

# LECTURER INNOVATION ON LEARNING MANAGEMENT DURING PANDEMIC TIME AT POSTGRADUATE UIN ALAUDDIN MAKASSAR

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**Abstract:** The results of the study stated that the innovation of Postgraduate lecturers at UIN Alauddin Makassar during the pandemic, namely the form of innovation was maximized but the effect or impact of the innovation was not maximized, because it was caused by several factors that were constrained by students, for example network disturbances, when students were making presentations. The innovation of Postgraduate lecturers at UIN Alauddin Makassar in managing learning during the pandemic is less effective because based on the observations of researchers, it shows that some students are constrained in the network when the learning process takes place, students do not follow the lesson well, indicated by the presence of students who do not activate the camera, lack of focus in receive the subject matter, so that it does not achieve the proper learning objectives.

**Keywords:** Innovation, Learning, Pandemic, Effective

## INTRODUCTION

The world of education is feeling an extraordinary impact with the pandemic. In the midst of the outbreak of cases of the spread of the virus that occurred in Indonesia, it turned out to have its own impact on the world of education. The government has issued several policies or steps that can

be taken during this pandemic. One of the policies taken is to cancel all teaching and learning activities which then turn into an online system (in the network) or *online*. In practice, teaching and learning activities are completely diverted to using online media, because this has been recommended by the government and is expected to help in the teaching and learning process that should not stop because of the pandemic.

The pandemic has an impact on all aspects of life as described, including in the field of education. Education is defined as a means of shaping humans into individuals who are able to face the challenges of the times, so education must also be ready to respond to all forms of changing times itself. So it can be said that innovation in education is a must.

Transformations or changes in learning that are usually done in person, then turn *online* (online) to meet educational needs during the pandemic to adapt to current conditions. The Circular of the Ministry of Education and Culture No. 2 of 2020 regarding the Prevention and Handling of COVID-19 within the Ministry of Education and Culture and No. 3 of 2020 regarding the prevention of COVID-19 in Education Units. Require educational institutions to enforce *online learning*<sup>1</sup>

This is done in order to break the chain of virus spread and maintain the security and safety of students and educators. With this appeal, the learning process is carried out from home by utilizing technology and internet media. Several higher education institutions, which previously conducted face-to-face learning on their respective campuses, now have to adapt the *e-learning* model or what is commonly known as online learning.<sup>2</sup>

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<sup>1</sup>Kementerian Pendidikan dan Kebudayaan *Nomor 2 Tahun 2020 tentang Pencegahan dan Penanganan COVID-19* in Kemendikbud and *Nomor 3 Tahun 2020*.

<sup>2</sup>Nabila Hilmy Zhafira, dkk., "Persepsi Mahasiswa terhadap Perkuliahan Daring sebagai Sarana Pembelajaran selama Masa Karantina

Online learning is learning without face to face directly between lecturers and students, but doing it *online*. Learning is done through *video conferencing*, *e-learning* or *distance learning*. Online learning is a new thing, both for students and lecturers, so it takes a long time to adapt.<sup>3</sup>

Online learning immediately makes all parties aware of the extraordinary potential of the internet that has not been fully utilized in various fields, including education. Without the limitations of space and time, educational activities can be done anytime and anywhere. Moreover, in an era where there is no certainty when this pandemic will end, so online learning is an absolute necessity that must be met by all Indonesian people.

Innovation has the following characteristics: 1) there is a relative advantage, meaning that something is said to be an innovation if it can be profitable for people who receive it, the more profitable the innovation is, the faster it will spread in the community; 2) compatible, namely the suitability of innovation with values, this is related to the experience and also the needs of the people who accept the innovation; 3) complexity, namely the level of difficulty in understanding and using the innovation; 4) triability, the existing innovation can be accepted or not by the recipient; and 5) observability, the existing innovation can really know the benefits.<sup>4</sup>

The problem is that in addition to campuses that have to limit movement, lecturers are required to innovate related to online learning management, while for some students, online is a learning method that is not only complicated, but also expensive. Most of UIN students since PSBB (large-scale

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Covid-19", *Jurnal Bisnis dan Kajian Strategi Manajemen*, Vol. 4. No. 1 (2020), p. 19.

<sup>3</sup>Erika Untari Dewi, Pengaruh Kecemasan saat Pembelajaran Daring Masa Pandemi Covid-19 terhadap Prestasi Belajar Mahasiswa. *Jurnal Stikes William booth.ac.id*. (22 April 2021).

<sup>4</sup>Rina Rahmi, "Inovasi Pembelajaran di Masa Pandemi Covid-19", *Jurnal Pendidikan (The Educational Journal)*, Vol. 30. No. 2 (2020), p. 114.

social restrictions) have conducted online lectures, either in remote villages or in remote areas.

## **THEORETICAL FRAMEWORK**

### **1. Understanding Learning Management**

According to Rohman and Amri, management is the process of integrating human and material resources into an overall system to achieve certain goals.<sup>5</sup> According to Swadi as quoted by Yamin, management has the same meaning as management. Management can be defined as the art and science of planning, organizing, drafting, guidance, supervision of the resources to achieve the goals set.<sup>6</sup> According to Amtu, management is a general term for management, so that there is an action to organize, regulate and manage activities and people in an organization in planning, organizing, implementing, moving, controlling, leading, motivating, monitoring, evaluating, and so on.<sup>7</sup> It is concluded that management is the administration/management so that something managed can run smoothly, effectively, and efficiently.

The concept of learning according to Corey in Syaiful Sagala is a process in which a person's environment is deliberately managed to allow him to participate in special conditions or produce responses to certain situations, learning is a special subject of education.<sup>8</sup> Learning is a new term in education. The concept of learning is a conversion of the term teaching and learning process that has been used so far.

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<sup>5</sup>Rohman dan Amri, *Strategi dan Desain Pengembangan Sistem Pembelajaran* (Jakarta: Prestasi Pustaka Karya, 2013), p. 36.

<sup>6</sup>Martinis Yamin, *Paradigma Baru Pembelajaran*. (Jakarta: Gaung Persada, 2011), p. 37.

<sup>7</sup>Onisimus Amtu, *Manajemen Pendidikan di Era Otonomi Daerah*. (Bandung: Alfabeta, 2011), p. 30.

<sup>8</sup>Syaiful Sagala, *Konsep dan Makna Pembelajaran*, (Cet. IX, Bandung: Alfabeta, cv., 2011), p. 61.

The concept of learning itself consists of learning and teaching. Learning is a process of interaction between students and educators and learning resources in a learning environment.<sup>9</sup> According to Fauzi, learning comes from the word learning which means an activity carried out to find one or more information. So, learning is a process of seeking information (in seeking knowledge).

Learning is a relationship of interaction and knowledge transfer between students and lecturers. The main goal is none other so that the knowledge can be absorbed and understood by students. Online learning based on *e-learning* and *blended learning* is an option during this [pandemic](#). However, there is a major obstacle, in the application of this online learning. It lies in how to optimize the teaching and learning process which is not done face-to-face directly in the classroom. Another thing, namely the readiness aspect of students to carry out an online learning system. —

In the current pandemic, the role of a lecturer is required to be more creative and innovative in utilizing information technology. By utilizing this technology, lecturers can create [learning innovations](#) that are more interesting and not boring, which can also be accepted by students. Even the results can be as expected. —

The use of technology in learning includes making learning videos that integrate sounds, images and symbols. With a visual presentation, it will be very easy for students to understand. Of course, the learning video made must be interesting, with reference to several things that need to be considered in making the video.<sup>10</sup> Making videos does not have to use a PC computer. We can also use a *smartphone* to make it. However, it is necessary to pay attention to the

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<sup>9</sup>Rusman, *Model-model Pembelajaran: “Mengembangkan Profesionalisme Guru”* (Cet. IV, Jakarta: PT. Raja Grafindo, 2011), p.3.

<sup>10</sup>Agung Baitulk Hikmah, Menciptakan Pembelajaran Menarik di Masa Pandemi COVID-19, *Republika.co.id*, 13 November 2020.

specifications of the *smartphone* used. The higher the specifications of the *smartphone*, the better the video produced with clear and stable quality. As well as the results of good sound recording to record our voices as the narration.

Learning management activities are the main ideas about learning activities that will be used as guidelines for achieving the competency standards and basic competencies that are set and contain pedagogical and andragogic ideas to manage learning so that it runs effectively and efficiently.<sup>11</sup> The difference between learning management and classroom management is that classroom management or management is an effort carried out by the person in charge of learning activities with the aim of achieving optimal conditions so that learning activities can be carried out as expected as well as learning management related to the curriculum or can be interpreted as effort toward achieving goals through the activities of others or getting things done by other people.

James L Marsel in Syaiful Sagala stated that learning is an effort made by experiencing yourself, exploring, exploring, and acquiring yourself. Another opinion put forward by Gagne, learning is a process of organisms changing their behavior as a result of experience. While Laster Crow stated that learning is an effort to acquire habits, knowledge, and attitudes. Learning is said to be successful when a person is able to repeat the material he has learned is called "*rote learning*". If it has been learned it can be conveyed and expressed in his own language called "*overlearning*".<sup>12</sup>

Based on the opinion, it can be concluded that learning management is a process to achieve learning objectives which requires a long process starting with planning, implementation, assessment and supervision of

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<sup>11</sup>Darwansyah, dkk, *Perencanaan System Pengajaran PAI* (Cet. XI; Jakarta: Faza Media, 2016), p. 5.

<sup>12</sup>Lihat Syaiful Sagala, *Konsep dan Makna Pembelajaran*, (Cet. IX, Bandung: Alfabeta, cv., 2011), p. 61.

learning. The difference between management and management is that management is the effective use of resources to achieve goals, while management is the process of carrying out certain activities by mobilizing other people's energy to achieve goals.

The stages of learning management can be carried out by covering planning, implementation, assessment and supervision.<sup>13</sup>

1. Planning

Planning is the basis for management actions to be successful, carried out by a manager to think carefully about the goals or objectives to be achieved, determine the paths and resources needed to achieve these goals as effectively and efficiently as possible. Planning can also formulate programs, goals and techniques to be able to realize these goals.

2. Implementation

Implementation is an activity to implement a predetermined plan effectively and efficiently.

3. Evaluation

Assessment is a set of activities that determine whether or not programs or activities are being carried out to achieve predetermined goals.

4. Supervision

Supervision is an activity that seeks to control so that implementation can go according to plan and ensure whether the learning objectives are achieved.<sup>14</sup>

The objectives of this learning management are as follows:

- a. Improve knowledge, skills and psychomotor.
- b. Channeling and developing general abilities (intelligence), talents and interests.

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<sup>13</sup>Koswara dan Suryadi, *Pengelolaan Pendidikan*, p. 42-44.

<sup>14</sup>Koswara dan Suryadi, *Pengelolaan Pendidikan*, p. 43.

- c. Channeling aspirations, expectations and meeting needs.  
<sup>15</sup>Lecturer innovation in learning management basically fosters creative ideas that can be implemented through the creation of a classroom environment that can increase student interest and learning outcomes, through learning innovation by applying modern learning theories, new materials and media, functional facilities .

Managing learning boils down to managing learning plans, implementing learning, and assessing learning outcomes, as well as conducting mentoring and training.<sup>16</sup> author argues that the purpose of learning management is an effort so that the learning system in an institution becomes directed and systematic to achieve educational goals.

## 2 . Elements of Learning Management

Learning management is an ability in managing student learning to achieve the expected final results by moving other people. This is where the role of educators is very large in helping the success of learning. The learning process needs to be planned, implemented, assessed, and monitored in order to be carried out effectively and efficiently.

The elements of the learning management concept are: a) the ability or skill to manage learning activities; b) learning objectives that are influenced by aspects of perfection, personal, technical in the individual in a balanced manner; c) learning outcomes; d) educative interaction process; e) individual learning; f) learning environment.<sup>17</sup> The elements involved in the simple learning process by Mappanganro are compiling a learning implementation plan, the ability to manage or open and close learning skills, the

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<sup>15</sup>Saifuddin, *Pengelolaan Pembelajaran Teoretis dan Praktis* (Yogyakarta: Deepublish, 2014), p. 57.

<sup>16</sup>Republik Indonesia, *Undang-undang RI Nomor 20 Tahun 2003* (Cet. V; Bandung: PT Citra Umbaran, 2013), p. 27.

<sup>17</sup> Popi Sopiadin, *Manajemen Belajar Berbasis Kepuasan Siswa*, (Ciawi-Bogor: Ghalia Indonesia, 2011), p. 25.



ability to manage classes, the selection of learning methods and approaches, the selection of facilities and infrastructure (learning tools/media and learning resources), and planning assessment and evaluation.<sup>18</sup>In the learning process, teachers/lecturers have the ability to develop lesson plans, implement learning processes and carry out evaluations to measure the success of their students. This is in line with the standard process in learning management as mandated in the government regulation of the Republic of Indonesia Number 19 of 2005 article 3 concerning national education standards, namely:

Each educational unit undertakes planning of the learning process, implementation of the learning process, assessment of learning outcomes and supervision of the learning process for the implementation of an effective and efficient learning process.<sup>19</sup>

Process standards in learning management include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising learning for the implementation of an effective and efficient learning process.<sup>20</sup> Interaction in learning will be successful if the lecturer as the management of learning is able to create effective learning, by actively involving students because they are the center of activity in the formation of competencies. According to Nursito, that effective learning is characterized by: a) students as students' subjects; b) diverse teaching methods; c) avoiding verbalism; d) learning variations.

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<sup>18</sup> Mappanganro, *Pemilikan Kompetensi Guru*, (Makassar: Alauddin Press, 2011), p. 21-22.

<sup>19</sup> Republik Indonesia, "Peraturan Pemerintah R.I Nomor 19 Tahun 2005, Bab IV, Pasal 19 "Tentang Standar Nasional Pendidikan", p. 11.

<sup>20</sup> Rusman, *Model-model Pembelajaran: "Mengembangkan Profesionalisme Guru"* (Cet. IV, Jakarta: PT. Raja Grafindo, 2011), p.3.

<sup>21</sup>National education standards describe the ability of educators in implementing effective and efficient learning management so as to produce quality *output*.

## 2. Learning Management

Teaching is an activity that requires professional skills. In learning interactions, an educator as a teacher tries to the maximum by using his skills and abilities so that students can achieve the expected goals.<sup>22</sup>

To achieve success in learning, it is necessary to do a good management, which requires a lecturer to be able to condition the class and be responsible in learning.

### a. The Impact of the Pandemic on Learning

The pandemic has had a major impact on learning in Indonesia, some of which can be factually observed as follows.

#### 1. Study from Home

Learning from home is a term that can represent all learning activities carried out by educators and students at home using available technological devices. Learning that was previously carried out centrally in school/university buildings must be transferred to homes due to COVID-19.

#### 2. Learning Media Transformation

Learning media is an important instrument for delivering messages in the learning process. Lecturers use media to facilitate the learning process carried out. In addition, the media also makes it easier for students to understand the subject matter given. Media is a tool for a job, so that a job can be completed properly with satisfactory

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<sup>21</sup>Nursito, *Peningkatan Prsestasi Sekolah Menengah: Acuan Siswa Pendidik dan Orangtua* (Jakarta: Insane Cendika, 2012), p.4.

<sup>22</sup>Sitti Zahriah, *Efektifitas Pengelolaan Pembelajaran dalam Meningkatkan Motivasi Belajar Siswa di SMA Islamiyah Sawangan Depok*, Skripsi (Jakarta: Fak. Ilmu Tarbiyah dan Keguruan UnIN Syarif Hidayatullah, 2011), p. 7.

results. The existence of COVID-19 has an impact on the shift in media use.

Learning media is transformed into more sophisticated using network technology devices. The results of the author's observations indicate that lecturers and students must use new learning media with a new learning environment and atmosphere. Some of the transformations in the use of learning media include the use of *Whats.App groups* for discussions and assignments, the use of the *Zoom* application, *Google Meet* for face-to-face learning online conferences.

### 3. Learning Method Adjustment

Learning methods cannot be separated from learning media because they have interrelated relationships. Good and sophisticated media without being supported by methods from good and creative lecturers makes learning not optimal.<sup>23</sup> Teaching methods become a means to achieve goals. If a lecturer does not choose the right teaching method, it causes a blur of goals. An educator is also very required to master a variety of learning methods, not only theoretical, but also able to operationalize all the methods they master well.

The pandemic has caused learning to be carried out from home also has an impact on the adjustment of learning methods carried out by lecturers. Lecturers must be able to choose a good method in a short time situation during learning using online applications. The author's observations show that lecturers rely more on lecture and assignment methods. The delivery of subject matter is also compressed to save time and costs in using the application. Thus, learning is felt to be less than optimal because of the cost of using applications in the network.

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<sup>23</sup>Muhammad Azhar, *Interaksi Guru, Murid dan Orang Tua dalam Meningkatkan Kedisiplinan Belajar di MI Nahdatul Watan Sekunyit Praya Kabupaten Lombok Tengah*, (Malang: Tesis UIN Malang, 2017).

## METHODS

This type of research is descriptive qualitative with case study research. Case studies are preferable to tracking contemporary events, when the events in question cannot be manipulated.<sup>24</sup> This research is also to answer in-depth and comprehensive educational problems by involving limited research subjects according to the type of case being investigated.<sup>25</sup> This study intends to describe existing phenomena, both natural and engineered phenomena.<sup>26</sup> Information and informants about the facts that occur in the field will be the basis for describing what is the main problem.

## RESULTS AND DISCUSSION

The Postgraduate Program (PPs) of IAIN Alauddin Makassar now Postgraduate of UIN Alauddin Makassar was established based on the approval of the Minister of Religion of the Republic of Indonesia, as stated in the Decree of the Director General of Islamic Education Number: 31/E/1990 dated June 7, 1990. At its inception, PPs. IAIN Alauddin Makassar is a class away from PPs. UIN Syarif Hidayatullah Jakarta, then on December 31, 1993, based on the decision of the Minister of Religion of the Republic of Indonesia Number: 403 of 1993 concerning the Statute of IAIN Alauddin Makassar and Number: 389 of 1994 concerning the organization and Work Procedure of IAIN Alauddin, the Postgraduate program of IAIN Alauddin was determined to be independent. and as an organic unit and academic implementing element that carries out some of the main tasks and functions of IAIN.<sup>27</sup>

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<sup>24</sup>Robert K. Yin, *Studi Kasus (Desain dan Metode)* (Cet. III; Jakarta: PT. Raja Grafindo Persada, 2012), p. 12.

<sup>25</sup>Wina Sanjaya, *Penelitian Pendidikan (Jenis, Metode, dan Prosedur)* (Cet. II; Jakarta: Kencana Prenadamedia Group, 2014), p. 73.

<sup>26</sup>Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Cet. VII; Bandung: Remaja Rosdakarya, 2011), p. 72.

<sup>27</sup>Pascasarjana UIN Alauddin Makassar, [repositori.uin-alauddin.ac.id](http://repositori.uin-alauddin.ac.id), (12 September 2021).

The development of Postgraduate UIN Alauddin Makassar from year to year shows an increasing interest. Until the 2013/2014 academic year, Postgraduate UIN Alauddin Makassar has accepted 957 students and of that number 528 have completed their studies.

After the Postgraduate program of UIN Alauddin Makassar has been running for 13 years, as well as the improvement in the facilities for organizing academic activities, this is the reason behind the opening of the Doctoral (S3) program at UIN Alauddin Postgraduate. The opening of the Doctoral Program (S3) is based on the Decree of the Minister of Religion of the Republic of Indonesia, Number 21 of 2003, dated January 14, 2003, which was opened on September 1, 2003 by the Minister of Religion of the Republic of Indonesia.<sup>28</sup>

Postgraduate UIN Alauddin Makassar opened for the first time the Masters Study Program *Dirasah Islamiyah* based on the Decree of the Director General of Islamic Education Number: 31/E/1990 dated June 7, 1990. After holding the Master Program for 14 years, the Minister of Religion opened the Doctoral Program according to the Decree of the Minister of Religion of the Republic of Indonesia No. 21 of 2003 dated January 14, 2003. In addition to organizing regular lecture programs, in order to serve the needs of increasing human resources in Eastern Indonesia (KTI), the Postgraduate Alauddin State Islamic University Makassar offers and also organizes Non-Regular Lecture Programs (outside working hours).

## **5. Facility**

Various facilities are provided by Postgraduate UIN Alauddin Makassar to support the development of quality and quality educational institutions, including:

- a. A library with thousands of book collections

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<sup>28</sup>PPS, pps.uin-alauddin.ac.id, (12 September 2021).

Has a number of source books in various languages as well as a digital library that provides a number of CDs in various fields of science.

b. Lecture room equipped with AC and LCD

Having a good lecture room and supported by adequate learning process tools.

c. ample vehicle parking,

d. Adequate internet access.<sup>29</sup> includes internet infrastructure and ease of application.

### ***Innovation of Postgraduate Lecturer of UIN Alauddin Makassar in the Pandemic Period***

Innovation in education is applied to develop a more optimal learning process with maximum results. The learning innovations used by educators in the millennial era of the pandemic that are applied are from learning innovations that have existed before, but are more increasing and creative by utilizing technological developments and internet connections. So that students can remain active, interested in learning and remain productive during the pandemic. The challenge for teachers, lecturers, as well as parent involvement in distance learning today is centered on an internet connection network, so that they must be able to design, design and develop learning methods that run optimally by considering the characteristics of students, materials and seeing suitable media or applications that used.

This is in accordance with the statement conveyed by Muhammad Rusmin B, that "The implementation of the lecture uses several applications, I say several because there are more than one. At the beginning of the lecture I used the *Zoom* application, because *Zoom* is better to use than *Google Meet*. However, the next few meetings there were students who had difficulties because *Zoom* used up a lot of quota. Based on the agreement between students and lecturers, learning

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<sup>29</sup>UIN Alauddin Makassar, [repositori.uin-alauddin.ac.id](https://repositori.uin-alauddin.ac.id), (12 September 2021).

switches to using the *meet* application because the cost is more efficient. Especially in the class where I teach, there are several students who have become teachers, both civil servants (civil servants) and those who have not. That is, they already know what the teaching profession is. When I enter teaching, I only provide material reinforcement after they have discussed it .

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The current online learning situation makes lecturers and students ready to use learning systems through technology so that online learning can be delivered effectively and accurately. However, from the existing results, not all lecturers and students can use learning technology, so that learning is not delivered effectively and accurately. This makes the average student feel bored in online learning.

This is in line with what was conveyed by Saprin who revealed that "According to government regulations, everything is carried out online using various applications. The application was submitted entirely to each class. Some use *Google Meet*, *Zoom*, lantern. However, almost all lecturers use the *WhatsApp* application. For me personally, when drafting a lecture contract and checking student attendance through lanterns, besides making it easier to fill out money (monitoring and evaluation) at the end of the lecture, it can also help in facilitating communication with students. However, it must be realized, if the lanterns are used by fellow lecturers at the same time, the network will be disrupted. So, I myself use *Zoom* and *meet*. But to convey information I use the *WhatsApp group* ".<sup>31</sup>

At the beginning of *online* -based lectures, lecturers and students needed adjustments to the online learning process, which was caused by several applications that just wanted to be used when the learning process took place. This is in accordance with the statement conveyed by Eti Utami

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<sup>30</sup>Muhammad Rusmin B (43 years), *Interview*, Makassar, 16 August 2021.

<sup>31</sup>Saprin (54 tahun), *Interview*, Makassar, 16 August 2021.

Purwaningsi "At first the lectures were still face-to-face for approximately 2 weeks and even then it was only a lecture contract. At the beginning of March there was an announcement that the campus was closed and lectures from home only. So, we like it or not, we have to follow and adjust to the rules that apply. At first we felt it was still not effective, because I myself had to learn the application first and the applications used were *Lantern*, *Zoom*, *Google Meet* and also *WhatsAap group*. However, as time went on, I myself was used to the application used and we studied *online* for 3 semesters".<sup>32</sup>

The *online* learning process as the main activity applied in educational units, both schools and universities, in these learning activities educators must apply learning strategies and innovations that will be used.

Based on the observations and interviews conducted by the researchers, the researchers concluded that basically each lecturer has a way of teaching and application options that suit the needs of learning management. On average, the informants interviewed by the researchers shared the same opinion that from the aspect of application features, the *Zoom* application is much more effective and efficient than other applications because *Zoom* is easier with all its views and accelerations. With all the conveniences offered by this application, *Zoom* is in demand by many internet users with *meeting* activities.

This results in requests for using this application to be paid so that it becomes an *urgent* obstacle for lecturers who want effective management but must be constrained by access to costs. Meanwhile, institutions can only provide limited access. The author considers that there is a very dilemmatic cycle in learning management. Because lecturers are required to innovate when students are in limited access to expensive

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<sup>32</sup>Eti Utami Purwaningsih (31 tahun), Mahasiswa Program Studi Pendidikan Agama Islam Pascasarjana UIN Alauddin Makassar, *Interview*, Makassar, 9 August 2021.



quotas. So that lecturers are given the choice to be consistent with the choice of applications that are considered effective, or must answer the complaints and limitations of students which are all cheap but less effective. This does not include how lecturers must innovate to reduce student boredom when learning *online*. Considering that students have to sit for long periods of time monitoring the monitor in a state of their two hands still holding another *gudjet* monitor. In other words, they have other activities besides *online* learning (social media world). This also does not include the learning methods used by lecturers who are still monotonous in the observation of researchers using *online* discussion methods.

However, this is different from what Achmad Abubakar stated "The question of innovation in learning is quite difficult for me to answer, because when I teach *online* then I really value time, there is no more effort to provide innovation because I focus on explaining the material" .<sup>33</sup>

In short, the figure of the lecturer indirectly becomes one of the determinants of emotional *student engagement* in the success of the teaching and learning process. Online learning requires the presence of a different lecturer figure compared to face-to-face classes. If the lecturer figure is no longer related to the physical figure and the nature of the teaching style, then student involvement and student learning motivation in online learning will greatly depend on the lecturers' expertise in utilizing technology with a variety of innovations, applications, and presenting themselves in social media that can be accessed by students. .

Although it cannot be denied that this figure is also related to the pedagogic competence of the lecturer, which is supported by professional competence, personality competence, and online social competence. One of the challenges to deal with phenomena that occur in the *online* learning process is the problem of internet networks.

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<sup>33</sup>Achmad Abubakar (51 years), *Interview*, Makassar, 16 August 2021.

This is in accordance with what Nurhidayah said, "Regarding lectures during this online period, at the beginning of the 2 meetings we met face to face, but after the issuance of regulations from the government and the campus, lectures were carried out through *online*. In this online lecture, there are advantages and disadvantages, especially the condition of friends who are far away so that network disturbances often occur during lectures. Of course, it is also not 100% that we get a deeper explanation related to the courses taught by the lecturers themselves. Furthermore, the advantages of online lectures are, of course, even though the distance of lecture activities is still maximal, what often makes us constrained in lectures is network problems and also the time that has been determined, sometimes lecturers move their schedules so that in lectures we have to be on *standby*."<sup>34</sup>

Respondent's opinion, Nurhidayah, emphasized that there are two important aspects of learning management that must be an important concern for lecturers, so that the wishes of lecturers and student needs can be met and do not leave the aspect of learning objectives, namely the aspect of using the maximum application that is in line with student abilities and creative lecturer innovation.

This opinion is similar to that conveyed by Ahmad Algifari Salere "The *online* -based learning process using several applications such as *Zoom, Google Meet and Lantern* is a solution used by educators in terms of carrying out government regulations, namely learning from house to house. But the use of this application is very dependent on the network which must be stable, while there are some students who live in areas that are very difficult to reach by the network. I myself have experienced network difficulties, because only certain types of internet cards can be used for

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<sup>34</sup>Nurhidayah (26 years), *Interview*, Makassar, 13 August 2021.

*online* lectures. However, when the lights went out in my area, I couldn't attend the lectures.<sup>35</sup>

Online learning is certainly not only limited to moving offline learning to online or as simple as digitizing learning materials in online form. Rather, it is more about innovating with technology as a tool in conveying material. With this innovation, lecturers are able to provide various choices and structured content for students so that they can demonstrate what they are learning.

If the lecturer's mastery of technology is limited, the variety of teaching media will also be limited so that student involvement will be reduced, especially if students do not know the lecturer from the start. Learning innovations that lecturers should do, namely by utilizing *online* media that are synergized with teaching styles, for example the language used is fun, easy to understand, material that is collaborated with *power point*, video, audio, which is designed as attractive as possible.

In other words, the lecturer's limited mastery of technology causes a low level of online social interaction, which results in limited student involvement in the learning process. This is what makes students the most disadvantaged parties in online learning. But on the other hand, if online learning is carried out completely, then when teaching lecturers are controlled by the right learning media and strategies, it will certainly greatly affect student engagement in online classes, and also in the achievement of learning outcomes.

On the other hand, there must be innovation in online learning that makes learning easy and fun. Innovations are urgently needed for learning management during a pandemic that can be carried out by lecturers as well as to erode boredom and boredom during distance learning.

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<sup>35</sup>Ahmad Algifari Salere (22 years), *Interview*, Makassar, 13 August 2021.

Supportive lecturers, able to empathize and tolerate student limitations, able to motivate, always provide feedback in transferring their knowledge through online media, even in formal or informal situations, and also able to lead students to keep communicating and discussing. This remains the main thing in the implementation of the *online* teaching and learning process during the pandemic.

Being constrained by the internet network is one of the problems that occurs during the pandemic when we carry out the *online* learning process, therefore it takes wisdom from every lecturer to understand these problems, such as the opinion conveyed by Achmad Abubakar "As good lecturers, we cannot force Seeing conditions like today, our economy is weakening, we all need awareness to understand the current conditions. Lecturers should not give heavy tasks to students because there is a government policy that we as lecturers should not burden students to think too much, especially if they see their economy is weakening. The lecturer should also be light-handed in giving grades."<sup>36</sup>

Lecturer's wisdom in addressing network problems in the *online* learning process is something that is highly expected by all students. Especially for students who live in remote areas far from internet network access. In the application of *e-learning* applications (*online* learning), lecturers and students have their respective roles. Lecturers act as facilitators and mentors in learning activities, while students have roles as knowledge constructors, *independent learners*, and *problem solvers*.

Regarding the above, there are several steps that lecturers must take during this pandemic period, namely: applying the main and first principles, namely health with protocols that must be adhered to, analyzing economic developments and capabilities with different technologies, being able to design, design and choose the learning methods

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<sup>36</sup>Achmad Abubakar (51 years), *Interview*, Makassar, 16 August 2021.

and media used, make learning fun with student involvement, and reflect on online learning on a regular basis.

Lecturers as educators in responding to this emergency period still ensure that the teaching and learning process runs well, even though the student participants are studying from home. With this, educators are required to develop learning methods and media as strategies and innovations during distance or online learning. Distance learning (PJJ) is an alternative used during the pandemic, as a learning activity whose implementation is not direct or face-to-face in the classroom.

This is in accordance with what was conveyed by Saprin, who said that “Everything that is monotonous must be boring, so that it is not boring, don't be monotonous. The opposite of the word monotone is variation, everything is varied. Do not just use one kind of application, but must use various applications, various methods, various strategies, various models and even teaching places must also be varied. The point is variety in everything so you don't get bored.”<sup>37</sup>

The opinion of the respondents above also adds another important aspect. That in addition to application features and creativity, lecturers master many diverse application instruments and do not watch is one of the innovations as well.

This is supported by the statement conveyed by Wahyuni Ismail, namely "In my opinion what lecturers do during the learning process is to emphasize variations in teaching, both in terms of methods or learning models so that students and lecturers themselves do not feel bored when the learning process takes place." <sup>38</sup>

Motivating and anticipating student boredom and boredom during the online learning process, it is very necessary for the innovation or creativity of the lecturers in the *online* learning process . This is in accordance with what

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<sup>37</sup>Saprin (54 years), *Interview*, Makassar, 16 August 2021.

<sup>38</sup>Wahyuni Ismail (43 years), *Interview*, Makassar, 16 August 2021.

Ahmad Algifari Salere said "During the learning process there was one lecturer who used the latest techniques in the learning process, namely by assigning us to make a *learning log* and presented it at every meeting. *Learning log* is a different task from making papers that are usually assigned to students, because *learning logs* are tasks given to students and the results of their searches or *learning logs* are presented every meeting."<sup>39</sup>

Lecturers who are humorous are also one of the things that must be done when teaching, because the presence of humor during the learning process will make the boredom / boredom of students disappear, so that students can pay more attention to what is conveyed by educators.

This is in accordance with what Nurhidayah said that lecturers who teach accompanied by humor are able to create a relaxed atmosphere so that students do not feel bored when participating in *online* learning, especially during a pandemic like today.<sup>40</sup>

Overall, from the innovation of lecturers in this learning process, it can be concluded that lecturers are different in terms of applying learning. For example, innovation in teaching styles, innovation in the use of media, teaching aids, variations in student interactions and activities from various directions.

In the learning process, the results of the study show that active communication with students and lecturers is established, the delivery of material from the lecturers interspersed with humor or funny things makes students enthusiastically pay attention to the subject matter seriously without realizing the learning process has been completed. This was proven when the researchers observed the learning process guided by Ustadz Saprin, the material was "Learning Theory" even though the presentation of the material was carried out in the last hour.

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<sup>39</sup>Ahmad Algifari Salere (23 years), *Interview*, Makassar, 13 August 2021.

<sup>40</sup>Nurhidayah (26 years), *Interview*, Makassar, 13 August 2021.

Umar stated that "When the lecturer delivers the subject matter by inserting humor or funny things, it makes studying comfortable and not sleepy, so that the subject matter delivered is easy to understand and this can improve student learning achievement. But if the lecturer conveys the material seriously, monotonously (so and so), our feelings get bored quickly and the desire to learn is lost. Good reception of lessons is usually influenced by the attitude of the lecturer."<sup>41</sup>

So that the steps for selecting media during the current pandemic require a strategy, namely: looking at the characteristics of students before developing technology or innovation, methods of delivering material, learning media, designs to strengthen student interest and motivation to learn, creating creative responsiveness regarding the importance of direct interaction between each other. friends and the environment, motivate students to be more motivated to be creative and innovative, build interactive and fun learning processes using *online* media, accuracy in choosing learning media platforms, and change learning strategies with social media such as *WhatsApp*, *Zoom*, *Google Meet* and others.

The above is reinforced by the researcher's observations, that Achmad Abubakar is always creative in preparing lesson plans and implementing learning well in the classroom both in terms of providing material, providing motivation for dialogue with students, giving assignments, up to the assessment stage.

After seeing Achmad Abubakar's comments related to lesson planning, the researcher observed what has been said that, in carrying out learning lecturers must be creative and innovate in formulating learning plans and carrying out these activities when the *online* learning process takes place, including demonstrating teaching materials and formulating achievement of learning objectives.

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<sup>41</sup>Umar (30 years), *Intervien*, Makassar, 13 August 2021.

## CONCLUSION

The innovation of Postgraduate lecturers at UIN Alauddin Makassar during the pandemic, namely the form of innovation has been maximized but the effect or impact of the innovation results has not been maximized, because it is caused by several factors that are constrained by students, for example network disturbances when students are making presentations, but the quota capacity is not sufficient thus hampering the presentation process and also some lecturers who are not familiar with *the learning platforms* used during the pandemic, such as the use of applications that do not vary when the teaching and learning process takes place *online*.

Learning management carried out by lecturers of the Postgraduate Islamic Education study program at UIN Alauddin Makassar has not been maximized, due to the limited flexibility of lecturers in monitoring student gestures *online* when the learning process takes place and the material being taught is not conveyed properly to students.

3. The innovation of Postgraduate lecturers at UIN Alauddin Makassar in managing learning during the pandemic is less effective because based on the observations of researchers, it shows that some students are constrained in the network when the learning process takes place, students do not follow the lesson well, indicated by the presence of students who do not activate the camera, lack of focus on receiving the subject matter, so that it does not achieve the proper learning objectives.

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