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Management of Student Study Time Post-Pandemic Toward Culture Shock in Indonesia

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Abstract: This article aims to reveal the management of student study time after the Covid-19 pandemic in dealing with culture shock in Indonesia. This article uses qualitative research method. This type of research is a case study, namely culture shock post covid-19 pandemic. Research problems in research are explained descriptively. The data collection technique that is with the library such scientific articles, books, and other sources relevant to the research topic. The data analysis technique uses a technique popularized by Miles & Huberman, which consists of condensation, data presentation, and drawing conclusions. This study found that students experienced various culture shocks due to changes in the learning process, namely from offline face-to-face to online virtual face-to-face. Culture Shock happened again for the second time when the Covid-19 pandemic was gone, so all activities, namely offline learning, returned to normal. Therefore, to reduce the effect of culture shock, it is necessary to have adaptations in managing study time management, meaning that building and restructuring good study time management is the primary key to surviving these situations and conditions.

Abstrak: Artikel ini bertujuan untuk mengungkap manajemen waktu belajar siswa setelah pandemi Covid-19 dalam menghadapi culture shock di Indonesia. Artikel ini menggunakan metode penelitian kualitatif. Jenis penelitian ini adalah studi kasus yaitu culture shock setelah pandemic covid-19. Permasalahan penelitian dalam penelitian dijelaskan dengan cara deskriptif. Teknik pengumpulan data yaitu dengan kepustakaan seperti artikel ilmiah, buku-buku, dan sumber lain yang relevan dengan penelitian ini. Sedangkan teknik analisis data menggunakan teknik yang dipopulerkan oleh Miles & Huberman yang terdiri dari kondensasi, penyajian data, dan penarikan kesimpulan. Penelitian ini menemukan bahwa siswa mengalami berbagai culture shock akibat terdapatnya perubahan proses pembelajaran yaitu dari luring dengan bertatap muka menjadi daring dengan tatap maya. Culture Shock terjadi kembali yang kedua kalinya ketika pandemi Covid-19 hilang, sehingga seluruh aktivitas kembali seperti semula yaitu pembelajaran luring. Oleh karena itu, untuk menekan pengaruh culture shock tersebut perlu adanya adaptasi dalam mengelola manajemen waktu belajar, artinya membangun dan menyusun kembali manajemen waktu belajar yang baik, adalah kunci utama untuk bertahan dalam situasi dan kondisi tersebut.

Keywords: Covid-19 Pandemic, Culture Shock, Indonesia, Students, Study Time Management

INTRODUCTION ⁴⁸

In March 2020, the coronavirus disease (Covid-19) pandemic broke out in Indonesia, causing changes in various areas of life and imposing many restrictions afterward (Rohmah, Aina, & Prasetyo, 2021). This limitation applies without exception to the education sector. Teaching becomes Distance Learning (PJJ) by using technology as a learning medium. The application of distance learning is something new and creates many problems. The application of distance learning will also lead to reduced interaction between teachers and students, even between students (Zainuddin, 2021). So to deal with distance learning, not only students are required to adapt, but parents and also teachers (lecturers) are also required to be able to adapt to distance learning (Sofyananjani, Setyawan, Aqomaddina, Monika, & Ruhaena, 2021). In reality, on the ground, this distance learning also hurts students, both students, and students, including gadget addiction (Dhini, 2021).

Changes in the learning system from face-to-face to virtual face-to-face put pressure on students. These changes should allow students to adapt or adjust to affect their learning absorption. According to Schneider, this self-adaptation is when a person overcomes internal needs, tensions, frustrations, and conflicts, to achieve harmony and harmony between environmental demands and demands from within (Fanani & Jainurakhma, 2020). Change or adjustment is human work to achieve self-adjustment and climate. This change is essential for those entering a different climate. This self-adjustment is also crucial for students (Fitrianti & Cahyono, 2020).

The difficulties or unpreparedness to make adjustments or adaptations during the Covid-19 period will give rise to the phenomenon of culture shock. Culture shock is a state of excessive anxiety and worry in a new, unfamiliar environment (Chafsoh, 2020). Both school and university students experienced the culture shock. Culture shock

in students or students arises because of the inability to adapt to new habits (Suhaeri, 2020). Then because of a sense of worry about learning methods or the new world of lectures, namely the switch from face-to-face to virtual face-to-face, which is all online. This makes students have excessive and overthinking expectations of what is happening in their social environment and their inner situation (Chafsoh, 2020). Culture shock is something that is natural for an individual or someone when they accept a new culture (Fitroni & Supriyanto, 2020). This is also thought to be related to adaptive abilities, which are related later to time management and learning motivation.

In this case, how students practice study time management can overcome culture shock. Time management is planning, organizing, managing, and monitoring time productivity. Consistent with this understanding, Purwanto argues that time management is used to assign time, create schedules, delegate tasks, and other systems to use time effectively (Nurhidayati, 2016). This is the second culture shock phenomenon since Covid-19 disappeared. In this case, face-to-face teaching and learning activities resumed. Therefore, students need to rearrange their study time to be successful in their studies. Time management is the ability of individuals to manage their time through planning and prioritizing so that it can be achieved effectively. Time management in learning is a process that allows students to manage their study time anywhere, with anyone. The student manages time management, and activities are scheduled for each student (Yulyani, 2022).

To answer these problems, the research discusses managing student study time after the pandemic in dealing with culture shock in Indonesia. Similar research with this research theme has been carried out by previous researchers, including the first journal article written by Bertias Sofyananjani et al. about management of children's learning time during distance learning during a pandemic. The two journal articles written by Rani Dewi Yulyani about

the influence of learning motivation, interest in learning, and time management on student achievement during limited face-to-face learning period. The three journal articles which were written by Zainuddin about socio-cultural changes in Madrasah Aliyah Miftahul Ulum Lumajang and the future of madrasah after the end of the Covid-19 pandemic perspective of social engineering theory. Some of these studies differ from others, which the author is working on regarding substance, the methods used, etc. These studies are used by the author as a comparison of this research.

So based on the description above, the research problem formulation is how to manage student study time after the pandemic in dealing with culture shock in Indonesia. The research aims to reveal the management of student study time after the Covid-19 pandemic in dealing with culture shock in Indonesia.

METHOD

This article uses qualitative research methods. This type of research is a case study, namely culture shock post covid-19 pandemic. Research problems in research are explained descriptively. Therefore, it can be said with descriptive-quantitative research. Descriptive-quantitative research aims to understand phenomena or events based on subject experiences, such as behavior, attitudes, and others. The form is, of course, a description of words and language (Moleong, 2000). The data collection method analyses literature searches based on scientific articles, books, and other sources relevant to the research topic. This study refers to secondary sources, namely literature and literature reviews, that support this research. The data obtained are presented in descriptive narrative way. In comparison, the data analysis technique uses a technique popularized by Miles et al. consisting of data condensation, a presentation, and drawing conclusions (Miles & Huberman, 1984; Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION

Culture Shock in the Pandemic: An Experience in Indonesia

Culture Shock is a psychological term that describes a situation that someone feels in dealing with situations and conditions of a different social or cultural environment (Harlinda & Susilo, 2018). According to Little John, culture shock is defined as a natural phenomenon experienced by someone when visiting a new culture (Rachma, 2016). This shows that humans will always experience great shocks, making them uncomfortable and creating negative feelings in a new culture. All of this refers to a person's psychological reaction to being in situations and conditions different from their own culture (Novriani M. Wangka & Silvia, 2021).

The culture shock was first coined by Sigmund Klavero (1960). According to him, Culture Shock is a form of anxiety an individual feels when he comes to a new environment. A person's reaction to the Culture Shock phenomenon can be expressed through movements, facial expressions, and speech or words (Khoirunnisa & Soemantri, 2019).

Based on this definition, Culture Shock is a form of anxiety that arises in a person due to the loss of all symbols and symbols inherent in social relations, including how to give directions in situations and conditions of everyday life. For example, how does a person carry out an order, give something, and when and where he needs or does not need to respond to something (Intan, 2019). Indirectly, Culture Shock is a necessary process that must be passed by every individual when he moves or faces different cultural situations and conditions. Various social, psychological, and philosophical problems arising from cultural differences will be the situations and conditions that must be faced (Anggraeni, Dunan, & Karman, 2021). Therefore, culture provides a direction for how a person should behave and act in a community or environment, both in the social environment of the community and in the work organization environment

(company). Culture will bind all members of society and make it an integrated whole by giving birth to uniform behavior so that it becomes a norm in action.

The occurrence of Culture Shock in a person is influenced by several factors, among others (Novriani M. Wangka & Silvia, 2021): First, Intrapersonal Factors. This factor is related to one's communication skills, experience in time and place in a cultural environment, and access to resources. Besides that, physical characteristics such as lifestyle, age, and health significantly affect a person's existence of Culture Shock. So, Culture Shock happens a lot to someone at a young age, and Culture Shock happens a lot to a woman; Second, cultural diversity greatly influences one culture to another. On this factor, Culture Shock will occur more quickly if the cultural influences are increasingly prominent. This is related to the social behavior of the community, its customs, religion, language, educational strata, and norms that apply in society. The more differences between the two cultures, the lower the social interaction between the two; and Third, social and political manifestations. This factor relates to societal attitudes that can lead to prejudice, stereotypes, and intimidation.

Therefore, the ¹²Culture Shock phenomenon can be influenced by two factors, namely internal factors and external factors within a person. Therefore²⁸, the Culture Shock phenomenon can be influenced by two factors, namely internal factors and external factors within a person. Whereas when a person experiences the Culture Shock phenomenon, it consists of three components, namely (Dianingrum & Sitorus, 2022): First, the Affective component. This component is generated through confusion, anxiety, and suspicion in a person when entering a new environment. Second, is the behavior component. This component is characterized by patterns of social interaction activities that seem to be disturbed. The difficulty of establishing communication with other people will give

birth to misunderstandings of someone. A lack of communication will make someone experiencing Culture Shock do something less effective for him. Third, is the cognitive component. This component is a component of collaboration between feelings. Patterns of social interaction that are not good will undoubtedly give birth to various prejudices that are bad for others. So, that there will be a feeling of no mental self-confidence in a person when chatting and interacting with many people.

The Culture Shock phenomenon applies not only to the condition of an immigrant who comes to a new environment but also to someone who is in a new cultural environment. Both in the educational environment and work institutions ²or organizations (Ridwan, 2016). Like the Covid-19 outbreak that hit all parts of the world, including Indonesia (Nasruddin & Haq, 2020). Its existence has caused various changes in every social activity of society. One of ²them is the social distancing policy which is one of the government's policies in limiting community activities so as not to crowd. This was done to prevent ²the spread of the Covid-19 outbreak. This policy certainly impacts all sectors of people's lives (Far-Far, 2021). So, people must use existing technology to carry out all their activities. The use of this technology will undoubtedly create a transformation of human activities that are usually carried out offline now must be carried out online.

The transform²⁹on of these activities began long before the Covid-19 pandemic hit the world. The presence of the internet can prove this as the forerunner of information technology which is snowballing. So, the transformation of human activities is shifting to the digital world (Elida & Raharjo, 2019), which is nothing new. The business sector that uses digital media in its transaction mechanism is one of the human activity transformations whose development can still be felt. Moreover, Indonesia has the characteristics of a society that can adapt to various information in technological developments, which has led Indonesia to

become the country with the first rank in the fastest-growing digital business in the world (Katadata.co.id, 2021).

This argument allows Indonesian people to adapt to digital technology in business and other sectors. For example, the government has closed access to education and offices due to the large-scale social restriction (PSBB) policy. So students are encouraged to study remotely (Amalia & Sa'adah, 2020). Likewise, employees must work from home (Nofriza, Sagi, Fitriwilis, Meilyawati, & Yunus, 2022). Therefore, to support learning and facilitate office work, media or facilities that are easy and effective to use are needed.

However, not everyone is, of course, able to adapt well. There are still many Indonesian people who are experiencing Culture Shock in dealing with the Covid-19 pandemic outbreak. The anxiety faced is in form of uncertainty in carrying out an activity that is usually carried out offline (directly face to face), now due to the Covid-19 outbreak, there are various policies implemented by the government in order to reduce its spread, which is carried out by not crowding. This requires that all community activities be carried out online through digital media.

The use of digital media, on the one hand, is a development of the times that facilitates community activities. Nevertheless, on the other hand, many people experience Culture Shock due to a lack of adaptation in carrying out their new activities using digital media. As a result, the transformation of changes in activities has changed his habits in carrying out daily activities, like for students who have to study online from home. Changes in the learning system for students require them to be able to adapt (Rohmah et al., 2021).

Culture Shock that occurs in students cannot be avoided. Distance learning, which requires students to be independent, affects learning motivation, self-adaptation, and interaction with the school environment. It has reduced motivation to learn due to less effective learning methods, thus affecting the absorption of students in understanding

learning. Reduced self-adaptation and interaction with students' school environment due to the non-fulfillment of their desires, which usually go to school, hang out with friends and interact directly in the same room and environment. The failure to understand lessons and social interactions is one of the symptoms of Culture Shock experienced by students during the Covid-19 pandemic.

Another factor that significantly influences the existence of Culture Shock for students toward online learning is related to economic factors supporting online learning activities. Many students still do not have smartphones as online learning media. So many of them feel stressed and experience much pressure, and are left behind (Maulana & Iswari, 2020). Apart from that, geographical factors that affect network stability are a further technical obstacle (Saidang, Oruh, & Agustang, 2022). So face-to-face learning is much better than online learning.

In addition, the symptoms of Culture Shock occur in teachers. Many teachers are not ready to transfer knowledge to students through online learning activities. Like it or not, like it or not, teachers must be able to utilize digital technology in the learning process. So, the teacher's ineffectiveness in the process of transferring knowledge has an impact on students' inability to understand the lesson. The students had difficulty doing the task (Agustina, 2022). As a result, the symptoms of Culture Shock also occur in parents and guardians of students with their busy work on their children's schoolwork. Many parents complain about this phenomenon. So, the ambiguity of this new learning system made the Indonesian education experience a great shock. Because the process of transferring knowledge alone is not enough for students but must be balanced with a process of transferring values that will shape students' character.

Apart from that, Culture Shock also occurred for MSME players. Income has decreased due to the implementation of the Large-Scale Social Restrictions (PSBB)

policy. So, economic activity for them is paralyzed and affects the survival of their families. Most MSMEs are less able to adapt to this phenomenon, only a small number have changed their trading patterns to switch to using digital media. For office employees who work at home. Changes in the culture of different work activities certainly impact the work system of a company or organization environment. Through this policy, many employees use the help of online applications that can make it easier for them to work and complete their work assignments. This policy certainly created a culture shock for employees, such as the difficulties experienced by employees in coordinating with a team of officemates due to the habit of carrying out office activities face-to-face (Mungkasa, 2020).

Based on that, the Covid-19 pandemic has provided Culture Shock for all people in all sectors of life. Changes in work patterns and daily activities make everyone feel anxious and confused without any uncertainty. Moreover, the influence of these cultural changes affects their survival, so excessive Culture Shock will give rise to psychological pressure coupled with the language of the epidemic that has hit so many people who fall ill and even have to die.

Online Learning in the Covid-19 Pandemic

As previously mentioned, the Covid-19 pandemic has dramatically changed all aspects of people's lives. One of them is the aspect of education. All educational institution services experienced Culture Shock. Overall, learning and educational services must be online through supporting digital media. These digital supports are classified into several categories such as digital media in the Learning Management System (LMS) category, such as Google Classroom and e-learning, digital media in the instant messenger category, such as WhatsApp and Telegram, digital media in the social media category such as Youtube, Facebook, Tiktok, and Instagram and digital

media in conference categories such as Zoom Meeting, Google Meet, Webex and other learning application media (Dewi, Pratisia, & Putra, 2021). This change in learning is a form of significant and unplanned transformation in education. So that students who used to learn face-to-face in the school environment now have to learn face-to-face in the home environment. This shift in learning patterns is still experienced by some students today (Agustina, 2022).

Online learning or learning in the network or distance learning for students, known as Distance Learning (PJJ), is a teaching and learning technique implemented in Indonesia for a long time (Kuntarto, 2017). Online learning is implementing learning that utilizes the network to reach a broad, massive, integrated target group. Utilization of the Internet network with accessibility, connectivity, flexibility, and ability to bring up various learning methods, learning strategies and patterns, learning materials, theories, and interactions in learning (Murzal & Ridwan, 2021). There are several government regulations as a legal umbrella in implementing teaching and learning activities with this method (Junaedi, Nasikhin, & Hasanah, 2022). So that when it was implemented during the Covid-19 pandemic outbreak, it was a legal thing in order to continue the teaching and learning life cycle in the world of education when all educational facilities were closed as a step to break the chain of transmission of Covid-19 (Musu, Simpen, & Samsie, 2021).

In practice, online learning has several characteristics including (Wulandari & Agustika, 2020): First, it requires students to build and create knowledge with the principle of independence. Second, learning is carried out by utilizing all media accessed through the internet network: computer-based learning, virtual class-based learning, and digital class-based learning.

Online learning does not require students to be present in the classroom but must be present in media that can be accessed via the internet network. The knowledge transfer

4 process is carried out in several ways, such as explaining by presenting the material in PowerPoint form. This method is a way of learning that the teacher usually does, and it is just that the students listen to the teacher's explanation remotely. Besides that, this way can be done through the discussion learning method. The presenter group presented their material with the help of a power point display, and then the other students listened, gave suggestions, criticized, and rebutted the presenter group. Second, 14 display videos related to learning themes or share learning material in the form of photos, word files, or pdf files. This method certainly 11 has the goal of making it easier for students to understand the various learning materials delivered by the teacher (Nurjanah, Reynaldi, Apsoh, & Patimah, 2021). However, online learning that utilizes the internet is inseparable from 19 ny drawbacks, such as the lack of interaction between students and teachers or students and other students. The teaching and learning process is monotonous, reducing students' motivation and affecting online learning's success (N. Kurniati, 2031).

Transferring knowledge in online learning is the same as in offline or face-to-face learning. It is just that 49 what distinguishes it is that there are no face-to-face meetings but virtual face-to-face meetings. So that students interact with each other virtually through an 42 ernet network connection. Therefore, online learning certainly has positive and negative impacts. The positive impact (Widiyono, 2020) namely: First, educational institutions can overcome the limitations of educational services due to the lack of classrooms. Online learning is a solution to overcome these limitations for educational service delivery institutions. Second, because learning can be done anywhere and anytime, teachers or lecturers can use their free time for other activities, such as for lecturers to use the time to carry out research activities and community empowerment. Third, for students, it can reduce the costs and conduct lectures while working because it is enough to study through the internet, which only has

a quota and supporting tools. The cost savings for students are reduced transportation costs, living expenses, and other costs. In addition, online learning can provide opportunities for teachers or lecturers to evaluate learning for their students quickly and efficiently (Lestariyanti, 2020).

The negative impact is technically related, not all students have supporting tools 33 access online learning media. Either you do not have the cost to buy a quota or have supporting devices such as smartphones, laptops, and other supporting tools (Damayanthi, 2020). In addition, geographical location affects the stability of the internet network (Anugrahana, 2020). In addition, there is still a lack of knowledge in using media to access online learning (Handarini & Wulandari, 2020). Regarding the learning process, not all students can capture and understand this online learning. So much material is not understood and left behind to understand one discussion theory. The more discussion theory that is poorly understood, the farther behind it is to understand and influence the learning motivation of these students (Aminullah et al., 2021).

Therefore, three things need to be considered so that online learning can be carried out effectively and have a good impact on Indonesian education including: First, it is related to technology. All parties, teachers and students, need good technology, a good network, and good mastery of online learning support technology to realize distance learning properly. Second, the characteristics of the tea 21 er (lecturer). Every teacher must be able to pay attention to good methods in online learning. So that teachers can convey their teaching materials and students can understand the theory they teach. Creativity is needed in designing learning methods that are effective, not boring, and do not bore students, and distance learning can be done well. Third, the characteristics of the students. Each student must also be able to discipline himself in this online learning. The absence

of basic skills in participating in online learning will become an obstacle in the online learning process, resulting in Culture Shock for students in the form of anxiety about the inability of students to understand online learning material.

The strategic steps in overcoming these negative impacts are (Cahyanto, Maghfirah, & Hamidah, 2021): first, increasing the capacity of educators related to learning methods and mastery of learning media. Second, the use of various learning media can foster interactive learning to reduce the level of boredom and boredom of students. Third, seek readiness in providing the material to be delivered so that teachers can explore the material presented to students more easily understood and, of course, fun. Fourth, it involves collaboration with parents to help supervise and accompany students to learn online. This is part of optimizing online learning and overcoming all parties' problems or obstacles in the implementation mechanism.

According to Dabbagh, quoted by Aan Hasanah et al. (2020) (Hasanah, Lestari, Rahman, & Danil, 2020), the characteristics of students participating in online learning activities include: First: High enthusiasm for learning. Online learning that requires students to be literately independent will not materialize if there is a lack of enthusiasm from these students. Complete completeness in online learning is determined by how well students understand the theory. Therefore, high enthusiasm in preparing to take part in online learning will be the differentiator for the achievements and success of students at the end of the learning evaluation (Lumbantobing, Samosir, & Tarigan, 2020).

Second, Literacy mastery of technology. Apart from being required to be literately independent in online learning, students must also be independent in mastering technology. Because the success of online learning lies in how much mastery students have of the technology that supports it. Without these supporting tools, online learning cannot be carried out. Therefore, before participating in

online learning, students must also know how to use the supporting tools.

Third, Able to communicate interpersonally. One of the successes of online learning is the ability of students to carry out interpersonal communication. This communication ability is needed to establish interactive relationships with other students. Even though learning is done online, as social beings, students must continue practicing interpersonal communication in social life. So that on other occasions, students can learn to discuss, work in team groups, and establish good social interactions.

Fourth, Able to collaborate. When students can communicate with other students, students must also be able to collaborate in every learning opportunity. Collaboration is also not only carried out with students but also with teachers as learning guides. So that when there are difficulties in understanding learning material, students can establish interaction and communication with teachers. The ability to collaborate is also a provision for students to continue to develop themselves in the life around them.

Fifth, skills for self-study. One of the different characteristics of online learning students is being able to study independently. Independent study is vital. Due to the limited interaction in the online room during learning, students may still experience difficulties in understanding the learning material. So with independent study, the difficulties will be able to overcome. So that students will continue to search, understand even to find and conclude what they have found. Independent learning is a process in which students are directly involved in identifying what they need to learn and will be in control of the learning process. Therefore, independent learning is very much needed to develop learning motivation as one of the supports for success in online learning.

Thus, success in organizing online learning is determined by the discipline of all parties involved (Arkiang, 2021). The

preparation of good, structured, and systematic learning management is one of the determinants of the success of online learning. Guidelines for carrying out online learning can be formulated in the form namely: humanizing relationships, training challenges, understanding concepts, building sustainability, and empowering contexts (Widianti, Musoffa, Maulana, Sri, & Falah, 2021). Independence in terms of literacy, technology, and interaction skills is one of the disciplines of students in supporting the success of online learning. In every learning system, there are always positive and negative impacts. However, when we maximize the positive impact, the online learning system can be an effective and efficient alternative by considering all its constituent aspects.

Management of Student Study Time Post-Pandemic

Learning time management is interpreted as managing and managing study time to use time as effectively as possible and not wasting it. Learning time management is also interpreted as a person's ability to manage his time by determining, compiling, and managing something related to scheduling, planning, and setting work priorities to achieve the target (Ariyati & Subroto, 2022). That is, how a student can optimize his time for studying and doing activities productively. Because good study time management will affect good results too, students will appreciate the time and make the best and most productive use of it (Putri & Dewi, 2022).

A student has a way of managing their study time. So, that one student and another student will have different study time management. However, student study time management is usually heavily influenced by several things, both within the students themselves and outside influences, such as the learning environment, technological sophistication, and social influences (Rahmatullah & Sutarna, 2021). Study time management arrangements vary according to the work priorities of each student. However,

every student is required to have study time management so that students can spend their time according to what they have planned, and of course, students can achieve what they hope to achieve the targets that have been planned. Therefore, there are reasons for the importance of managing study time for students, including: reducing stress, focusing, increasing productivity, increasing learning skills, and eliminating procrastination on work or coursework (Demina, David, Nadia, Lani, & Fatkuroji, 2024). Gultom, Putrie, & Tarina, 2022).

Before the Covid-19 pandemic outbreak, students carried out offline learning, namely face-to-face with teaching lecturers in the campus environment. So, that every morning or every time there is a lecture schedule, students have to leave their residence to campus and prepare themselves to get learning material. However, in practice, many students still have difficulty arriving on time, are not ready to receive learning materials, and submit assignments that are not on target. All of that is, of course, caused by learning time management that is not optimal. Even with offline learning, students can get more leverage in the learning process. This is felt by some students who do not maximize their study time management. As for students who already have good study time management, they will always come to campus on time, ready to get learning material well, especially at night when they have studied, and are prepared to explore further what the lecturer will deliver during lectures. Apart from that, students with good study time management always do their coursework long before it is due, and there is no overnight speed system (SKS) for this type of student. So that the tasks are carried out optimally, and the results are outstanding and satisfying for him.

After the Covid-19 outbreak, the learning system has changed to online. Students are forced to change their study time management patterns. Students must study by frequently holding a communication device or in front of a laptop screen, preparing learning materials and references

40 independently because they do not meet directly face-to-face with the teaching lecturer. This is certainly an obstacle for students in understanding learning material. However, from a disciplinary standpoint, students who are often late for class will find it easier to attend lectures and submit assignments so that learning is easier to follow (Prameswari, Mujiati, & Syahniati, 2020). However, as previously explained, one of the obstacles to online learning is related to network problems. The network is a fundamental problem for every student, so when the network is not good, students tend to be lazy to attend virtual meetings during their lectures (Fajhriani. N, 2020).

Online learning will undoubtedly change the time management pattern of a student's study. Every obstacle faced will certainly be a lesson for each student to be even more optimal in participating in learning. In this condition, it is natural that many students experience Culture Shock because they feel shocked and confused about having to change the management of their study time. Lack of focus in receiving learning materials, boredom with monotonous lectures, lack of interaction with classmates, especially when there are group assignments, who usually gather together to do assignments in the library, now have to do it themselves according to the parts. All of that, of course, will be felt by every student. However, for students who have good time management. Of course, this will be a new challenge to be more optimal and adapt to the situations and conditions that have forced them to manage their study time.

In this condition, students can determine the management of their study time by taking the following steps (Sofyananjani et al., 2021): First, students can arrange their study time schedule to be more structured, structured, and organized daily. Second, students must complete lecture assignments so they do not pile up and make themselves feel stressed and burdened. Third, students can determine learning targets, thereby making students more focused and able to increase their learning motivation. Fourth,

students must consistently implement student time management that has been prepared so that predetermined learning targets can be achieved properly and the results can be felt optimally. Fifth, students can determine the way or method of studying at home that makes them comfortable. So with that, students can continue to study well. Sixth, students can determine other activities to fill their free time, so that free time can make students more productive, help achieve targets, and improve student achievement. Seventh, students must evaluate each lesson implemented properly and which learning needs to be improved again to adjust to the targets to be achieved. Compiling good study time management in participating in online learning, of course, will affect the level of student achievement (R. A. Kurniati, Sudarno, & Setyowibowo, 2023). Apart from that, with online learning, students will have much free time, so it can be used to increase their study time further. Nevertheless, of course, the lack of interaction with the teaching lecturers as mentors who direct students in the learning process, of course, is an obstacle for students or also for lecturers who are less than optimal and effective in the process of transferring knowledge (Nastiti & Hayati, 2020).

For almost two years, these conditions have created a new learning pattern for Indonesia's education world, even for the world of education—students who can adjust to the new study time management in online learning. The Covid-19 outbreak has begun to diminish, making all areas of life return to normal. Likewise, educational institutions have started to open classrooms in their environment to be re-used in their students' teaching and learning process. Even though the activity is reopening learning offline, the process is not done immediately but in stages. So that there is a new culture that will create a new Culture Shock for students, this offline learning experiment was carried with a hybrid scheme. This means the number of students in one class, some have to come to campus, and some are still following online learning. Adjusting learning

with this scheme, of course, disrupts the management of student study time again. Especially for students who are far away, this scheme is, of course, very burdensome for them.

During this transitional period, many students complained. However, for some students, returning to class to participate in learning is something that is very much looked forward. This is due to boredom in the online learning process. Apart from that, some students are too comfortable with online learning. This is because students can adapt to the situations and conditions of online learning. So that you have to return to class to take part in offline learning, requiring time to readjust to managing study time management for each student. This means that students can return to managing their study time management, as it was before the Covid-19 outbreak. At this stage, it is necessary to collaborate between students and lecturers (Nafisah, Makki, & Jiwandono, 2022). This collaboration can be outlined in terms of creating a suitable learning climate and arranging a more pleasant learning space to make students more enthusiastic about returning to customary conditions to participate in offline learning and managing more intense interaction patterns in the teaching and learning process.

Management of study time after the Covid-19 pandemic for students is like returning to the routine before the outbreak. Students will return to the classroom, meet and interact with friends and lecturers, do group assignments in the library, and so on. However, all of this requires new adaptations for students. Adjusting to a post-pandemic learning culture will not be challenging compared to students' self-adjustment when they have to move learning from offline to online. This is because of every habit and culture of learning, when learning is offline, students are used to it. So that students will adapt more quickly and be able to rearrange their study time management after this pandemic and be able to improve student

learning activities again better and be able to achieve the expected learning targets.

From Culture Shock to Survive in New Normal

Based on what has been described above, there have been several Culture Shock phenomena experienced by students in participating in learning during and after the Covid-19 pandemic. Culture Shock occurs in learning patterns that experience changes in culture and habits, namely learning patterns from offline to online and back to offline. The position of Culture Shock can be described as follows:

Table 1. Position of Culture Shock in Indonesian Education

No	Learning			
	Before Pandemic	During Pandemic	Transition period	Post Pandemic
1.	Offline	Online	Online-Offline	Offline
2.	Culture Shock 1		Culture Shock 2	

The table above positions the occurrence of Culture Shock for students in the teaching and learning process after the Covid-19 pandemic. Culture Shock 1 occurred when the Covid-19 outbreak changed learning activities which were initially carried out offline and face-to-face, to learning, which was carried out online with virtual face-to-face through digital media. This learning change has experienced a severe Culture Shock for students, and teaching lecturers experienced Culture Shock uncertainty in following the online learning process. This lies in the level of learning effectiveness, the obstacles encountered, and changes in interactions that cause various other problems, one of which is the loss of interaction between students and lecturers, which should be well established to facilitate the transfer of knowledge (Syamsuddin, 2021).

Culture Shock 2 occurred when the covid-19 outbreak began to disappear, and all activities began to return to normal, even though the activities were carried out in

stages. In this phase, students gain experience Culture Shock due to participating in hybrid learning, namely online and offline learning. Culture Shock experienced by students lies in the uncertainty of learning that weighs them down. Further, Culture Shock is experienced by students when learning is carried out offline as a whole. In this phase, students must return to adapt to their original position or a new routine. This position has changed the pattern of learning that students must do.

As for the two Culture Shocks, apart from changing the learning patterns for students, they have also changed the management of their study time. As for what makes students able to get through it all is a good adaptation process in managing their study time. So that is the strength for students to remain optimal in dealing with situations and conditions that force them to be strong and survive. However, not all students manage their study time well. However, at least surviving and getting through it is of particular value to students so that they can continue and complete their studies.

Now that the pandemic has been declared over, students can build and rearrange their study time management. In addition, students can express themselves through various productive activities, target and goal-oriented, improve their learning culture more optimally, and establish collaborations that can create communication in expanding networks. Post-pandemic study time management should be a significant strength for students. This is because, during a pandemic, the desire and fighting spirit and the existence of student productivity were limited and not appropriately channeled. So that after this pandemic, students must be able to adapt and use these confined desires.

However, in the process of the course, students need guidance from teaching lecturers, so collaborating with teaching lecturers becomes an integral part. The lecturer's guidance and direction are seasoning to improve student learning. In addition, to manage and use their time

properly, students must be able to stay away from things that can make them lose their focus on learning (Safuni, Hidayati, & Fitriani, 2020). Making an activity agenda which, according to him, is a priority, will help students become more optimal and set a rhythm for doing college assignments in stages by eliminating the assignment completion scheme with the overnight speeding system (SKS), which will help students manage their time more usefully and efficiently. Of course, everything is returned to the student himself. However, having good study time management and making it easier for students to take more structured steps also make it easier for students to improve their learning achievement.

CONCLUSION

Based on the explanation above, students experience various culture shocks due to changes in the learning process, which was initially carried out offline with face-to-face meetings, and must change to online learning with virtual face-to-face through digital media. Culture Shock happened again when the existence of the Covid-19 pandemic began to disappear and reopened all activities as before, creating a new Culture Shock for students due to changes in learning from online to offline. Adaptation in managing good study time management is the primary key to surviving in these forcing situations and conditions. Build and reorganize student study time management and express it in various productive, target, and goal-oriented activities and improve their learning culture more optimally. In addition, establishing collaboration with various parties will create communication in expanding the network. This is an excellent strength for students in improving their academic achievement.

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