The Impact of Covid-19 on Student Achievement in Higher Education

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ABSTRACT

Background. The Covid-19 pandemic has a huge impact on various fields, especially in the world of education. Learning that was originally carried out face-to-face becomes learning that is carried out online or online.

Purpose. Online learning has been approved by the government because it is one of the solutions to overcome the spread of the covid-19 virus. The purpose of this study is to be able to test the hypothesis regarding the impact of covid-19 on student achievement.

Method. The method used in this research is quantitative method, the data obtained through distributing questionnaires by utilising google from.

Results. he results of this study indicate that lectures conducted online during covid-19 have a huge impact on the achievements obtained by students.

Conclusion. The conclusion of the study shows that there is a significant relationship between learning conducted online during the covid-19 pandemic and the learning achievements obtained by students.

KEYWORDS

Character, Science, Qur'an

INTRODUCTION

The K13 curriculum also demands integration between general science and religious Learning is the process of acquiring knowledge, skills, values, and attitudes through experience, teaching, and practice(Laili, 2020). In general, learning consists of several stages, namely Perception, which is a stage where a person begins to pay attention to information from the surrounding environment. Information processing: the stage where the information received is processed, stored in memory, and linked to existing knowledge(Nugroho et al., 2020). Understanding is a stage where someone understands the meaning of information and relates it to the knowledge they already have(Al Miskry et al., 2021). Application is a stage where someone applies the knowledge and skills they have learned to real life situations(Fitria, 2022). Evaluation is a stage where someone evaluates learning outcomes and reflects on success and failure.

that can influence the effectiveness of learning include the learning methods used, the quality of learning materials, a conducive learning environment, and student learning motivation.(Queen et al., 2020)Learning is not only important for acquiring knowledge and skills, but it is also important for personal and social development(Daniel Hasibuan et al., 2020). Learning can help a person understand themselves, interact with others, and develop a positive attitude towards life. Covid-19 has a relationship with learning in several ways, including online learning. The Covid-19 pandemic has forced many schools and colleges to switch to online learning.(II. T. Utami, 2020). This has sparked increased use of technology in education and accelerated changes in the way learning is conducted(Hpenelitiyani & Sholikhah, 2021). Distance learning, Distance learning is an option for many students who cannot attend school due to health reasons or travel restrictions(Khadijah, 2021). This requires creativity and flexibility from teachers to ensure that students can still learn well(Dewi, 2020). Digital skills, The Covid-19 pandemic has highlighted the importance of digital skills in Education(Gozali, 2021).

Students and teachers must learn and master various technologies and online platforms to facilitate the distance learning process. Health and welfare, Covid-19 teaches us that health and welfare are important things in education(Ibrahim et al., 2020). Schools and colleges must observe strict health protocols to protect their students, teachers and staff(IT Utami, 2020). Diversity, Covid-19 shows that diversity in education is very important. Not all students have the same access to technology and online learning resources(Engko & Usmany, 2020). Therefore, educational institutions must ensure that they provide sufficient access and support for all students, including the disadvantaged(Winata et al., 2021). It can be concluded that Covid-19 has impacted the way we learn and teach, accelerating change in education and highlighting the importance of digital skills, health, diversity and wellbeing in education.

The Covid-19 pandemic has had a huge impact on learning at universities around the world. Some of these impacts are such as distance learning(Komang & Yanti, 2021). Many universities have been forced to switch to distance learning to protect students, staff and the community from the spread of the Covid-19 virus(Winata et al., 2021). This distance learning demands changes in teaching methods and student learning experiences. Decreased quality of learning, distance learning can cause a decrease in the quality of learning due to lack of face-to-face interaction between teachers and students, difficulties in providing direct responses, and limitations in the use of technology and resources(Argaheni, 2020). Postponement of study and research programs: The Covid-19 pandemic has caused the postponement of study and research programs for many students and researchers at universities(Suripah et al., 2022). Some research has even stopped due to difficulties in collecting data and accessing research facilities. Changes in academic policy(Watnaya et al., 2020). Many universities are changing their academic policies to accommodate changes caused by the Covid-19 pandemic, such as postponing classes, reducing class schedules, adjusting curricula, and postponing exams.(Darmawan & Djaelani, 2022). Social limitations, the Covid-19 pandemic also has an impact on social limitations for students. Many social events and campus activities were canceled or postponed, so students missed the opportunity to meet and interact with their friends(Zulhafizh et al., 2022). Based on this, it can be seen that the Covid-19 pandemic has had a significant impact on learning at universities, changing the way teaching and learning is carried out, postponing study and research programs, changing academic policies, and limiting social interactions for students.(Limbong, 2021). It is important for universities to continue to adapt to these changes and provide sufficient support for their students and staff.

The Covid-19 pandemic has the potential to affect student achievement at universities, especially due to the impact generated by distance learning(Mardiana et al., 2022). Several factors

that can influence the decline in student achievement during the Covid-19 pandemic are limited access and quality of technology(Wijaya et al., 2020). Students who do not have adequate access to technological devices and resources or who experience limited internet networks may experience difficulties in taking online lectures and accessing the necessary learning materials.(Christianto et al., 2021). Additionally, low-quality technology can also affect the audio and video quality of online lectures, which can make it difficult to understand the material(Wahyudi et al., 2022). Limited social interaction. Students who are separated from campus and their friends can feel lonely and less motivated to study, as well as having difficulty building relationships with lecturers and classmates.(Kurniati et al., 2023). This may impact their participation in class discussions and group activities, which may impact their academic performance. Postponement of study and research programs, the Covid-19 pandemic has caused the postponement of study and research programs for many students at universities(Irsyad et al., 2022). This may affect their academic progress and cause delays in graduation. Limited resources: Students who are experiencing financial difficulties or who are facing personal difficulties during the Covid-19 pandemic may have difficulty accessing necessary academic resources, such as textbooks and software. However, it is important to remember that the impact of the Covid-19 pandemic on student achievement may vary depending on individual conditions and their environment(Dhamma et al., 2022). Many universities and faculties have made efforts to reduce this negative impact by providing the necessary support to students during the pandemic(Singh & Sagar, 2021). As a student, it is important to seek support from universities and faculties and find ways to overcome the challenges faced during the Covid-19 pandemic.

The Covid-19 pandemic has the potential to affect student achievement at universities, especially due to the impact generated by distance learning(Atmaja & Widodo, 2022). Several factors that can influence the decline in student achievement during the Covid-19 pandemic are limited access and quality of technology(Fauziyyah et al., 2021). Students who do not have adequate access to technological devices and resources or who experience limited internet networks may experience difficulties in taking online lectures and accessing the necessary learning materials.(Turmuzi & Hikmah, 2021). Additionally, low-quality technology can also affect the audio and video quality of online lectures, which can make it difficult to understand the material. Limited social interaction(Agustina & Kurniawan, 2020). Students who are separated from campus and their friends can feel lonely and less motivated to study, as well as having difficulty building relationships with lecturers and classmates.(Fadila et al., 2021). This may impact their participation in class discussions and group activities, which may impact their academic performance. Postponement of study and research programs(Agustina & Kurniawan, 2020). The Covid-19 pandemic has caused the postponement of study and research programs for many students at universities. This may affect their academic progress and cause delays in graduation(Desriva et al., 2020). Resource limitations. Students who are experiencing financial hardship or who are facing personal difficulties during the Covid-19 pandemic may have difficulty accessing necessary academic resources, such as textbooks and software.(Vhalery et al., 2021). However, it is important to remember that the impact of the Covid-19 pandemic on student achievement may vary depending on individual conditions and their environment(Sujadi, 2021). Many universities and faculties have made efforts to reduce this negative impact by providing the necessary support to students during the pandemic(Datta, 2021). As a student, it is important to seek support from universities and faculties and find ways to overcome the challenges faced during the Covid-19 pandemic.

Covid-19 is said to have had a big impact on higher education. The Covid-19 pandemic has had a significant impact on higher education systems around the world(Siahaan & Meilani, 2019).

The following are some of the main impacts caused by the Covid-19 pandemic in higher education. Distance learning(Wenjun et al., 2020). Many universities around the world have decided to adopt distance learning to maintain the safety and health of students, faculty and staff(Di et al., 2012). This can impact the quality of learning and student learning experiences, especially for those who experience difficulties in accessing the resources and infrastructure required for distance learning. Postponement of programs and activities(Matsani & Rafsanjani, 2021). Many programs and activities at universities, such as guest lectures, conferences, and other campus activities, have been postponed or canceled due to the Covid-19 pandemic. This can influence students' learning experiences and career development(et al., 2021). Decreased funding and resources, many universities have experienced a reduction in funding and resources due to the Covid-19 pandemic, mainly due to a decrease in student numbers and budget restrictions imposed by the government. This can affect the quality of education provided by universities(Stankovska, 2022). Mental health impacts, the Covid-19 pandemic can affect the mental health of students, lecturers and higher education staff, especially due to social isolation, uncertainty and worries about health and the future(Misidawati et al., 2021). This can affect student productivity and academic performance(Nimnee & Science, 2021). Graduation delays, the Covid-19 pandemic can affect academic progress and the time needed to complete study programs for students(Basilaia & Kvavadze, 2020). Many universities are experiencing graduation delays due to the Covid-19 pandemic, which may impact students' careers and employment opportunities(Ahmed, 2021). The impact of the Covid-19 pandemic on higher education institutions may vary depending on individual conditions and the university environment. However, it is important for higher education institutions to find ways to overcome the challenges faced during the Covid-19 pandemic, such as by increasing resources and support for students, faculty and staff, as well as finding ways to maintain the quality of education and student learning experiences.

Research on the impact of Covid-19 on student achievement is important because there are concerns that this pandemic could affect academic progress and student achievement. The aim of this research is to understand and evaluate the impact of the Covid-19 pandemic on student achievement, both in terms of learning quality and the factors that influence it. Some of the specific objectives of this research include evaluating the extent to which changes in the learning system during the Covid-19 pandemic affect student achievement(Saputri & Pradana, 2021). Assess factors that influence student achievement during the Covid-19 pandemic, such as access to learning resources, academic support, and mental health. Evaluate the effectiveness of distance learning strategies in maintaining academic progress and student achievement during the Covid-19 pandemic(Maatuk et al., 2022). Identify ways to improve the learning experience and student achievement during the Covid-19 pandemic.

This research is important to help universities and other educational institutions make strategic decisions about the best way to overcome the impact of the Covid-19 pandemic on student achievement. The results of this research can provide valuable input for decision makers at the academic and policy levels, as well as help students overcome the challenges faced during this pandemic. Additionally, this research can be an important contribution to our understanding of the impact of the Covid-19 pandemic on education and ways to improve the education system in the future. There have been several studies conducted to understand the impact of Covid-19 on student achievement in various countries. The following are some examples of relevant research, such as "The impact of Covid-19 on student academic performance: Evidence from a quasi-experimental study" by Gaurav Khanna and Shantanu Khanna (2020). This research was conducted in India and found that the Covid-19 pandemic had a significant impact on student academic performance,

especially for those from lower economic backgrounds. Economic background can have an impact on students not being able to have internet purchase quotas, so they cannot carry out online learning smoothly.

A quasi-experimental study on the impact of COVID-19 on students' academic performance can provide empirical evidence in this regard. This study will involve collecting data on groups of students who have experienced learning disruptions due to the pandemic. Data can be obtained from academic records, test results, and surveys about learning experiences during the pandemic. Statistical analysis can then be performed to compare academic performance between the two groups of students. The results of the analysis can show whether there are significant differences between the two groups, as well as what factors influence academic performance during the pandemic. This study can provide insight into the impact of the pandemic on student academic performance and assist educators and policy makers in developing more effective strategies and policies to support learning during the pandemic. This research is different from the title chosen by the researcher, namely the impact of Covid on student achievement results because students' low economic background can be the main thing that triggers a decline in learning achievement due to the influence of Covid-19.

Similar research is "The effects of Covid-19 on college students' mental health" by Sian Yik Lim, Muhammad Arshad Rahman, and Teck Heang Lee (2020). This research was conducted in Malaysia and found that the Covid-19 pandemic had a negative impact on students' mental health, which ultimately affected their academic performance. Indirectly, research states that the Covid-19 pandemic has an impact on students' academic performance, where academic performance is meant as a student's lecture process which will certainly have an influence on students' achievements. Another research that is in line is research entitled "COVID-19 and online learning in higher education: A survey of students' perceptions and experiences" by Maha Bali, Rana Elshafay, and Nadine Schulz (2020). This research was conducted in Egypt and found that students had difficulty adjusting to distance learning, which affected their academic performance. Indirectly stating that online learning has a big influence on student achievement because it has been stated that students have difficulty adapting when carrying out distance learning. There is one study entitled "Assessing the impact of Covid-19 on higher education: Challenges, opportunities, and future directions" by Arpan Bumb and Shyamli Singh (2021). This research discusses the impact of the Covid-19 pandemic on higher education globally and provides important solutions on how to overcome the challenges faced by students and educational institutions. This research states that the Covid-19 pandemic has had a major impact on student achievement so that special solutions are needed to overcome the difficulties experienced by students. The studies mentioned above provide an overview of the impact of Covid-19 on student achievement and the factors that influence their academic performance. This can provide valuable information for universities and other educational institutions to design effective strategies to overcome the challenges faced by students during this pandemic.

The title "The Effect of Covid-19 on Student Achievement" is an interesting topic because the Covid-19 pandemic has had a significant impact on various aspects of life, including education. The Covid-19 pandemic has forced universities and other educational institutions to switch to distance learning, which can affect student academic performance. By choosing this topic, the author can explore how the Covid-19 pandemic affects the academic performance of students in various countries, as well as what factors influence this impact. Researchers can also study various strategies adopted by colleges and other educational institutions to overcome the challenges faced by students during this pandemic, including academic and mental health support. Through this

research, readers can also contribute to understanding the impact of the Covid-19 pandemic on higher education and provide recommendations for universities and other educational institutions in designing effective strategies to overcome the challenges faced by students during this pandemic.

RESEARCH METHODS

The research was carried out using quantitative descriptive methods.The quantitative descriptive method is a research method used to collect, analyze and interpret quantitative data(Komang & Yanti, 2021). The main aim of this method is to provide an accurate and systematic description of certain characteristics or phenomena in a population or samples taken from that population. In the quantitative descriptive method, researchers will collect data through the use of research instruments such as questionnaires, questionnaires, tests and observations(Hanggoro et al., 2020). After the data is collected, the researcher will analyze the data using statistical techniques such as calculating frequency, mean, median, mode, and standard deviation research.(Abduh et al., 2022). Quantitative descriptive methods are used in research such as surveys, cross-sectional studies, and longitudinal studies. The advantage of this method is that the data obtained is very objective and numerically measurable, making it easy to compare with other studies. However, the weakness of the quantitative descriptive method is that it cannot provide an explanation of the cause-and-effect relationship between the variables studied.

This method was carried out in accordance with the aim of the research, namely to be able to test hypotheses regarding the impact of Covid-19 on student achievement. The sample in this study was students at universities with a total of 50 students. Student learning achievements can be known based on the cumulative achievement index obtained when students have taken semester exams.To test hypotheses regarding the impact of Covid-19 on student achievement, researchers can use experimental research methods or quasi-experimental research. However, because of the ethical and practical issues associated with experimental research, quasi-experimental research is often more appropriate for use in educational contexts. In quasi-experimental research, researchers can choose two groups of students, namely the experimental group and the control group. The experimental group will be given certain treatment related to Covid-19, such as studying online, while the control group will study normally without special treatment. After that, researchers can collect data regarding the academic achievements of both groups of students, such as average grades, passing percentages, and so on. Then, researchers can use statistical techniques to compare the academic achievement results of the two groups of students and see whether there are significant differences between the two groups(Susanti et al., 2021). By testing this hypothesis, researchers can find out more clearly about the impact of Covid-19 on student achievement and provide appropriate recommendations for educational institutions to deal with the current situation.

Analysis techniques can be used in studies using statistical tests, namely the t test (paired sample T-test). Statistical tests were carried out to test the differences in learning achievements obtained by students when lectures were carried out online and when lectures were carried out face-to-face. The software used to carry out statistical tests is SPPS software version 23.The t statistical test is a statistical technique used to compare two groups in research. This technique is used to find out whether there is a significant difference between the averages of two groups, for example the average academic achievement of students who study online and students who study conventionally in the classroom. The t test is used when the researcher wants to know whether the observed difference between two groups is statistically real or simply caused by measurement error or chance(Misidawati et al., 2021). In carrying out a t test, there are several stages that must be carried out, namely: Determine the null hypothesis (H0) and alternative hypothesis (Ha), Determine the

desired level of significance (α), Calculate the t-test value using the formula appropriate to the type of t test which will be used, Determine the p-value from the t-test results, Make a decision based on the p-value and significance level that has been determined(Abduh et al., 2022). If the p-value obtained is smaller than the predetermined significance level, then the null hypothesis can be rejected, which means the difference between the two groups is statistically significant. However, if the p-value is greater than the specified significance level, then the null hypothesis cannot be rejected, which means the difference between the two groups is not statistically significant.

RESULTS AND DISCUSSION

Based on the study, it was found that lectures carried out online during the corona virus pandemic had a big impact on the achievements obtained by students. Based on the results of statistical tests, it was found that the results of students' learning achievements when learning was carried out in the pre-pandemic-19 period were worth 3.0769, while the average results for students who had carried out online lectures were worth 3.2356. The results of the test of the relationship between the learning achievements obtained by students before implementing online learning and after implementing online learning were found to be 0.453 with a significant value of 0.001. This shows that there is a significant relationship between learning carried out online during the corona virus pandemic and the learning achievements obtained by students.

H_0The study showed that learning carried out online during the corona virus pandemic had no impact on student learning achievement results. H1 in the study explains that online learning during the corona virus pandemic has an impact on student learning achievement results. The statistical test results of the t test show that t-3.400 with a p value of $0.003 < 0.05$ which means that online lectures have an impact on the learning achievement results obtained by students. The achievement results obtained by students increase when lectures are carried out online. This is because students have very high motivation to learn independently when learning is carried out online.

Table 1.1 Results of Questionnaire Distribution

No	Question	Answer			
		Don't agree	Disagree	Agree	Strongly agree
1	Agree that online-based learning is implemented in institutions during the pandemic	6%	8%	70%	16%
2	It is best to continue to carry out online learning because it is very fun	22%	54%	20%	4%
3	Online lectures make it easier for students to interact with friends and lecturers	32%	32%	30%	6%
4	Expressing problems faced during lectures to lecturers is more comfortable online than face to face	24%	34%	40%	2%
5	Collaborating with lecturers				

	occurs more often in online lectures	24%	26%	46%	4%
6	Miscommunication between lecturers and students occurs more often in online lectures	8%	8%	56%	28%
7	Online lectures make learning material easy to understand	26%	46%	24%	4%
8	Learning is more enthusiastic when lectures are held online	20%	52%	24%	4%
9	The grades that students get are more perfect when online lectures are carried out	16%	38%	40%	6%
10	Students are often absent when lectures are held	12%	22%	64%	2%
11	There are more assignments given by lecturers during online lectures compared to face-to-face lectures	4%	8%	72%	16%
12	The internet network becomes an obstacle when online lectures take place	0%	0%	40%	60%
13	studying online takes a very long time	8%	12%	68%	12%
14	There is no difference between face-to-face lectures and online lectures	28%	42%	28%	2%
15	Online lectures are more effective compared to face-to-face lectures	36%	38%	24%	2%
16	Face-to-face lectures are more effective compared to online lectures	8%	0%	54%	38%
17	Many students' grades are below Kkm because lectures are carried out online	6%	28%	50%	16%
18	Online lectures make students enthusiastic	22%	40%	34%	4%
19	Group assignments are easier to do when studying online	24%	34%	36%	6%
20	The provision of material is replaced with assignments when online lectures take place	6%	26%	50%	18%

In the table above there are several questions and statements regarding the influence of Covid-19 on student achievement. The table above includes several questions which make it easier for

researchers to research this study. There are 20 questions listed containing students' opinions regarding the influence of Covid-19 on student learning outcomes. Questions containing the influence of Covid-19 on student achievement were used to find out students' opinions about how much influence Covid-19 had on their achievements.The learning achievements obtained by students are obtained from the accumulation of learning results that have been carried out for one semester. During Covid-19, students carried out online learning very independently. High learning motivation makes students have high learning achievement results. One of the things that becomes an obstacle when online learning is carried out is students' understanding of the material explained by educators or lecturers. Passive students or students who do not have high motivation to learn will be left behind or feel they have problems understanding the material provided by the lecturer. Lecturers provide very solid material for students during online lectures. This is carried out with the aim that learning outcomes can still be achieved within the available time. Lecturers set assignment deadlines for students to submit their assignments, so that lecturers assess students by considering students who submit assignments on time will get good grades.
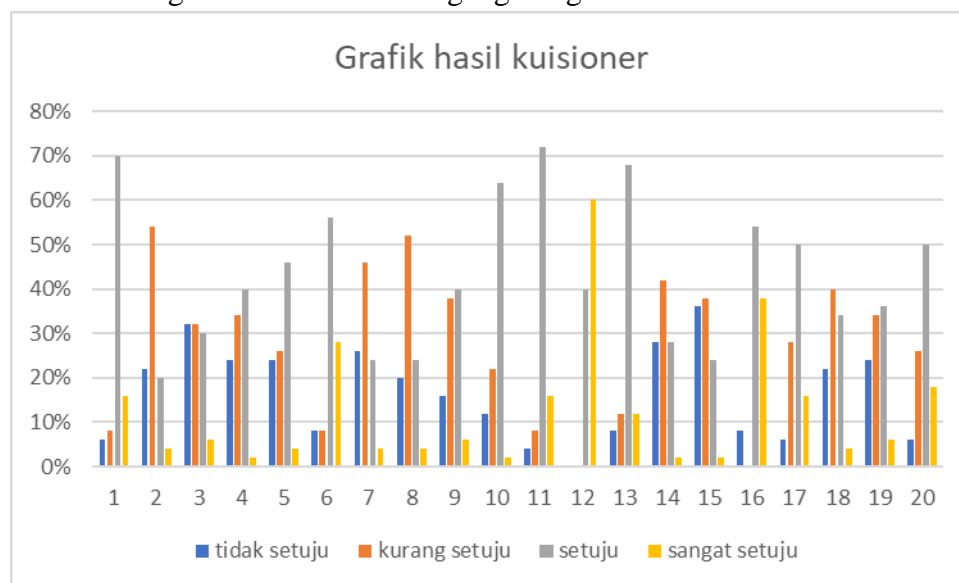
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Lectures are held online, but lecturers still make efforts to meet the determined number of face-to-face sessions. Lectures that are carried out online have various obstacles in their implementation, one of which is internet access. Most students explained that during the lectures they were held online, the obstacle in the lectures was the internet network. Not all students are ready to carry out learning independently. Students' readiness to be able to carry out learning

independently is something that is very important because students who are ready to carry out learning independently will have high learning motivation so that the achievements that students will get will also be satisfying.

Learning is an important part of human development. Therefore, humans can experience changes in terms of knowledge, behavior, understanding and skills. So that the learning process runs well, students and educators must play an active role in it. Learning outcomes are a measure of a person's success in understanding learning material at school which is measured through scores obtained from tests on certain material. An increase in learning achievement obtained by students shows that students have the motivation to study diligently so that when students carry out learning through online lectures students can still overcome problems if there is material that they do not understand well so that it does not have an influence on the achievement they get. by students.

In simple terms, student learning achievement refers to the abilities obtained by students after carrying out learning activities. Learning is a process in which a person tries to achieve changes in behavior that are permanent and relative. In evaluating student learning outcomes, a lecturer generally uses tests as an assessment tool. Even though test results can be influenced by various factors, both internal and external, they are still an important way to evaluate learning.

In order to achieve optimal learning results, educators are obliged to show students' active character by preparing learning programs and learning activities. In the face of tight conditions and the need for all those involved in the world of education to continue carrying out teaching and learning activities, although in a different way, namely over long distances using internet facilities without face-to-face contact.

The use of learning media is very important in lectures, because it can help the interaction process between lecturers and students so that the learning process becomes more effective, efficient and attracts students' interest in learning. However, the use of learning media must also be adapted to other educational components so that they support each other. Currently, during the pandemic, online learning has become an alternative that can be used in learning activities using information technology, which is usually referred to as e-learning. In this study, it is stated that the presentation of web-based e-learning can be more interactive and is known as web-based learning. Advances in information and communication technology have brought changes and progress to various sectors, especially in the field of education. Therefore, communication and information technology plays a very important role in education, making it easier for teachers and students in the learning process.

After carrying out observations and interviews with several students at Selamat Sri Kendal University, it can be concluded that the learning process in the midst of the corona virus pandemic can still run well through online media. Even though there are obstacles such as an unstable internet connection or difficulty understanding material through online media, students can still participate in learning optimally. This is due to the good learning motivation that exists in students, therefore the learning process can still run smoothly and regularly. This motivation is not only influenced by external factors, but also grows from within a person. From the explanation above, it can be concluded that the learning motivation that exists in all students is different.

The subject with the initials SA was the first case found. SA is an 8th semester student at the Faculty of Economics and Business at Selamat Sri Kendal University. Currently, SA is completing a thesis as a requirement to complete her education at university. SA admitted that during the corona virus pandemic, he had difficulty carrying out thesis guidance with his supervisor. Therefore, SAs are required to carry out online thesis guidance via Google Meet with their

supervisor. SA felt that this method was less effective and difficult to understand, but SA continued to do it because she had support from her parents to complete the final stage of her education.

Looking at the phenomena observed in the three respondents, it can be concluded that there are several factors that have an influence on increasing learning motivation among students in the midst of the corona virus pandemic. This support gives children a sense of being valued and cared for, thereby increasing their motivation to learn and achieve their goals. In the context of students, there are individuals who tend to be more motivated in learning when they receive positive social support, because they feel loved, cared for and appreciated. If an individual has a bad self-concept then you tend to have a pessimistic attitude towards competition or do not want to compete with anyone in achieving their achievements. On the other hand, if an individual has a good self-concept then he will determine the goals to be achieved and can carry out competency tasks objectively to achieve these various goals. Therefore, it is important for students to pay attention to their self-concept so that they can increase their motivation to study during this pandemic. According to this statement, self-concept has a very important role in determining a person's success.

Several supporting factors in the learning process include students' personal factors such as intelligence, talents, interests, etc., as well as external factors such as teachers or lecturers, learning facilities and infrastructure, as well as other environmental factors. Lecturers or teachers have a very important role in influencing student learning achievement. Apart from the learning process in class, close relationships between lecturers and students outside the classroom also play an important role in achieving maximum academic achievement. Apart from that, the learning methods used by lecturers can also influence student learning achievement. Therefore, a teacher or lecturer must use appropriate methods to make learning interesting and easy for students to understand. Several studies have been carried out to see the effect of online learning on students in Indonesia during the corona virus pandemic. Effective online learning allows students and lecturers to interact in virtual classes that can be accessed anytime and anywhere. Online learning can help increase students' independent learning motivation. However, there are a number of weaknesses in online learning, namely that students and learners are not optimally supervised during teaching and learning activities.

During the coronavirus pandemic, online learning has had a significant impact on students' mental conditions. This was caused by a sudden and unexpected change in the learning model, which has caused anxiety among some students. This anxiety and mental changes that occur can have a negative impact on the learning process and student learning outcomes. However, in general, there was an increase in the average student grade point average in the even semester, which occurred during the corona virus pandemic. This is different from the odd semester before the pandemic. However, when we look in more detail at the Cumulative Achievement Index data for each faculty, basically not all faculties experienced an increase, there were several faculties where there was not much of a decline. This was due to a sudden change in the learning model which was initially equivalent to face-to-face and then became online learning, which was caused by the corona virus pandemic. In this case, the corona virus pandemic only had a negative impact on first year students, while at level 2 , 3, and seniors, the corona virus pandemic actually had a positive impact with an increase in the average Grade Point Average of around 1% to 5%. This shows that level 2, 3 and senior students adapt more quickly to sudden changes in learning models. There was a significant increase in the Cumulative Achievement Index of male and female students in even semesters, compared to odd semesters. However, the percentage increase for male students is slightly greater than for women, namely around 2.5% for men or 1.2% for women. This shows that male students are more creative in adapting to the online learning model.

There are many types of learning media used to support online learning, such as zoom meetings, Google classroom, Zenius and so on. Lecturers use this media to replace face-to-face learning during the current corona virus pandemic, therefore online learning media is very important. However, in reality there are still a number of obstacles experienced in using this learning media, both in using the platform itself and the supporting facilities and infrastructure, such as problems with poor internet networks, power outages, and so on. Apart from that, the use of e-learning as a replacement method for face-to-face lessons often experiences disadvantages, for example students' lack of understanding of the material, educators not knowing the characteristics of their students, minimal interaction between students and lecturers, and so on. Students' lack of preparation causes their motivation to learn to decrease and the less effective use of learning media often results in problems in accessing online learning sites or platforms. Effectiveness and efficiency in the learning process have a big impact on the success of students who have achieved maximum learning achievements. There are various factors that influence learning achievement, such as from oneself or from the surrounding environment. Learning achievement is not only limited to knowledge but includes all affective, cognitive and psychomotor aspects which are reflected in the form of grades. Students who succeed in achieving optimal learning achievement will feel satisfaction from the success they have achieved.

Learning motivation is an important part of teaching and learning activities because it can influence the level of student activity in participating in class learning. This will increase learning motivation in students so that they become more diligent, persistent, and do not give up easily in completing assignments or solving the problems they face. Learning media includes tools that can help the learning process by making the messages conveyed clearer, more efficient and effective so that learning objectives can be achieved optimally.

From several previous studies, it was concluded that learning motivation is an important factor that can significantly influence the quality of student learning outcomes. Motivation to learn includes the hope that arises from within a person to be successful and will cause a person to be more enthusiastic in the learning process. Motivation is an important thing in learning activities because low student motivation to learn can be the cause of low quality of learning in higher education. Apart from that, learning motivation is a key factor in achieving maximum learning results, therefore it can be concluded that learning motivation is positively and significantly related to student learning achievement. If a student has high motivation, he will learn as well as possible. Therefore, students who have high motivation and enthusiasm for learning can improve learning achievement.

The coronavirus pandemic has changed the world of education significantly, including online learning methods that depend on the internet as well as electronic-based learning programs or Learning Management Systems (LMS). Online learning can be carried out interactively through various applications, for example Google Meet, Zoom Meeting, WhatsApp groups and Google Classroom. To support an optimal learning process, the use of online media or e-learning is also very common in online learning. Apart from that, technological advances also have an impact on changes and progress in education, which is reflected in the quality of graduates getting better and being able to compete in the world of work. An author has carried out a study on students from the Faculty of Economics and Business at Surabaya State University. The results show that before the coronavirus pandemic, students were able to adapt to the campus environment and use technology well. However, currently, because learning is carried out online and only through virtual means, the use of gadgets is increasing and this can reduce student enthusiasm for learning and activeness. New students are also affected because they have to adapt to new network conditions and campus

environments. This is caused by signal interference and irregular learning times, therefore students can fall behind in learning. Apart from that, online learning can also reduce study time. Student drivers are often tempted to open various sites that are not related to learning, such as games and WhatsApp chats. This can cause laziness to read and can affect learning achievement. These problems can have an impact on each student's learning achievement when learning online.

Learning achievement is the result of learning activities which can be measured in writing or numbers. However, according to Siti Pratini in Syafi'i, learning achievement also includes performance when completing learning tasks. At university level, learning is adapted so that students can become more active and independent, and understand the learning objectives better. In order to achieve the expected learning achievements, students need to have a high level of self-efficacy and self-regulated learning. Therefore, it is necessary to carry out studies to understand the influence between self-efficacy and self-regulated learning on learning achievement during online learning.

There are 3 stages of learning that require students to have skills in self-management, namely planning, controlling and evaluating themselves. In practice, students need to try to plan and control activities that have been planned well. After going through this stage, students also need to evaluate themselves to understand what needs to be reduced, improved or abandoned. So self-efficacy includes a person's belief in their ability to overcome problems. Each student's self-efficacy ability is different, depending on their individual level of confidence and ability.

Students who can learn and try on their own will be successful in completing assignments well and achieving their learning goals. There are several ways to organize oneself in teaching and learning activities, namely by making an appropriate learning plan, determining good learning objectives, identifying successes and obstacles and choosing a number of learning methods and completing a number of tasks. After planning the strategy, students are expected to be able to apply it confidently and always evaluate their learning outcomes using success standards, for example completing assignments on time and trying to get the best grades. There are several main factors that influence learning achievement results, namely internal factors such as a person's physical condition, talents, interests, motivation and intelligence, as well as external factors such as the surrounding environment, such as facilities, lecturers, administration, etc.

Each student has a different level of ability in learning that is regulated by himself. There are students who have good learning abilities in recognizing learning goals and strategies.The limitation of this research is that it only conducted research on the impact of Covid-19 on student achievement in higher education. Researchers hope to be able to carry out the same research but with a different scope to continue this research. This research also recommends to future researchers that it be a benchmark in carrying out research related to the impact of Covid-19 on student achievement in higher education.

CONCLUSION

Based on the study, it was found that lectures carried out online during the corona virus pandemic had a lot of effect on the achievements obtained by students. Based on the results of statistical tests, it was found that the results of students' learning achievements when learning was carried out in the pre-pandemic-19 period were worth 3.0769, while the average results for students who had carried out online lectures were worth 3.2356. The results of the test of the relationship between the learning achievements obtained by students before implementing online learning and after implementing online learning were found to be 0.453 with a significant value of 0.001. This

shows that there is a significant relationship between learning carried out online during the corona virus pandemic and the learning achievements obtained by students.

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