

LECTURERS TEACHING STYLE ON STUDENT LEARNING MOTIVATION IN THE NEW NORMAL ERA OF COVID-19

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New Normal,
Teaching Style,
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Abstract. This study aims to determine the teaching style of lecturers on student learning motivation at the Islamic University of Nusantara Bandung, the study program of communication science. The type of research used in this research is descriptive with a qualitative approach. The data collection method in this study was carried out by distributing questionnaires to 15. Uninus students of the communication science study program at random, and conducting a survey on the answers from the 15 resource persons. From the results of this study, almost 100% of the informants agreed that the teaching style of lecturers in the new normal era was very influential on understanding a material and their learning motivation. The more attractive the lecturer's teaching style, the easier it is to understand the material.

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1. INTRODUCTION

Education is an important aspect that cannot be separated from the development of a nation's life. In terms of education is very important for the development of human life. Because, with education can create an intelligent and democratic society. The success of student learning in higher education has an important role in it, where success is seen based on the learning achievements achieved by students from teaching and learning activities in higher education. Sari and Sartika (2018) say that at the beginning of the learning year students still think that educators are the only source of knowledge they can get in seeking knowledge, assumptions like this result in students being less active in looking for learning materials. While in the realm of tertiary institutions such methods are different from the learning system in schools. In this case, the achievements of students cannot be separated from the motivation and desires of the students themselves. There are several factors that can affect the success of student learning, namely external factors that come from outside the students such as teaching methods/styles of lecturers, and internal factors that come from within students such as motivation and goals.

All students want to achieve their learning achievement. One of the factors that can support the achievement of this achievement is the lecturer in the class. Student learning achievement is influenced by their motivation in learning, and this certainly cannot be separated from the teaching style of the lecturer in the classroom during the learning process. There are several components in teaching which are grouped into three categories, namely teachers, content and subject matter and students. The interaction between the three components involves facilities and infrastructure such as, personality, teaching style, teaching media, discipline that allows the achievement of previously planned goals (Tari W, 2017). When students have motivation in learning, their enthusiasm will increase and they will do their job well, be disciplined, study diligently, attend lectures well, understand the material presented by the lecturer, have good time management, have targets and plans for the future and will study hard. From the high enthusiasm and motivation and positive things, it can also give maximum results to the student's learning achievement later.

The teaching style of lecturers who are not in line with student expectations, even though they (students) have high motivation and enthusiasm and have a strong desire to excel, can still affect the decline in student learning achievement. In essence, the teaching style of lecturers can reduce students' enthusiasm for learning and can also affect their learning achievement. Like when a lecturer is teaching in class but he is busy with his personal affairs, lecturers who don't care about their students whether or

not the students understand the material presented in class and lecturers only deliver the material at a glance, lecturers who are not disciplined at the time, and so on. From this it will appear a sense of laziness in students to follow the lecture well, and make their enthusiasm begin to decline. they become lazy to study, they do not attend lectures well, do assignments and exams carelessly, do not pay attention and do not listen to what the lecturers say in class. Thus, to be able to obtain maximum results in achieving learning achievement, students actually need not only enthusiasm and motivation within themselves but also need external support and one of them is the teaching style of the lecturer. (Ramsden 1992; Elianti 2013) explained that there are 6 main principles so that teaching carried out by lecturers can run effectively, namely (1) Lecturers have interest and are able to explain the field of study; (2) Lecturers show concern and appreciation for their students; (3) Lecturers provide appropriate feedback and assessments; (4) lecturers have clear teaching goals and provide intellectual challenges to students; (5) lecturers encourage independence, self-control and active engagement of students in the field of study; and (6) lecturers want to learn from students..

It is undeniable that at the beginning of 2020 Indonesia experienced a disaster, the disaster caused many areas of life to become chaotic and disrupted. In 2020 Indonesia was affected by the COVID-19 pandemic. Covid-19 is a new type of disease that has never been identified in humans before (Ni Komang Suni Astini, 2020; Dewantara and Nurgiansah 2020). Sooner or later this virus outbreak attacks various areas of life in Indonesia, including education. Not a few universities and schools in Indonesia have been closed, this has been going on since 2020 in March. The purpose of closing this place of education is to reduce the spread of the Covid19 virus. With the closure of educational institutions, this has an impact on the teaching and learning process, so that inevitably the government mandates educational institutions to conduct online learning.

Over time online learning activities have been implemented, not a few students or students feel burdened in education. Many of them complain about the current situation, but it is not something we can avoid. The obstacles that most often arise are usually caused by internet access which is quite difficult and the price of internet quotas that students do not have (Arizona et al., 2020; Dewantara and Nurgiansah 2020). With the holding of this online learning, difficulties in mastering and understanding the material are caused by the disruption of sending information from lecturers to students, which can occur from various factors, one of which is the use of learning media (Ferdiana, 2020)

There have been many online learning media used, but it's a shame that no matter how many students and lecturers use learning media, it will not be understood if the students themselves feel lazy in learning. The teaching style of lecturers in class is one factor that can cause students to become lazy, because if learning is in accordance with what students expect such as not boring, not rigid, can communicate well with students, can appreciate student efforts, then students will have high spirits. to learn. The teaching style focuses more on the method or strategy of teaching lecturers who seek to provide knowledge and understanding and motivation for students (Syafa, 2016). They will listen to the lecturer's explanation in class, and they will understand what the lecturer is saying in class, they will be able to do assignments and exams smoothly, so that their (students) achievement will increase. When the enthusiasm for learning increases, students will more easily accept any material presented by the lecturer, they will be disciplined with time, and be serious about it so that it will improve student learning achievement. In this educational interaction, it is hoped that students will experience the learning process and obtain learning outcomes as expected (Sudiana, 2003; Syafa, 2016).

The fact that lecturers' teaching styles affect students' learning motivation can be seen in students from the Universitas Islam Nusantara class B communication science program. In practice, there are still lecturers who do not pay attention to their students in delivering material, they only provide material according to the syllabus but do not ask the students. whether the material being studied can be understood or not. This has an impact on student learning itself and assumes in the minds of students themselves that lectures only receive materials and assignments and then are absent. If this continues, there will be many students who go to college just doing assignments and being absent, they have no intention of making themselves into outstanding students. The internet network and quotas owned by students at ilkom B are also the next obstacle, because online learning certainly requires internet access to obtain information related to teaching and learning activities among students. The difficulty of the

signal, the increased quota price and even then became another inhibiting factor in realizing the achievements to be achieved by the students themselves.

2. METHOD

In general, the research method or scientific method is a procedure or steps in obtaining scientific knowledge. According to Rahmadi (2011), the research method is a scientific way to obtain data with certain goals and uses. This research is a qualitative research with descriptive method. Sources of data from this study are divided into two groups, namely primary data and secondary data. The primary data in this study is in the form of basic data that is used as the object of study, namely the results of questionnaires. Secondary data in this study is in the form of other supporting data, such as books, journals, and so on. The object under study is in the Faculty of Communication Sciences, Uninus, and the research subjects who are also used as informants include students of the Faculty of Communication Sciences at Uninus. done by distributing questionnaires to 15 Uninus students of the communication science study program at random, and conducting a survey on the answers from the 15 resource persons.. After the data is collected, descriptive data analysis is carried out by analyzing the data and making an overview of the collected data. Data analysis in this study was carried out continuously since the researcher collected data until the writing of the report.

3. RESULTS AND DISCUSSION

This study states that there are actually many things that affect student enthusiasm in learning, which are divided into two factors. Internal factors, for example, include feeling lazy, not having the desire to learn, and underestimating the importance of learning. Then external factors which include facilities that support learning activities, environmental influences and classroom conditions. Which class conditions that will increase learning motivation are first, the class is relatively organized and free from persistent distractions and chaos. Second, the teaching style of the lecturers can make the class atmosphere more enjoyable and does not make it difficult for the students. Because, in this learning process will involve lecturers and students, who interact with each other. All activities of lecturers in carrying out the learning process are related to student motivation in participating in the learning.

Uninus students experience various things when studying online in this new normal era. If at the beginning of online learning they feel normal but over time they become uncomfortable. Such as the results of research that proves that when learning online they feel bored and bored because the learning methods are all the same and there is no difference, besides that they also feel bad mood or a bad mood when studying online. They feel physically tired, such as eyes that keep looking at their cellphones or laptops when learning, feel unmotivated in learning because of the ineffectiveness of ongoing learning, they become increasingly lazy, often sleepy, and often feel confused. So you have to discuss with yourself to understand each material received, because they feel it is not enough just to ask the lecturer or friends to increase understanding. There are also those who find it difficult, because they have to use a laptop/mobile device.

As a result of online learning carried out in the new normal era, students experience mild stress. Each individual's own stress response is different. The ability of students to adapt plays a role in the body's response to stress, so someone who is not good at adapting then stress may not be able to be overcome, causing negative impacts. The negative impact of stress on students can be in the form of decreased concentration and concentration during lectures, decreased interest, self-demotivation and even bad behavior such as being late for KBM. Stress itself can occur because of the large number of lecture materials that must be studied, the lack of feedback given by the lecturer, the quality of the lecturer who teaches, and the number of assignments given by the lecturer.

With various unpleasant things that they feel while studying online in this new normal era of covid-19, there are also things that make Uninus students feel happy such as more relaxed learning activities as well as tasks that can be done at home, more teaching and learning time. flexible, learning that can be done while relaxing, no need to commute to campus and spend money for costs and supplies, even when presenting on Zoom it can be offcam so that Uninus students are not too nervous. Not only that, time and place are more effective so that learning can be done anywhere and can be done in

conjunction with other activities at home, classes that are not too formal are also a pleasure for Uninus students. They also feel more time to rest, can wear more flexible clothes during class, then a more relaxed way of learning, can be closer to their families at home, and some even find online learning fun because they can study while sleeping. In essence, they are more flexible when learning begins and when doing assignments.

Previously we have discussed the feelings of Uninus students when studying online, but on the other hand there are also difficulties they face, such as the results of research, that Uninus students feel many difficulties when studying online in this new normal era. The difficulties they face in understanding the material such as finding it difficult to divide tasks if there must be group assignments, besides that, Uninus students can also be said to be very difficult related to cellphone networks which are sometimes unstable so that lecturers' explanations and explanations cannot reach them smoothly. This is very disturbing for them, in essence they are often constrained by the network during the teaching and learning process, quotas and equipment that must always be there are also difficulties in themselves. With all these obstacles and difficulties, they find it difficult to stay focused on the material presented by the lecturer. In addition, when they do not understand the material and there are assignments that are required to find references, they will look for it from the internet whereas usually if they are on campus there is a library as a place to find and get references. As in the research of Firman, F., and Rahayu, S (2020) it can be seen that students experience obstacles and difficulties in online learning, namely the number of assignments, limited quotas, limited IT mastery for both educators and students (students), internet network unstable, do not understand the subject matter given by the lecturer.

Then with all these difficulties, how do Uninus students face their difficulties when studying online in this new normal era? Uninus students face these difficulties in various ways, such as when they feel bored and stressed, they will go outside to breathe fresh air at least once a week. So, it means that when they feel tired which causes stress and which in the end will interfere with their mental, mental, and physical health, they will go refresh and often think about where to go to clear and calm their minds. Then, for group work they try hard to find solutions such as conducting online discussions via Zoom or Google Meet. Then, regarding the signal/network, sometimes they will replace their cellphone card with a card that is easier to get a signal or network. Even when carrying out KBM, they often ask for permission from the lecturer who teaches that they are having network problems. In essence, Uninus students try to adapt to all the conditions that occur. In fact, they often look for places with adequate network quality to support the teaching and learning process. With all the obstacles that make it difficult for them to stay focused and concentrate so they try hard to be able to focus, they have a lot of patience, a lot of deepening the material by looking for references from books, the internet, and other sources. They also try their best to understand the material presented by the lecturer with various efforts made, it means that if there is material that they do not understand, they will ask the lecturer or their classmate and even learn it by self-taught. They also try to explore the materials that are not understood and find their own solutions through other sources. They try to keep the spirit of learning, and give good suggestions to themselves, by changing their learning patterns to be more interesting. However, there are also those who say that they do not face these difficulties but just leave it to the circumstances.

Various difficulties experienced by students and how they deal with them, it turns out that in all these obstacles there is an important role for lecturers in them. Lecturers who can understand the difficulties of students and try to provide convenience for them, do not burden their students which can cause mental, physical, mental and mental stress for them. Lecturers who can adapt their teaching style to all the difficulties students face can make them comfortable during the teaching and learning process, at least they will be able to understand the material presented by the lecturer. Not by providing additional difficulties for students, causing them to become more stressed and uncomfortable.

The research that we have conducted on 15 informants, they agreed that the teaching style of the lecturers on the motivation of students at the Nusantara Islamic University in Bandung, especially the Communication Studies Program, was very influential. Because studying during this pandemic they feel they do not understand the material presented by the lecturer. It is different if they study face-to-face, they assume that by face-to-face they can ask questions and see clearly without any disturbances such as signals, or quotas that are about to run out. In building the spirit of motivation in learning there

are four elements of motivation, namely the need for fun, relationships, self-confidence, and effort. Each of the four elements has its own role. As.

As a result of the many obstacles in learning, this can affect the image of the teaching staff as a lecturer. Students assume that the teaching methods or styles of lecturers in this new normal era feel bored and make a bad mood, this is where the role of lecturers as teaching staff is tried, for those who have good and good performance, they will find ways to use technology as a learning medium. The use of this technology is not burdensome for students. It is different for lecturers who only have the intention to abort their obligations as lecturers. They will only use facilities such as the Zoom application, Google meet, Google classroom,Whatsapps, Line, and others just to give assignments and provide materials. The ability to teach lecturers using the right method is a guideline that must be met by a lecturer. The teaching method of a lecturer must pay attention to several things, such as the suitability of the teaching methods used with the abilities of their students; the ability of the teacher to use the method; suitability of teaching methods used with available facilities; the suitability of the teaching methods used with the educational environment (H. Veithzal, 2001; Elianti, 2013). This is in line with learning method desired by students of communication science study program. They want to understand a material by relating it in real life. That way they feel they can understand the material they are studying.

Students in the communication science study program at the Islamic Nusantara University in Bandung, want a learning method that is cool, creative, relaxed, and not focused on assignments. They say that because they feel that during this new normal, their motivation in increasing their enthusiasm for learning is based on only assignments from lecturers. Not because I want to seek knowledge or understanding of a material. We know that there are 2 factors in influencing learning outcomes, one of which is external factors. In these external factors there are instrumental, or tools in influencing learning outcomes, namely teachers or teaching staff. Teachers or teaching staff have a very important role in achieving learning outcomes. Each teacher or teaching staff has a different teaching pattern in the learning process, this is done to achieve learning objectives. If the teacher can display a teaching style efficiently and effectively, it can achieve the desired level of success, but on the contrary if a teacher imposes his will and is emotional in learning then students will be depressed and will make student learning outcomes low (Winkel, 1996; Deswita, 2007). 2013).

On the other hand, for those whose learning motivation is lost because of the many tasks and limited deadlines that make them depressed, even so they still want to struggle to learn because they look at the goals they want to achieve, they look at the condition of their families, and they are also inspired to rise from a story they have read.

Many things affect the students' enthusiasm for learning, among others, too much material is delivered or monotonous assignments can make them bored, lack of support for places and facilities for learning. During this pandemic, students have to get used to online learning methods (on the network), many students are burdened by it, but some students are still enthusiastic and are not affected by this condition. This is not only felt by students, but lecturers also feel it, then from this it made us curious and conducted a survey in the form of randomly distributing open questionnaires to find out the influence of lecturers' teaching styles during the pandemic on students. According to (Riyana, 2019; Putri,

According to Uninus students, whether or not the lecturers' duties at the Islamic University of Nusantara, especially in the faculty of communication sciences are maximal or not, will be described in the table below.

Table 1. The maximum number of tasks carried out by Lecturers of the Faculty of Communication Sciences, Uninus

No	Opinion	Reason	Respondent
1	Maximum	<ul style="list-style-type: none"> Every meeting the lecturers try to provide teaching by providing various tools to keep teaching their students, for example if you don't use zoom, google meet, classroom, Whatsapp group. 	1-10

2	Not maximal	<ul style="list-style-type: none"> • Lecturers also teach in new normal conditions which are quite difficult, but the lecturers continue to live it well, thus making students appreciate it very much. • The task of the lecturer is only to provide a stimulus in learning. • A kind lecturer always repeats the material again if nothing is understood • Deliver material with a predetermined system when online • There are those who only give material assignments • There are still lecturers who rarely hold classes (via zoom) • There are still lecturers who have not fully memorized the lecture schedule, • There are still those who have not been able to manage emotional in understanding the condition of students in the class so that there is a miscom between lecturers and students. • Just provide material without explaining. 	1-5
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The table above shows that 10 out of 15 students think that the lecturer has not completed their task, among others, because there are still those who have not fully remembered the lecture schedule, managing emotions in understanding the condition of students in class so that there is a miscommunication between lecturers and students. This happens because online learning is something new for teachers. With the distance learning method, teachers need time to adapt and they face new changes that will indirectly affect the quality of learning outcomes (Purwanto et al., 2020).

Online learning can use digital technology, but what must be done is to give assignments through monitoring mentoring by teachers through Whatsapp groups so that children really learn (Dewi 2020). Student responses regarding how to teach a lecturer who is only present, without giving and explaining material to students, that is, it is necessary to communicate and discuss it because students' opinions are very much needed. Such lecturers can make lazy students even more lazy. The students think that the lecturer must have a reason that we don't know, they hope that there is no such thing as a lecturer. There are also those who think that it is not a problem because it can make students independent by looking for information and digging it themselves. but when you don't understand, you can directly ask the lecturers. They also think that not all students are able to understand all the material given without an explanation from a lecturer, so there are also those who feel annoyed and irritated with such lecturers. So it would be nice to explain in advance just an outline so that the material can be easily understood. According to students, such lecturers can reduce students' enthusiasm for learning, because that way students will also ask questions if they don't understand and are confused, although it is possible that there are some students who can accept it. According to them, it is less effective because sometimes students only work without fully understanding what the material is.

Uninus students hope for every lecturer on campus in the future, including that they hope that lecturers can teach in a fun way and can understand the condition of their students. (Naim, 2011; Muntashofi, 2015) said that, the combination of inspiring teachers/lecturers in learning will become an inspirational dimension that increasingly finds momentum to crystallize and build positive energy change in each student/student. Students hope that lecturers can be more familiar with their students, explain by giving many examples to make it easier to understand, hope that each lecturer is able to provide each teaching according to existing technological developments. Continue to inspire and motivate students. Continue to teach students and share useful knowledge,

Various types of teaching styles of lecturers will certainly affect student learning motivation.

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Because students have different ways of learning. This results in low student learning motivation due to difficulties in understanding the material in learning. So that the absorption of lecture material in learning will also be different, which of course will also affect their learning outcomes. Learning motivation for individuals is a driving force to behave in study. When this driving force is needed in the learning process, it means that the goal of behaving is directed at the achievements obtained in learning. This learning process will involve lecturers and students, who interact with each other.

When students have motivation to learn, it will be reflected in the learning plans they make. There is a clear goal that causes them to want to learn. There is a desire to realize the goal. If lecturers provide feedback, they will use it to seek new information, and pride and satisfaction will arise if they can achieve. The display of their behavior also shows that they are not afraid of failure and are anxious if they fail, because there is always a driving force to achieve better achievements. The teaching style used by lecturers is important to raise student learning motivation.

The teaching style of the lecturer is very influential on the students' learning motivation in the learning process because the students themselves will have a high drive in themselves to study harder if the teaching style of a lecturer in the class is also in accordance with what students expect, not boring, not rigid, can appreciate student efforts, can communicate well with students, so students can be enthusiastic about learning and have high motivation, listen to lecturers when teaching in class, understand what is conveyed in class when lectures take place, able to do assignments and exams given by lecturers smoothly, so that the performance will increase.

4. CONCLUSION

Based on the results of research that has been done, it is evident that the teaching style of *new* This normal has a great influence on the motivation of students at the Islamic University of Nusantara Bandung, especially in the study program of communication science. Not a few of the informants stated that learning to use the currently used method only made them lose their enthusiasm for studying, and made them tired of studying because they looked at their cellphones or laptops too much. Another reason arises because the teaching style of lecturers who continuously only provides assignments and materials without an application in everyday life regarding the material being studied. This adds to the boredom of students in learning online. It was unexpected that the emergence of the Covid-19 pandemic had affected the education system as well. Initially, education and routines were carried out comfortably and freely. Now everything is forced to switch to technology by utilizing existing media.

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