 4.39 and 4.40 and are a category often carried out by students not to skip classes. disliked course. The percentage results show an increase in learning using the internet network by 0.20%, this value is of course very small and it can be said that there is no difference in the two ways of learning in this item.

Then the statement items regarding the completion of the task by looking at a friend's task are negative. This shows that the percentage value obtained is the value carried out by students to complete assignments independently both in face-to-face learning and learning using the internet network of 69.29% with an average value of 3.46, and this value can be categorized as sometimes done by students.

Although lecturers lead students through the learning process, students are free to utilise their mobile devices, which can be helpful as a calculator or a quick and reliable source of information in the

midst of the learning process. I prefer playing HP in class to kill time, which is a negative aspect of the statement being evaluated. This demonstrates that while 65.66 % of students not playing smartphone games when bored is achieved with traditional classroom instruction, this value rises to 67.07 % using online instruction delivered via a network. This is a minor increase (1.41%), so it's safe to assume that students in both groups are using their phones in the classroom to stave off boredom at about the same rate.

3.8 Appreciation Indicator

The appreciation indicator has three proposed statement points, and details can be seen in the following table:

Table 9. Statement Items on Appreciation Indicators

Statement Points	Face to face	Internet Network
I don't make noise or disturb the learning process in class, because I appreciate the teacher who is teaching (+)	86.87%	72.93%
I like to hear opinions given by friends about the material presented by the teacher (+)	81.41%	77.37%
I am proud of the value of my efforts (+)	90.71%	86.67%

The data in the table above demonstrates that all of the questions addressed in the aforementioned face-to-face instruction method have a high percentage value, with an average value of above 4. All of the items in the previous statement can be classified as frequently done by students in the form of face-to-face learning. However, all of the words mentioned earlier reveal lower percentages in internet-based learning compared to in-person education. However, the mean value of the aforementioned items is close to 4, and it is fair to say that students frequently engage in learning via the internet network for all of the aforementioned categories. The percentage values of all the elements in the preceding sentence, however, drop as a result of learning to utilise the internet network more or less.

3.9 Affective Behavior Indicator

Affective behaviour indicators have 4 statement items which are used as learning behaviour assessments and in detail can be seen in the following table:

Table 10. Item Statements on Affective Behavior Indicators

Statement Points	Face to face	Internet Network
I am not disciplined in terms of studying and following school rules (-)	80.61%	61.01%
I like to ask teachers or friends when I have difficulty understanding a material (+)	79.39%	72.73%
I never break the rules given by the teacher (+)	62.83%	57.37%
I like it when the teacher gives homework because this indirectly repeats the lesson (+)	71.72%	67.68%

Based on the table above shows that the statement item "I am not disciplined in terms of learning and following school rules" is a negative statement which means that students who are disciplined in learning and following school regulations in face-to-face learning are 80.61% with an average score of

4,03. Whereas in learning to use the internet network, there was a decrease in the percentage value of 19.60% and an average value of 3.03%. This shows that in learning using the internet network students who are disciplined in learning and following school rules can be categorized as sometimes carried out by students. This is a decrease in face-to-face learning, categorized as often carried out by students.

Also, 79.39% of people say they consult instructors or peers when they are having trouble grasping course content in a classroom setting; this equates to an average item statement value of 3.97, which is very close to the maximum possible value of 4. This value represents the subset of students who regularly engage in this practise. However, there was an overall drop of 6.67 % and an average score of 3.64, which is quite near to the maximum possible score of 4. It's clear that students' approaches to learning are uniform. The percentage drop was insignificant in any case. The percentage of people who agree with the statement "I have never disobeyed the guidelines established by the teacher" when asked about their behaviour during in-person classes or while utilising an online learning platform is low. The percentage of people learning how to use a networked computer system declined by 5.45%. On the other hand, their respective mean values are 3.14 and 2.87. There is a correlation between these two median values, suggesting that they represent work that students regularly do. The statement items about satisfaction with homework assignments then reveal a 4.4 percentage-point drop in online education. Students who engage in face-to-face learning have a mean value of 3.59, suggesting that they engage in this strategy of education as often as possible. At 3.38, students occasionally engage in learning while connected to the internet.

From what has been described, it would appear that there are no major variations in how students behave while learning online compared to when they are in a traditional classroom setting. All learning behaviour indicators fall into the good interpretation group when it comes to online learning, whereas all but the appreciation indicator fall into the very good category regarding in-person instruction. Nevertheless, the percentage values of all markers of learning behaviour in online education have dropped. The category in which this reduced value belongs, however, remains unchanged. This decline is understandable for many reasons, including students' preferences for self-directed learning, the limitations of the internet as a medium for communication between teachers and students, and the comfort level with which students are able to study online independently.

Based on the statement of student learning behaviour, the average value of each item in the questionnaire statement, which is calculated based on the method of the learning process, can be seen in the following table:

Table 11. Average Number Based on Answer Choices

Answer Choices	Face-to-Face Learning	Internet Network Learning
Sometimes you do (Score 3)	15	23
Do you often (Score 4)	19	12
You always do (Score 5)	1	0

The data in the table above demonstrates that students engaged in traditional classroom settings complete an average of three statement items and can complete as many as fifteen (42.86%). Comparatively, there were 23 statement items (65.71%) in learning to use the internet network, increasing over previous iterations. In traditional classroom settings, students are expected to demonstrate proficiency in an average of 19 statement items (54.29 %), defined as the performance of 4 or more items on a regular basis. Although there were fewer statement items overall, the value of internet-based education was reduced by 12 (34.29%). The difference between the two is negligible at best, with a mean of 5 or always done by students yielding a mean difference of 1. Based on what has been described thus far, it appears that students' learning behaviour changes when utilising the internet network, with more students selecting "sometimes" and fewer selecting "often" or "often" as their responses. This proves that prolonged exposure to online education can have unintended consequences on students' scholastic habits.

4. CONCLUSION

The percentage decrease in all indicators of learning behaviour in internet-based learning compared to face-to-face learning is still interpretable. Learning via the internet alters the range of possible responses to each statement in the questionnaire, with more options becoming available occasionally and fewer becoming available frequently or always. This indicates that learning using the internet for too long will cause students to adjust their learning behaviour in a negative manner or not as planned. This research was recently conducted on undergraduates at a Lhokseumawe-based Islamic university. In-depth data collection on the behavioural shift during a pandemic can be carried out at some colleges for future study.

REFERENCES

Adi, N. N. S., Oka, D. N., & Wati, N. M. S. (2021). Dampak positif dan Negatif Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *15*(1), 43–48.

Afia, A. (2009). *Jenis Penelitian*. Universitas Mercu Buana.

Habayahan, A. R., Ritonga, M. N., & Siregar, E. Y. (2021). Analisis Sikap Belajar Siswa Selama Pandemi Covid-19 Tingkat Sma Di Kecamatan Barus. *JURNAL MathEdu (Mathematic Education Journal)*, *4*(1), 107–114.

Hanifah, & Abdullah, S. (2001). Pengaruh Perilaku Belajar Terhadap Prestasi Akademik Mahasiswa Akuntansi. *Media Riset Akutansi Dan Informasi*, *1*(3), 67.

Kurniawati, B. (2020). *Kelebihan dan Kekurangan Pembelajaran Daring*. Kompasiana.Com.

Lisdia Lisa, J., Ariesta, R., & Purwadi, A. J. (2018). Analisis Interaksi Guru Dan Siswa Dalam Pembelajaran Bahasa Indonesia Di Kelas VII SMP Negeri 15 Kota Bengkulu. *Jurnal Ilmiah Korpus*, *2*(3), 270–282.

Moleong, J. L. (2000). *Metodelogi Penelitian Kualitatif*. PT Remaja Rosdakarya.

Pieter, H. Z., & Lubis, N. L. (2010). *Pengantar Psikologi dalam Keperawatan*. Kencana.

Rosyida, F., Utaya, S., & Budijanto, B. (2016). Pengaruh Kebiasaan Belajar dan Self-Efficacy terhadap Hasil Belajar Geografi Di SMA. *Jurnal Pendidikan Geografi*, *21*(2), 17–28. https://doi.org/https://doi.org/10.17977/um017v21i22016p017

Sagita, M., & Khairunnisa. (2019). Pemanfaatan E-Learning Bagi Para Pendidik Di Era Digital 4.0 Utilization Of E-Learning For Educators In Gigital Era 4.0. *Jurnal Sosial Humaniora*, *2*(2), 35–41.

Supriyadi. (2011). *Strategi Belajar dan Mengajar*. Cakrawala Ilmu.

Syah, M. (2010). *Psikologi Pendidikan*. PT Remaja Rosdakarya.

Umam, K., & Maulidah, L. (2021). Problematika dan Efek Negatif Pembelajaran Daring Selama Pandemi Covid-19. *Jurnal Tarbiyatuna*, *5*(2), 202–217.

Wahyuningsih, S., & Djazari, M. (2013). Pengaruh Lingkungan Sekolah dan Kebiasaan Belajar Terhadap Prestasi Belajar. *Kajian Pendidikan & Akuntansi Indonesia*, *2*(1), 137–160. https://journal.uny.ac.id/index.php/jkpai/article/view/1189

Widagdo, B. W., Handayani, M., & Suharto, A. (2020). Dampak Pandemi Covid-19 Terhadap Perilaku Peserta Didik Pada Proses Pembelajaran Daring Menggunakan Metode Pengukuran Skala Likert. *Jurnal ESIT (E-Bisnis, Sistem Informasi, Teknologi Informasi)*, *15*(2).

Wilda, A. G., Syukur, Y., & Nurfahanah, N. (2016). Sikap dan Kebiasaan Belajar Mahasiswa. *Konselor*, *3*(2), 42. https://doi.org/https://doi.org/10.24036/02014321871-0-00

Zainuddin Atsani, L. G. M. (2020). Dampak Pandemi Covid-19 Transformasi media pembelajaran pada masa pandemi Covid-19 (Transformation of learning media during Covid-19 pandemic). *Al-Hikmah: Jurnal Studi Islam*, *1*(1), 82–93. http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/3905

This page is intentionally left blank