

## LEARNING DESIGN DURING THE COVID-19 PANDEMIC IN STAI SUMATERA MEDAN (STUDY ON ADJUSTMENT OF LEARNING OUTCOMES)

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**Abstract:** This study aims to analyze (1) learning problems during the Covid-19 pandemic, (2) adjusting learning outcomes during the Covid-19 pandemic, (3) measuring the achievement of learning outcomes. This research was conducted at STAI Sumatera Medan. This research uses qualitative research methods, with a descriptive study approach. The results of the study show that the learning problems during the Covid-19 period at STAI Sumatran when viewed specifically in terms of learning outcomes, namely the difficulty of formulating learning objectives due to learning conditions that do not allow maximum in implementing learning, difficulty in formulating goals due to limited access to learning resources, it is difficult to formulate learning objectives due to the lack of enthusiasm and interest of students to take online learning. Enacting policies to adjust learning outcomes according to the conditions and situation of Covid-19, giving students freedom to access learning resources from various references, designing learning strategies that can improve student learning outcomes. As for how to measure achievement by comparing understanding of course material, depth of analysis of course material, student achievement index.

**Keywords:** *Learning Design, Learning Outcomes, Covid-19*

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### Introduction

During the Covid-19 pandemic, it was indeed difficult for everyone to carry out normal activities as usual, including in this case people who work as lecturers. (Karalis, 2020) In the past, lecturers could do many things, from face-to-face learning, close learning, learning with various achievement targets and so on, but now all of these can no longer be done optimally, even almost said they cannot. at all done. (Firman, 2020)). Covid-19 prevention efforts require educators to carry out their duties from their respective homes, so this condition creates limitations and constraints on educators. (Schneider & Council, 2020).

One form of these constraints is the achievement of learning objectives. Achieving learning objectives may not be maximally done if the process is not optimal. Theoretically, the achievement will certainly be maximum if it is started with a careful plan and a good process. If learning is carried out with limitations, of course the achievement of learning objectives as mandated in the curriculum is difficult to achieve. This condition also makes the lecturer a dilemma, on the one hand the lecturer is certainly responsible so that students have the competence as contained in the

learning objectives, but on the other hand, he also cannot deny that the conditions do not support the achievement of these learning goals. (Mimi Permani Suci, 2020).

Achieving learning objectives is basically capital for students to have graduate competencies as expected at the bachelor level of higher education. (Fitriyani, Fauzi, & Sari, 2020). In this case, it means that each learning objective in a certain subject is basically like a collection of competencies that must be present in students so that later they are worthy of a bachelor's degree. If there are one or more learning objectives that are not achieved, there will be competency gaps that are not appropriate for their achievement. (Indrawati, 2020)

This achievement is certainly not easy to obtain during a pandemic, there are many challenges that will be faced by educators, especially in achieving learning objectives. One of these challenges is of course adjusting the achievement of learning targets to the existing limitations. Such as limited time, limited learning resources, limited guidance, and limited costs. (Lubis, Hasibuan, Winarsih, & Irawati, 2020) It cannot be denied that these limitations are commonplace, because everyone faces the same thing. Even with this condition, learning is something that cannot be abandoned, it is just that there needs to be an adjustment between the existing learning objectives and the conditions at hand. (Mansyur, 2020).

Adjustments are certainly something that is agreed upon by all higher education management parties, but such adjustments need a foundation, and a special policy is established to regulate this so that adjustments remain focused and in accordance with the expectations of these adjustments, namely synchronizing materials, methods, and achievement targets. learning objectives. (Arifa, 2020). Synchronization is of course intended to determine the final target of learning outcomes that have been formulated in the curriculum. Each university certainly has its own specific policies regarding learning outcomes for the Covid-19 pandemic. Of course it will be very interesting to do research related to the learning outcome adjustment model being carried out. (Marbun, 2020).

STAI Sumatera Medan is a university of Islamic diversity which includes one that organizes fully online-based learning. There are many things faced in the implementation of online-based learning, ranging from device problems, human resource capabilities, to the sub-optimal achievement of learning objectives. After the online-based learning journey runs for approximately one semester, one of the evaluation results recommended to get special attention is the learning outcomes that are not optimal. Some of the reasons put forward by the lecturer included the lack of student learning resources, the lack of student interest in learning, limited student facilities and economic difficulties were also the inhibiting factors.

The condition of a pandemic is of course not known when the end time is, while continuous learning is carried out according to the ability of lecturers and students without any limitations on learning outcomes that must be achieved, all take refuge in existing conditions. That's why the quality assurance agency STAI Sumatera Medan takes a policy to adjust learning outcomes, so that all courses are oriented towards the same and balanced learning outcomes.

This research is of course still relatively new, even if there is research that is still focused on how learning problems during the pandemic (Rahman & Ariyanto, 2020), or learning strategies during the pandemic (Lubis, Mahrani, & Nasution, 2020), or assessment of learning outcomes during the pandemic (Lubis, Enita, Marpaung, & Harahap, 2020), or the implementation of an emergency curriculum during a pandemic (Mendikbud, 2020), therefore research on adjusting learning outcomes is something very urgent. The novelty that is expected from this research is the emergence of a concept about how learning adjustments for the Covid-19 pandemic or other emergencies that may occur in the future. This research is focused on learning problems during the Covid-19 pandemic, adjusting learning outcomes during the Covid-19 pandemic, measuring the achievement of learning outcomes.

## Literature Review

Learning design means learning design, this activity is carried out at the beginning of learning. Learning design is very important to do, because it becomes a foundation or direction or also a sign in undergoing a lesson. Without a design, learning will not run optimally. (Lubis, 2018). During the Covid-19 period, learning design became even more important in relation to how teachers condition their learning to match the expectations they want to achieve. These expectations are then called learning outcomes. (Atsani, 2020).

Learning outcomes are abilities obtained through internalization of knowledge, attitudes, skills, competencies, and accumulated work experience. The term learning outcomes is often used interchangeably with competence, although it has a different meaning in terms of the scope of the approach. Learning outcomes show the learning progress described vertically from one level to another and documented in a qualification framework. Learning outcomes must be accompanied by appropriate assessment criteria that can be used to assess that the expected learning outcomes have been achieved. (Ristekdikti, 2015).

Research on the design of learning outcomes during the pandemic period is indeed rare if there is nothing similar to the research being carried out. Therefore, this research will indeed have a major contribution, especially for the latest theories related to how to design specific learning according to learning objectives during the Covid-19 Pandemic. So that the ideals and expectations of learning can continue to be carried out without any obstacles. And of course education must not lose to a pandemic situation like this, learning can be done anywhere, even with the belief that it will get the same quality, but by really designing the learning first.

## Method

This research uses qualitative methods with a descriptive study approach. This study aims to explore problems and design models for adapting learning outcomes in the midst of the Covid-19 pandemic, which will be described in detail based on the data findings obtained. This research was conducted at STAI Sumatera Medan, Jalan Sambu No. 44/64 Medan. The location of this research was chosen because STAI Sumatera implements online learning in full and the problems stated above occurred at STAI Sumatera Medan.

This research data collection using interview techniques and documentation study. Due to the Covid-19 pandemic situation which made it impossible to hold meetings as well as interviews in general, interviews were conducted online or by telephone. In addition, data collection is also carried out using documentation techniques, this technique aims to obtain data in the form of documents, such as circulars, regulations or policies, curricula, and evidence of online learning activities in the form of videos and photos.

The informant in this study was the head of the study program, which amounted to 5 people, the number was chosen because of the suitability of their characteristics to the research objectives, in addition to the head of the study program, the research informant was also the assistant head of the academic field who would provide information related to policies related to the application of learning designs especially in their adjustment with learning outcomes. Data analysis using Miles and Huberman models, namely data reduction, data display, and drawing conclusions. Meanwhile, to ensure the validity of the data used data triangulation techniques and member crosscheck.

## Result and Discussion

### **1. Learning problems during the Covid-19 pandemic**

Some of the learning problems that will be put forward are specifically related to the problems related to learning outcomes. Some of the problems in question are:

- It is difficult to formulate learning objectives because the learning conditions do not allow it to be maximized in carrying out learning. The objectives or learning outcomes are indeed urgent to be formulated in such a way, because the existence of this formula will be the basis for the direction in the implementation of learning. This difficulty is as complained by the lecturers to the head of the Study Program:

"We as lecturers are very confused in formulating learning outcomes, because if later we arrange them as usual, it is feared that students will not be able to achieve them. However, if we reduce the learning achievement, there is a concern that we will not be able to form the full ability of students, there will be an imbalance in ability with the planned curriculum "

The formulation of learning objectives before the emergence of the Covid-19 period certainly did not experience the slightest obstacle, even learning objectives could be set and changed for each semester. However, during a pandemic, it is not changed to a higher level, but rather changes to a lower level of achievement compared to before.

- It is difficult to formulate goals due to limited access to learning resources. The lecturers complained about this because many of the assignments given to students were not complete, this was due to the difficulty of finding learning resources during the Covid-19 period, the library did not open, even if there was a digital library with limited reading sources(Suharso, Arifiyana, & Wasdiana, 2020). This is as the result of an interview with Ka. Islamic Religious Education Study Program:

"Many of our lecturers complain about learning resources, because many tasks cannot be completed by students on time, some are even completely ignored, ultimately learning outcomes are not achieved. Even my lecturers in the study program complain that there are many lecture materials that should have 14 materials, only 10 materials can be studied, this is because the situation is difficult to find access to learning ”.

- The difficulty of formulating learning objectives is due to the lack of enthusiasm and interest of students to follow Online learning. Online learning makes it easy for some students, but it is difficult for some students due to economic factors and location factors that do not get a good and correct signal. Finally, from 16 lecture meetings, sometimes not attending repeatedly, this absence certainly has an impact on learning outcomes. (Mulawarman, 2020).

### **2. Adjustment of learning outcomes during the Covid-19 pandemic**

The steps taken by STAI Sumatera for the problematic conditions above are implementing policies to adjust learning outcomes according to the conditions and situation of Covid-19. The formulation of learning outcomes is changed to the Degree component or level of achievement. The level of learning achievement which generally reaches the level of 100% is reduced to 70%. This is implemented by reducing the number of subject matter courses or by reducing the weight of learning time. This is done with the aim of making learning more effective and efficient.

The learning outcomes that exist in the curriculum with the current conditions are impossible to achieve. Even if it is not optimal and incomplete, the achievement of quantity should be accompanied by the achievement of quality. This is what did not appear during the Covid-19 situation. Maybe it is possible for students and lecturers to complete the agreed learning material,

but because learning experiences obstacles, of course the quality of achievement is not optimal. For example, as many as 16 lecture materials are completely implemented, but because learning is always carried out with incomplete time (for example: due to network disturbances and so on), the quality of learning outcomes in students is also not optimal.

Another step taken is to give students the freedom to access learning sources from various references, and even the lecturers also help students actively and directly in sharing learning resources and references. Unlike usual, the lecturer only provides reference titles or recommends them, but in this situation the lecturer immediately provides *files* or documents *softcopy* related to lecture materials or materials, the goal is to accelerate the achievement of learning outcomes.

Another step is taken by designing learning strategies that can improve student learning outcomes. So far, learning has been directed at class discussion and seminar activities, but of course during the Covid-19 period, learning like this cannot be carried out properly, therefore the strategic design is directed at how students can learn independently and learning is directed to their ability to solve problems, so that with such learning strategies, students are directed to be more skilled in thinking and skilled in honing knowledge. (Puspitorini, 2020).

### **3. Measure the achievement of learning outcomes.**

Measuring achievement also became a problem during the Covid-19 period because there were policies to adjust learning outcomes, so to measure this achievement, the correct measurement method was also needed. Because if the learning objectives are not achieved, it will not be detected properly.

In this case there are several ways to measure the achievement of learning objectives. Among other things, by comparing the understanding of lecture material, depth of analysis of lecture material, student achievement index. Students' understanding of one or more lecture materials is an indicator of whether the learning outcomes have been determined, this can be measured at the teaching lecturer level, both in terms of ability to complete lecture assignments, and the ability to work on exam questions in both MID Semester and Final Semester Exams .

The depth of the analysis is also an indicator, this can be seen from the tasks collected by students, it will be very different from the depth of this analysis if it is examined one by one. Of course, the results can provide an overview of the achievement of existing learning objectives, whether it is just the level of understanding, or up to the level of analysis. (Rusadi, Widiyanto, & Lubis, 2019). Of course this can be adjusted with the adjustments that have been made previously. Of course, this adjustment must be achieved according to the predetermined indicators.

The cumulative achievement index is also an indicator, the value in the form of this number will certainly follow the conditions or learning outcomes achieved by students, of course if it has decreased, it will certainly be a concern for not achieving the planned goals, how could someone with a low GPA then categorized as achieving learning goals, should be this result is directly proportional to the quality of the learning outcomes achieved.

## **Conclusion**

From the explanation of the results and discussion of the research above, it can be concluded that there are no learning problems during the Covid-19 period at STAI Sumatra if it is specifically viewed in terms of learning outcomes, namely the difficulty of formulating learning objectives due to learning conditions that do not allow maximum learning , the difficulty of formulating goals is due to limited access to learning resources, the difficulty of formulating

learning objectives due to the lack of enthusiasm and interest of students to participate in online learning. enacting policies to adjust learning outcomes according to the conditions and situation of Covid-19, providing freedom for students to access learning resources from various references, and even lecturers also help students actively and directly in sharing learning resources and references, designing learning strategies that can improve student learning outcomes. Comparing understanding of course material, depth of analysis of course material, student achievement index.

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