

Factors Affecting Student Learning Achievement in Asian Universities During the Pandemic Period

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ABSTRACT

Students in universities during the pandemic tend to carry out the learning process not face-to-face, but only carry out the learning process online or often called online learning such as students in universities learning through the Zoom application, Google Meet, giving and collecting assignments via WhatsApp, Gmail, Google Classroom and e-Campus. During this pandemic, the learning process has become less effective. This affects student learning achievement in higher education. The purpose of this study was to determine the factors that affect student learning achievement in higher education during the pandemic. This research uses a quantitative method using a survey model. The survey tool that researchers use is Google Form. The results of this study indicate that student learning achievement has decreased during the pandemic because the teaching and learning process is not running effectively. The conclusion of this study explains that lecturers have a very important role in overcoming the factors that affect student learning achievement. The role of lecturers is to be able to motivate students to be more diligent and active in learning, lecturers can provide guidance to students whose learning achievement has decreased so that student achievement increases. Therefore, the limitation of this study is that researchers only conduct research on factors that affect student learning achievement in higher education, researchers hope to conduct research in other universities.

Keywords: *Achievement, Covid-19 Pandemic, Education*

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INTRODUCTION

Technology and the internet are a set of networks related to many impacts, both positive and negative, in all aspects of life, one of which is education. (Duan et al., 2019; Patricia Aguilera-Hermida, 2020; P. Wang et al., 2018). Technology and the internet are familiar to the public because they have become daily food, this can be seen from the development of human resources that create new things to be utilized. (H. Li et al., 2020; Saberi et al., 2019; Singh et al., 2018). Along with the development of technology where all parties are required to be skilled in using gadget as a tool or media in a learning process. ("Generation Z Pharmacy Students Discernment and Inclination towards Online Education in India during the COVID-19 Pandemic," 2020; Wali & Omaid, 2020). In the field of education, the development of technology is a place to improve the quality and potential of a person starting from elementary school to college. This is a form of skill in utilizing technology and the internet because without the internet the continuity of learning will not be maximized.

Education is a form of process to add insight, knowledge, and skills that students have with the help of an educator who can be imitated. (Damyanov & Tsankov, 2018; Kashuba et al., 2020; Lyapina et al., 2019). Over time, education can shape and improve students' interests, potential, and skills to be proficient in utilizing the internet and technology. (Feki et al., 2019; Panchatcharam & Vivekanandan S., 2019; Vijayakumar et al., 2019). With that, every educator is required to be more skillful to be able to shape every student's character to become *akhlakul karimah*, and respect others. (Badeni & Saparahayuningsih, 2021; Lau, 2020; Magoqwana, 2018). Because of the learning system in the world of education is a form of interaction between educators and diverse students, it is hoped that the quality and quality of education can fulfill the purpose of education itself. (Zhang & Ma, 2020). Educators and students here must be able to utilize various applications that can be used as a means in a learning process to make it more optimal and easy to understand.

The covid-19 case that hit the whole world, one of which was in Asia, made technology a benchmark in the world of education. (Oey & Rahardjo, 2021). Although previously the use of technology in learning media had been carried out before the pandemic both at school and college (Blake et al., 2020; Huda et al., 2018; Ma et al., 2018). During the covid-19 pandemic, learning is very dependent on technology and makes the learning system change to online or distance learning. (Azami & Ibrahim, 2019; Kuzmanović et al., 2019). So all ministers in the field of education decided that all learning became online or remote, because conditions for classroom learning were not possible. The effects of the covid-19 pandemic are not only felt by elementary schools, junior high schools, high schools, and even universities conducting distance learning. (Pham et al., 2018; Rizun & Strzelecki, 2020). Due to this effect, every university in Asia is racing to provide platforms or applications as a supporting medium in the continuity of lectures, with various features provided to access absences, assignments, and online classes.

The existence of this case has made universities provide various kinds of platforms to support learning so that lectures can continue even during the pandemic.

(Sosa Díaz, 2021; Ward, 2019). This platform is in the form of an Academic Information System that covers all aspects of the world of lectures related to campus, staff lecturers, students, and announcements about scholarships. (Momenimovahed et al., 2019; Munro et al., 2018; Nicola et al., 2020). The purpose of this Academic Information System is to be able to maintain learning so that it runs well, and lecturers can monitor student activities in attendance, and submitting assignments. (Núñez-Merino et al., 2020). The design of this platform requires skills and creativity in digitization and computers to cover all related aspects that can be addressed in one platform that can access various activities and activities of students, lecturers and other staff to make it easier to find out what activities are carried out.

Students feel the impact of learning during the pandemic both in terms of its advantages and disadvantages. (Blake et al., 2020; Dwivedi et al., 2020; S. Li et al., 2020). In terms of shortcomings, students feel unfocused and difficult to understand the material provided by lecturers because of the many obstacles and obstacles experienced, for example at home, most students do homework such as helping their parents sweep, wash clothes, quota and internet packages, even students whose residence can be categorized as remote experience minimal signal interference in the area. (Alicia et al., 2021; Fakulti Kejuruteraan Elektrik, Universiti Teknikal Malaysia Melaka, 76100 Durian Tunggal, Melaka Malaysia et al., 2022). In terms of advantages, students feel the impact of the pandemic that they can always be close to their parents, prevent covid-19 transmission, facilitate the interaction process between lecturers and students in order to reduce the spread of the covid-19 pandemic. (Tomaszek & Muchacka-Cymerman, 2020). Therefore, wisdom or ibrah can be taken that with the advantages and disadvantages that occur in pandemic learning, it has become a challenge in the learning process.

Based on relevant research conducted by Suparno, Agnesia Hartini, Ardianti Susila with the same title, it explains that learning achievement is the level of academic success, expressed as a score, as a change in good behavior after a person goes through the learning process. (Fuentes et al., 2019; Huda et al., 2018). The level of student success in a course is indicated by their learning achievement. Learning achievement is also the result of learning after following a study program, which is expressed as a grade. The measure of student achievement in formal education is determined during a predetermined period of time and is often referred to as the mid-term and final semester exams, but in terms of student learning achievement, it is necessary to conduct an assessment designed to determine the extent to which the learning process is carried out effectively. (Gallè et al., 2020; Gess-Newsome et al., 2019). The effectiveness of the learning process will be reflected in the ability of students to master course material. Therefore, researchers also conduct different studies but with different variables.

The platform created by the university can be accessed starting from the introduction column, lecturer biodata, student biodata, lecture schedule, and various information about the campus has been attached to the platform. (Al_Janabi, 2020; Aruguete et al., 2019). Assignment collection is done online because the distance learning system does not allow students to submit directly to the lecturer who holds the relevant

course. (Naderi et al., 2020). College devices create applications for online classes, for example, Zoom, Google Meet, Classroom, and WhatsApp for discussions to be held. (Hartmann et al., 2019). Students also carry out the relevant courses to deepen the material by sharing resumes, papers, power points, and this online class is an important system in the world of lectures in the form of files or images. As for the weaknesses and advantages of learning during the pandemic because the objectives are both to continue learning.

The advantages and disadvantages felt by students in higher education during the pandemic do not reduce and affect student learning achievement because it can be seen that every student is competing to increase their knowledge and insight. However, the covid-19 pandemic has limited activities to prevent the spread of the covid-19 virus, almost all activities are carried out at home. (Romero-Blanco et al., 2020; R. Yu et al., 2020). Therefore, lecturers and educators try to increase their creativity in utilizing applications that will be used as media in learning to run well. Here educators or lecturers cannot stand alone in facing challenges and obstacles during the co-19 pandemic because they need support from the campus or students, therefore lecturers work together to increase student interest in learning even during the co-19 pandemic.

Here the researcher is interested in studying more deeply about the factors that affect student learning achievement in higher education during the pandemic whether it affects their interest in learning or not. With the aim of this study, it can observe and analyze whether student learning achievement decreases or increases even though learning is carried out during the covid-19 pandemic online. With that, it is hoped that later with the covid-19 pandemic it will not affect student interest and achievement in developing learning, it would be better if students could race and compete in getting scores, developing skills, potential and student interest in learning. It is hoped that even though learning is done online, students will not lose their enthusiasm in improving their achievements so that they can make their parents happy.

RESEARCH METHODOLOGY

The research method used to examine the factors that influence student learning achievement in higher education during this pandemic is to use quantitative methods and the type of quantitative used is in the form of a survey and the tool that researchers use for surveys is Google Form. (Alvira & Satoto, 2022; El-Sakran et al., 2022). Survey is used because it is in line with the research objectives to obtain and analyze observations obtained from factors that affect student learning achievement in higher education. This research was conducted at Universitas Negara Asia in the odd semester of the 2021/2022 academic year. The research time was chosen because the lecture conditions are still mostly online or online during the pandemic. Through this survey, it can be seen how students in higher education can improve learning achievement in online learning through online applications.

The source of this research comes from university students in Asia who fill out an online-based questionnaire through Google Form, so that we can find out the responses from students regarding the factors that affect student learning achievement. Where with

online learning or online whether it can improve or reduce student learning achievement in higher education. (J. Yu et al., 2020). The use of technology such as online applications in online learning can be applied at the University because it can help lecturers and students carry out learning even though learning is online or not face-to-face, so for this reason educators or lecturers have an important role to motivate students to be more diligent and active in learning so that learning can be carried out effectively.

Data collection in this study was carried out using survey techniques, namely by making several questionnaires on Google Form about the factors that affect student learning achievement in higher education during the pandemic. (Agha et al., 2020; C. Wang et al., 2020). The link that has been made through Google Form is then distributed via WhatsApp. The questions on the Google Form are related to the factors of student learning achievement during the pandemic through the online learning process with online media. The questions that researchers create or ask will be answered through Google Form. Researchers hope to get responses from respondents to make it easier to conduct research on the factors that influence student learning achievement in higher education during the pandemic at universities in Asia.

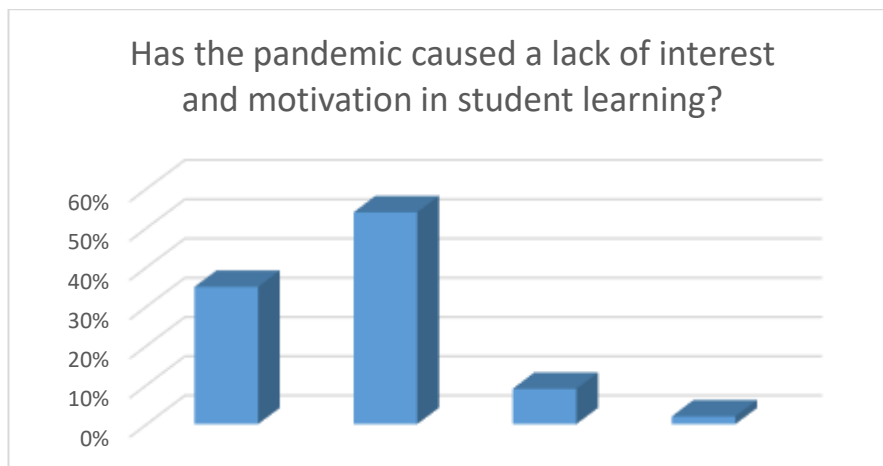
The collected research data will be analyzed using quantitative methods to see the percentage of results received from survey questions that have been distributed and filled out online via Google Form. The questionnaire has ten questions where there are four choices of answer options that students will fill in. And with the results of the respondents obtained, the researchers can describe the answers that appear in the discussion. In the discussion section, the results of the research will be described and explained regarding how the responses of the respondents in the form of diagrams and with the presentation of existing conclusions. Therefore, the main purpose of this study is to understand how the factors that affect student learning achievement in higher education whether student learning achievement decreases or increases even though learning is carried out online during the pandemic.

RESULT AND DISCUSSION

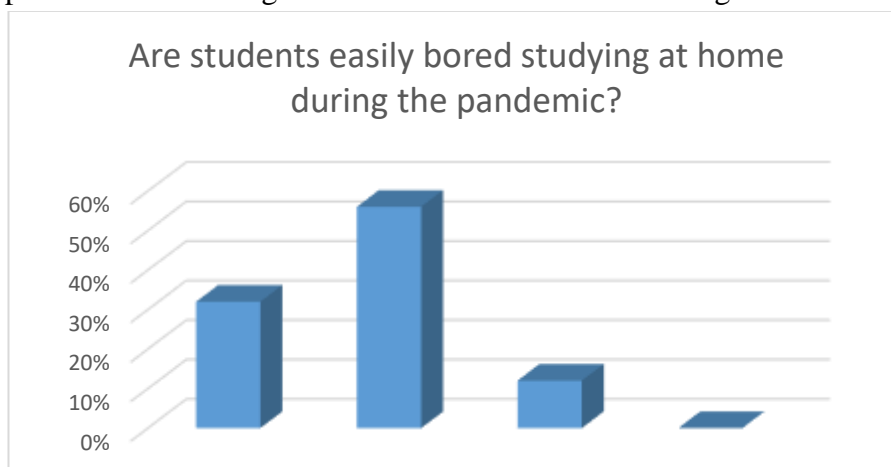
According to the results of research conducted at universities in Asia in the odd semester of the 2021/2022 academic year. Online learning has a major impact on student learning achievement in higher education, because the learning process is different, which is usually the learning process carried out in class, but during the pandemic learning is carried out at home, so that it can cause student learning achievement to decline Online learning during the pandemic Student learning activities during the pandemic are carried out using Zoom, Google Meet, WhatsApp, Gmail, Google Classroom and e-Campus. In terms of learning materials and learning activities, students who usually learn face-to-face in class cannot actively participate in discussions due to lack of confidence. However, in online lectures, students can be confident in delivering the material clearly.

In addition, there are students who only study and open textbooks during assignments given by lecturers, and the assignments are collected at a predetermined time. At the same time, there are some students who feel objected or burdened by the many

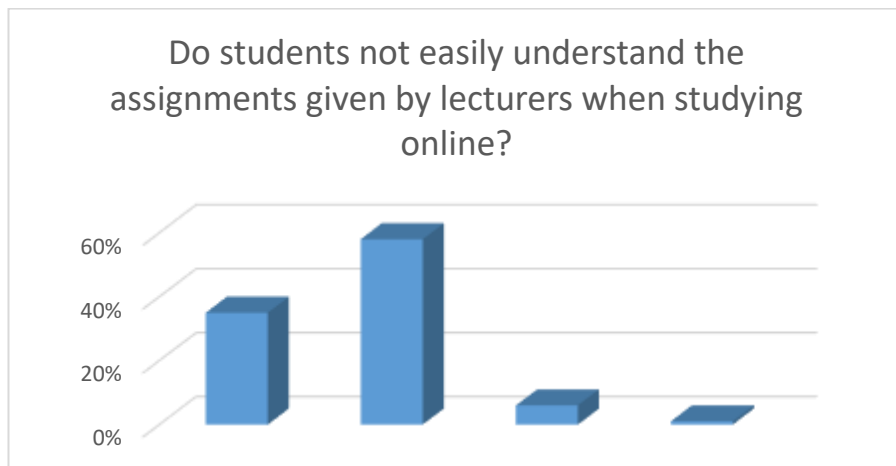
tasks in online lectures so that the tasks given by the lecturer accumulate. There are also students who are careless and unable to concentrate in online lectures so that the lack of learning concentration can affect learning achievement and cause learning achievement to decline and with good concentration in learning can improve student learning achievement. Students hope that the pandemic can end so that students can carry out activities as usual and can resume face-to-face classroom learning. Researchers here have conducted a survey by distributing online-based questionnaires through Google Form to find out what are the factors that affect student learning achievement in higher education during the pandemic, the following questionnaire assessment data will be attached in a bar chart as follows:



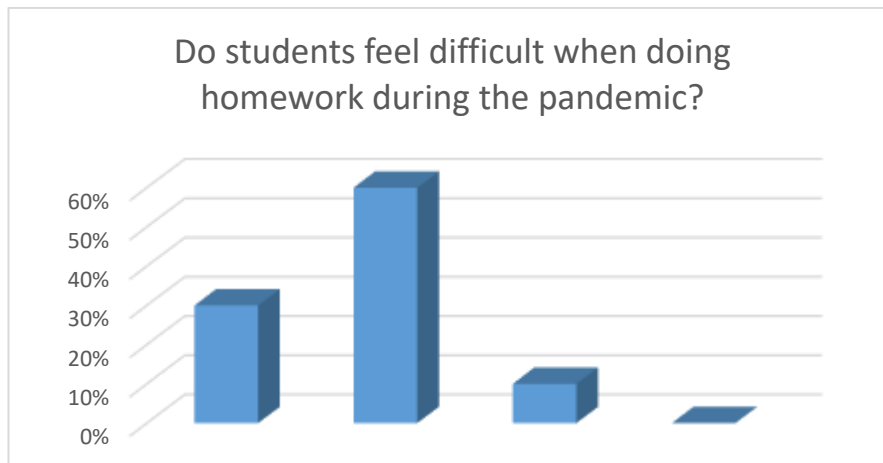
Based on the survey results, it can be seen in the diagram above that 35% of students strongly agree, 54% agree, 9% disagree and 2% of students disagree. The results of this study indicate that most students strongly agree and agree with because the pandemic has caused a lack of interest and motivation to study in students. So it can be concluded that with this pandemic period, it requires students to study independently at home because the learning process is not face-to-face every day on campus as usual. This makes students less interested and motivated to study and complete assignments at home, which will have an impact on their learning achievement. A few students disagreed and disagreed.



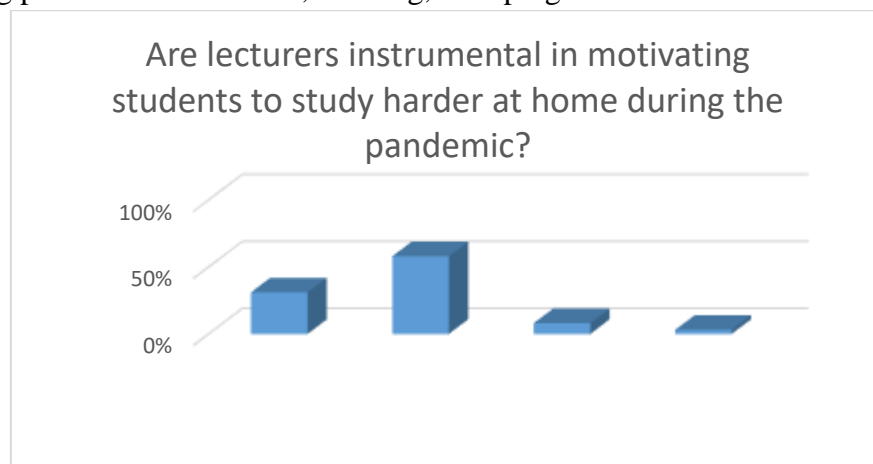
During the pandemic, students easily feel bored studying at home during the pandemic, this can be seen from the percentage obtained from the respondents' answers, namely 32% of students strongly agree, 56% of students agree, 12% of students disagree and none of the students disagree. The results of this study indicate that most of the students agree and strongly agree because there is no face-to-face teaching and learning process every day on campus, this makes students easily feel bored studying at home during the covid-19 pandemic, especially when students are only assigned by the desen without any material being explained so that students find it difficult to understand course material and with very many assignments. Another cause of students being bored in studying is due to lack of rest time.



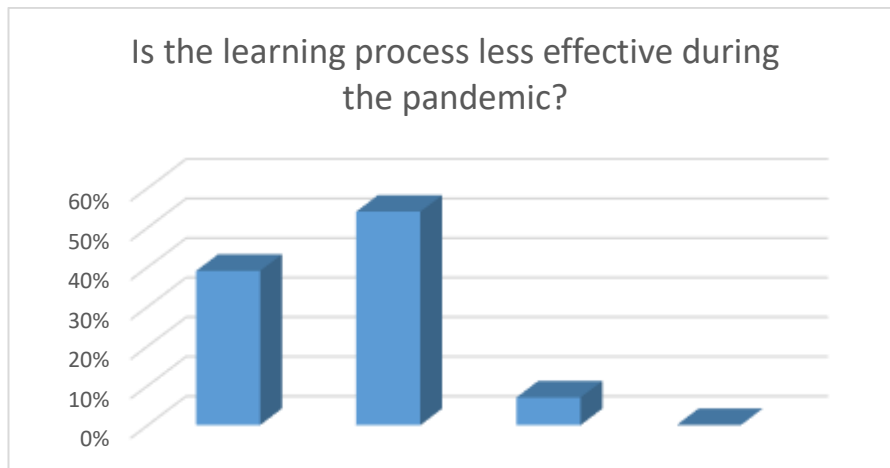
When studying online, students are not easy to understand or do not understand the assignments given by lecturers, this can be seen from the diagram above as data obtained 35% of students strongly agree, 58% of students agree, 6% of students disagree and 1% of students disagree. The results of this study indicate that many of the students who answered strongly agree and agree, only a few who answered disagree and disagree. Students answering agree can be caused because the lecturer does not explain the lecture material first, such as in college students, the lecturer does not explain first related to the lecture material and immediately gives assignments to students. Another cause of students not understanding the lesson is the obstruction of the internet connection and that can cause students to often fall behind when studying.



Based on the respondents from the diagram above, it can be seen that many students agree and strongly agree, few of the students disagree and none of the students disagree. There were 60% who agreed, 30% who strongly agreed and 10% who disagreed. This explains that students agree that doing assignments at home during the pandemic sometimes feels difficult. At home, students cannot ask the lecturer directly as they do when doing face-to-face learning and when looking for answers on Google sometimes the answers are not there. When at home students are also hampered by homework such as helping parents do housework, washing, sweeping and so on.

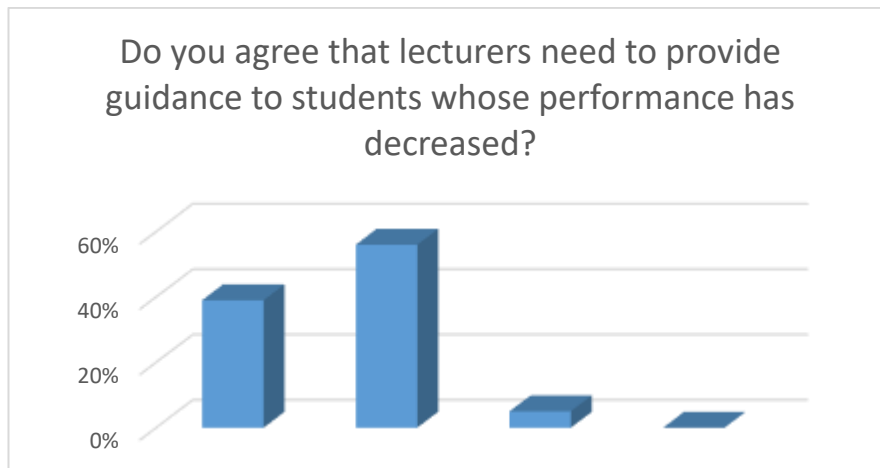


Based on the diagram above, it can be seen that there is percentage data from surveys conducted by researchers through online media, namely Google Form, there are 31% of students who strongly agree, 58% of students agree, 8% of students disagree and 3% disagree. Researchers can conclude that most students agree and strongly agree regarding this question. The role of lecturers is to be able to provide motivation and always encourage students to always be active in learning such as active students in discussions, namely active in asking questions, in answering even though only through the Zoom application, Google Meet and many more applications used in online learning. The learning process at Universities in Asia is not done face-to-face every day but only through assignments given by lecturers.

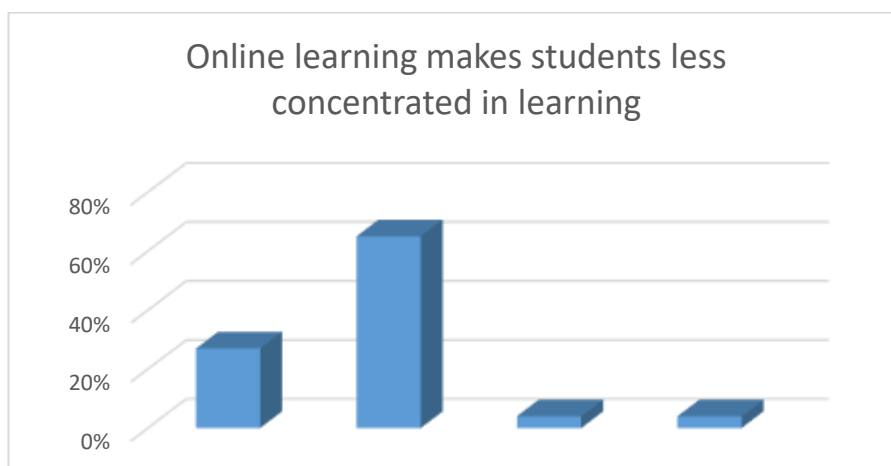


During the pandemic, learning becomes less effective, this statement can be seen from the percentage diagram above, where many students agree and strongly agree, only a few disagree and none of the students disagree. It can be seen from the results that 39% strongly agree, 54% agree, 7% disagree. This shows that most students agree with this question. So it can be concluded that during a pandemic it can cause learning to be less effective due to limited teaching time. Lecturers cannot directly assess their students whether they understand the material taught by the lecturer or not. Another thing is caused by network limitations. Online learning is actually very ineffective because it mostly causes problems for students.

From the distribution of questionnaires that have been distributed through Google Form, the data obtained are different, there are students who choose to strongly agree, agree, disagree, and disagree. Judging from the percentage of data that chose to strongly agree 25%, 65% chose to agree, 6% chose to disagree and 4% chose to disagree. Based on the respondents above, it can be seen that most students choose to agree and strongly agree with the statements submitted, during the pandemic it can make students bored because students cannot study face-to-face and cannot meet with friends and study together. There are students who choose to disagree and disagree that they may not feel bored when studying at home. In this pandemic situation, learning saturation is a natural thing for students. Many of the students complained about the implementation of this online learning.

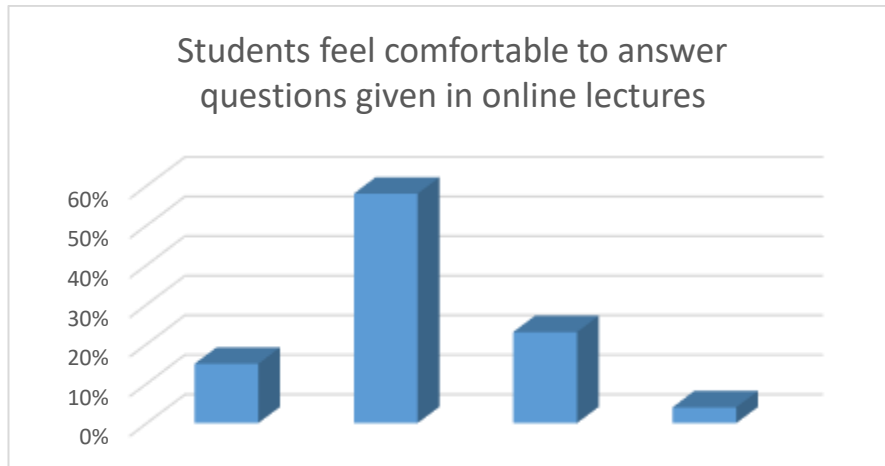


Based on the respondents from the diagram above, it can be seen how the respondents' opinions on the questions asked. Where respondents chose different answers, some chose to strongly agree, agree, disagree and none of the students disagreed. The data obtained from this question is 39% of students strongly agree, 56% of students agree, 5% of students disagree and no students choose to disagree. From the results obtained, many students chose to agree because with lecturers providing guidance to students, students will be more enthusiastic in learning and can improve their learning achievement, such as by asking lecturers what problems students face so that their achievement decreases, and lecturers can provide motivation and guidance and overcome the problems faced by these students.



Based on the respondents from the diagram above, it can be seen that most students chose to agree with the statement that the researcher proposed, namely learning from making students less concentrated in learning. When viewed from the acquisition of the percentage of data that strongly agreed as many as 27% of students, who agreed as many as 65% of students, who disagreed as many as 4% of students and who disagreed also as many as 4% of students. If analyzed from the results of obtaining the percentage of data from respondents, it can be obtained that most of the students chose to agree. During the

pandemic, students cannot see directly when lecturers explain lecture material, making students not concentrate on learning and lecturers also cannot supervise students directly. Students' lack of concentration is also caused by the use of cellphones so that it diverts students' concentration on learning such as opening Instagram, Facebook and so on. For those who disagree and disagree because there are some students who feel more concentrated learning at home.



Based on the diagram above, it can be seen the percentage of respondents related to whether or not students feel comfortable answering questions given in online lectures. From the above results it can be seen that very many students chose the option to agree with the statement that the researcher proposed. With percentage data that chose to agree as many as 58% of students, 15% of students chose the strongly agree option, 23% of students chose the disagree option and 4% of students chose the disagree option. This shows that most of the students chose the agree option because during online lectures students only ask questions, for example via WhatsApp, and students who are usually shy about asking questions when learning face-to-face become active in asking questions during this online or online learning. There are some students who choose the option to disagree and disagree because if students ask questions online, for example through Zoom, they will be constrained by the network so that the question sounds disjointed and unclear. In contrast to direct learning, students can ask clearly.

Based on the survey results that researchers have described above, it can be concluded that there are many factors that affect student learning achievement during the pandemic. Including the shortcomings of online learning which result in less effective learning. The results of the survey that researchers conducted many students chose the option strongly agree and agree because indeed this online learning causes more student learning achievement to decline. In the discussion above, researchers have described whether online learning during the pandemic has an effect on student learning achievement or not, so it can be seen that during online learning during the pandemic it can affect student learning achievement in universities, causing student learning achievement to decline. For this reason, researchers hope that future researchers will be able to find out these factors not only in universities but also in other universities and be

able to find out how to overcome these problems so that student learning achievement increases.

CONCLUSION

Based on the results and discussion above, researchers can conclude that online or online learning during a pandemic can affect student learning achievement which can be seen from the results of a survey that researchers distributed via Google Form, that the learning achievement of some students has decreased due to this online learning, lack of student interest and motivation to learn. Apart from feeling bored and bored studying at home, students also do not easily understand the material given by lecturers so that students have difficulty working on it and during this pandemic the learning process has also become less effective. The condition of the environment around the house is not conducive, students are also disturbed when students study online, be it using Google Meet, Zoom and other online learning media. Each student has their own way to overcome boredom and boredom, such as organizing more active activities, doing activities that are in accordance with student hobbies. However, this requires facilities and infrastructure to support learning activities and each student must motivate themselves to be more active and active in learning and can improve their learning achievement. Regarding the method that researchers use, quantitative methods are used, because with this method researchers can easily conclude the questionnaire that has been distributed via Google Form. Therefore, the researcher hopes for a response from the respondents because it really helps researchers in this study, namely about the factors that affect student learning achievement in higher education during the pandemic.

ACKNOWLEDGEMENT

Researchers are also grateful to respondents who have answered the questions that researchers have distributed via WhatsApp using the Google Form questionnaire. So that with the answers given by respondents, researchers can observe the factors that affect student learning achievement in higher education during the pandemic. Hopefully this research can be useful for readers and further researchers.

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