The New Innovation of Learning Strategy during Pandemic for State Islamic University of North Sumatera Students

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Keyword:	Abstract
New Innovations, Learning Strategies, Covid-19 Pandemic.	*This paper focused on discussing about the responses of students in State Islamic University of North Sumatera about the implementation of a new innovation in learning activities during this pandemic. In this case, all information is explored through interviews and giving some several questions that related to the focus of this research. The questions are organized correspond to the key points that lead to research goals. The sample composed of four students who are regularly took part in learning activities during the pandemic which come from the different level at State Islamic University of North Sumatera. Each sample expressed their opinion on learning experience during this pandemic, such as about the new innovations that they found in teaching strategies which include the weaknesses and strengths. Therefore, the findings of this research are useful as the new knowledge that explores how the innovation can be relied in a part of learning activities optimally, accurately, and easily in achieving the learning goals, which can be a reference for the advancement of learning activities in Indonesia, especially in State Islamic University of North Sumatera.*
Inovasi Baru, Strategi Pembelajaran, Pandemi Covid-19.	Tulisan ini fokus membahas tentang tanggapan mahasiswa Universitas Islam Negeri Sumatera Utara tentang penerapan inovasi baru dalam kegiatan pembelajaran di masa pandemi ini. Dalam hal ini semua informasi digali melalui wawancara dan memberikan beberapa pertanyaan yang berkaitan dengan fokus penelitian ini. Pertanyaan-pertanyaan yang disusun sesuai dengan poin-poin kunci yang mengarah pada tujuan penelitian. Sampel terdiri dari empat orang mahasiswa yang rutin mengikuti kegiatan pembelajaran selama masa pandemi yang berasal dari berbagai jenjang di Universitas Islam Negeri Sumatera Utara. Masing-masing sampel mengungkapkan pendapatnya tentang pengalaman belajar selama pandemi ini, seperti tentang inovasi baru yang mereka temukan dalam strategi pengajaran yang meliputi kelemahan dan kelebihan. Oleh karena itu, temuan penelitian ini bermanfaat sebagai pengetahuan baru yang menggali bagaimana inovasi dapat diandalkan dalam suatu bagian kegiatan pembelajaran secara optimal, akurat, dan mudah dalam mencapai tujuan pembelajaran, yang dapat menjadi acuan bagi kemajuan kegiatan pembelajaran. di

Indonesia, khususnya di Universitas Islam Negeri Sumatera Utara.

1. Introduction

Coronavirus (COVID-19) is an infectious disease caused by recently discovered coronavirus (P., C., & T., 2017). Most people who infect COVID-19 will experience mild to moderate symptoms and will recover without the special treatment (M., Juanjo, & F., 2020). With this existing pandemic, it has a big impact on the various sectors, one of that is education (Ikhwan, Anwar, & Mahmudah, 2021). This pandemic resulted in tremendous changes in education. It's like all the levels of education are 'forced' in adapting to home learning through online media. The educators must ensure that teaching and learning activities run continuously, even if the students are at home (Z., D.Wang, Cai, & E., 2013). This is in accordance with the Minister of Education and Culture of the Republic of Indonesia related to Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Period of Emergency Spread of Corona Virus Disease (COVID-19) (W. K. & M., 2020).

In this COVID-19 era, there are some innovation of learning strategy has been implemented by the educators (T., 2020). All of the innovations appropriate with the students availability (Sangeeta & T., 2020). It is because; the innovation must be applied according to factual context (Robert C., 2020). We can see definition of innovation from O'Sullivan, which stated: innovation is the process of making changes, large and small, radical and incremental, to products, processes, and services that results in the introduction of something new for the organization that adds value to customers and contributes to the knowledge store of the organization (O'Sulivan & Schmitz, 2007). It means that educators must be able to implement the wise innovations in learning strategy which suitable with learning context.

Learning strategies can implement through mobile devices, personal computers, and laptops that are connected to the internet connection. The educators can teach their students at the same time using groups on social media such as WhatsApp, Zoom, Google Classroom or other media as the learning media (S. & M., 2020). The educators can make sure that their students follow the teaching and learning process at the same time, even in the different places. Based on this condition, the educators are required to design the innovation by utilizing online media. The educators have to find the new strategies and innovations to keep the teaching and learning process going during this pandemic. Related to this, the researchers will elaborate and conclude the results about how learning strategies and innovations have been applied by the educators in Indonesia that take many responses of the students, especially the students of State Islamic University of North Sumatera.

The pandemic of Covid-19 has affected most of learning activities around the world (E., S., & M., 2020). Most of schools have temporarily closed the learning activities become online learning. It means that the current pandemic disrupted

the teaching methods as well. It has been forced science teachers to make a switch to a virtual environment, which requires teachers to integrate technology into their instruction. As B. bacan stated: science teachers should be able to utilize technology to deliver science curriculum, assess learners, direct them to research topics, and use student-centered strategies integrated with technology (Bacan & Nuriyah, 2010). These competencies may indicate that there are differences in the experiences of teaching face-to-face as opposed to teaching online (Spoel. & V., 2020).

The importance placed on relationship building and being able to understand students well enough to provide individualized instruction and a safe course environment means that teachers must be adept with virtual communication technologies. As Borup, et al. stated: many teachers will need to reconsider teacher-centered pedagogies and apply more effective student-centered learning methods (Borup, Kirkeskov, Hamskov, & Brauer, 2018).

In addition, Kennedy found that many teachers felt the strategies used in their face-to-face classrooms did not make sense in the online environment (Kennedy et al., 2015). As a result, teachers have to change their approaches to teaching and their beliefs about teaching and learning. It meant switching from giving knowledge to guiding knowledge, which provides students what they needed it (J. K., J., & G., 2020).

Sensoy and Yildirim stated that the effects of learning activities enriched with technological applications on the science course achievement levels. It has been determined that science teaching enriched by technical applications had a meaningful effect on the increase of the science course achievements level of the students and the permanence of this achievement. Thus, using technology in learning activities during pandemic logically and strategically with teaching methods will ease and enhance science learning (Gezgin & Cakir, 2016).

Online versions cant formal assessment of the readiness. Certainly, this pattern of lack of formal assessment of faculty readiness has been exacerbated with the abrupt move to online instruction caused by the COVID-19 pandemic (Nurfaradilla, Hazrati, N., & H., 2020).

Therefore, we argue that the pivot to online teaching due to the COVID-19 pandemic challenges the focus of previous research and exceeds standard conceptualizations and measures of faculty readiness to teach online (Kelvin, 2020). Compounding this fact is the reality that conventional conceptualizations of online readiness do not attend to the affective dimensions of transitioning to online teaching or the cultural issues of doing so within institutions that tend to reward scholarly publications rather than teaching innovations (Cutri & F., 2020).

2. Methods

This research was conducted to obtain information about learning activities during Pandemic. It conducted by qualitative research methods. Therefore, this information collection was carried out in a direct interview with five questions. Because what is meant by qualitative research itself is research that is natural, in the sense that researchers do not try to manipulate research settings. But it does a study of a phenomenon.The data that appears in qualitative research is in the

form of words, not numbers. The method used through interviews both directly and indirectly. The direct interview is the way researcher chooses (Ikhwan, 2021).

The source of data in this research comes from 4 UINSU students from the different backgrounds. They are 2 students from Faculty of Islamic Economics and Business, 1 student from Faculty of Da'wah and Communication, and the last student from Faculty of Tarbiyah Science and Teacher Training. Specifically, three of them are the fifth semester and one of them is the third semester.

The instrument of this research used for collecting data is cellphone and note. The cellphone is used for asking the respondents through online chat and interview them by giving some questions for analyzing their responses about their learning experience during the pandemic, such as the new innovations that they found in teaching strategies that taught by their teachers. It's done through online interview because we are in the pandemic era so that we can't ask face to face or directly to them. Then, the last instrument is note. Note is used by the researchers to write all the information or the data that have been obtained from the respondents.

The observation of this research was done in a few days. The interview and questionnaire were taken by the several steps. Firstly, the researchers were looking for the respondents, namely the students of State Islamic University of North Sumatera from the different level. After that, the researchers asked a permission to interview them through online platform, namely WhatsApp. Then, the researchers interviewed them by giving some questions. There are several questions that researchers asked to them. Those are as follows:

1. What do you think about online learning during Covid-19?

2. Do you think that it has the biggest effect for changing your learning activity?

3. What things that have changed from offline learning to online learning?

4. Is online learning can support the emergence of a new innovation in the advancement of learning process through technological sophistication in this era?

5. If so, how about the implementation of a new innovation that mentioned above?

After got the data, the researchers transcribed the data into the sentences by using the note. After the data was collected, the researcher classified the data of respondents and made a list about the problems of this research. Lastly, the researcher verified the data by analyzing it with the theory from the experts that have been existed in this research.

3. Result and Discussion

Based on five questions provides, the researches has founded the results of the problem existed. The researches will elaborated all of the responses specifically from the responses of the first question until the last question.

3.1. *What do you think about online learning during Covid-19?*

First responses from the first question stated that online learning is not very effective because there are many obstacles that occur when learning takes place. The main example is signaling problems, especially during this pandemic, many students stay in the village so when the lecturer delivers the material; it is not completely acceptable because of the signal problem. The second is about the internet package problem. Before the existence of a free internet package from the Ministry of Religion, many students complained about having to buy a lot of internet packages to still be able to take lessons online. It makes online learning less effective for the students because those things that have mentioned above is played the important role for the smooth running of online learning so that it makes the activity of students changed. But for some students, they said that online learning sometimes is hard and sometimes is easy, and it all depends on the perspective of each student.

3.2. *Do you think it has the biggest effect for changing your learning activity? If yes/ no, why?*

The responses from this question stated that online learning has the biggest effect for changing the learning activity of students; it is because they have to do all learning activities through online platform and it was different than the offline learning. Learning from home makes their learning activities less focused, it is because at home there are other activities to do, and it is very different when learning face-to-face on campus, it can still be conditioned. Then, before Covid19 hit the world of education, there were many libraries and places to read the books, but now the students can't read it directly, especially for some students that prefer to study together. But there is also something interesting in this online learning, namely there are webinars (online seminars) and they are usually open to the public, so the students can improve their knowledge not only from the campus, but also from the online seminar and from the material that presented by the speakers.

3.3. *What have changed from offline learning to online learning?*

The responses from this question stated that there are many things that have changed from offline learning to online learning, for example, before Covid19 exists, the students have a lot of books that can be references for them and there were lecturers who paid attention in front of the class, but now, it all changed to be online. It makes the reading interested of students have decreased because every day they hold their cellphone (studying online) so what they see is not only lessons, but social media as well. Therefore, those things changed the technique or ways of learning activities, especially the learning method because all the activities of learning is done by online platforms such as zoom, WhatsApp, google classroom, or campus system itself (e-learning).

3.4. *Is online learning can support the emergence of a new innovation in the advancement of learning process through technological sophistication in today's era?*

The responses from this question stated that online learning can support the emergence of a new innovation in the advancement of learning process for the students who have the talent and want to explore their potential to keep going.

And it can be happened if it has the qualified resources, for example like the stable quota and internet for all the students.

3.5. *If so, how about the implementation of a new innovation that mentioned above?*

The responses of the last questionstated that students did not find the really implementation of a new innovation in online learning because some of my lecturer only uses the existed technology as the tool and way for doing online learning and the lecturers or students must be able to use that technology such as WhatsApp, Zoom, Google Classroom, or other applications that make it easier for lecturers to still be able to monitor the progress of their students in this online learning. Therefore, they think it is not the real new innovations from this online learning.

From all of the statement above, it can be concluded that Covid19 has totally changed the life, especially in learning. The learning process becomes online now. Online learning changed the method, technique, and ways of learning. Online learning also changed the activity of students. It is not very effective for the students because there are many obstacles when learning takes place. After that, the student really does not found the new innovations used, because some of lecturer only uses WhatsApp application as the way for doing the online learning.

4. Conclusion

Online learning is not very effective because there are many obstacles that occur when learning takes place. The main example is signaling problems, especially during this pandemic, many students stay in the village so when the lecturer delivers the material; it is not completely acceptable because of the signal problem. The second is about the internet package problem. Online learning has the biggest effect for changing the learning activity of students, it is because they have to do all learning activities through online platform and it was different than the offline learning. Learning from home makes their learning activities less focused, it is because at home there are other activities to do, and it is very different when learning face-to-face on campus, it can still be conditioned.

There are many things that have changed from offline learning to online learning, for example, before Covid19 exists, the students have a lot of books that can be references for them and there were lecturers who paid attention in front of the class, but now, it all changed to be online. Online learning can support the emergence of a new innovation in the advancement of learning process for the students who have the talent and want to explore their potential to keep going.

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