

## PROBLEMS AND SOLUTIONS FOR TEACHER EDUCATION AFFECTED BY THE PANDEMIC

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### ABSTRACT

The problem of disorientation in the learning of teacher education students during the COVID-19 pandemic was not only triggered face-to-face or online but also by the impact of the pandemic that had not been resolved. The prolonged pandemic has caused a severe problem in education: learning loss. The main characteristic is that students even read, and interest in learning is shallow. This condition is in line with data from the World Bank, which stated that the long pandemic in Indonesia impacted most students' learning motivation and interest in reading. Such conditions will seriously affect the quality of learning and the future of education, considering that the teacher education students are prospective teachers. This research aims to identify problems and solutions for teacher education affected by the pandemic. It relies on questionnaire data, interviews, and FGDs involving teachers, lecturers, and education experts. The results showed that the psychological problems experienced by students are triggered by non-pandemic factors, namely government policies regarding the implementation of education during a pandemic. For this reason, the problems are related to students' pedagogical and psychological factors. This research suggests that solutions to students' problems affected by the pandemic must involve various parties, especially the government and other stakeholders.

**Keywords:** Learning motivation; Learning interests; Pandemic Covid-19; Problem & solution; Teacher education.

### INTRODUCTION

The pandemic from the beginning of 2020 to mid-2022 has seriously impacted the world of education. The COVID-19 pandemic has not only had an impact on health issues but has also had an impact on the education sector. The effect of the pandemic in the educational space has not only hit elementary-level education (Daruka & Nagavci, 2020; Ferguson, 2021; Ma et al., 2021; Spiteri, 2021) but has also hit all levels of education, including higher education (Aristovnik et al., 2020; Noori, 2021; Rashid & Yadav, 2020; Sia & Abbas Adamu, 2021). Jayani (2021) reported that the impact of the pandemic that has received much attention is the low basic reading skills (more than 70%) among elementary school students. Meanwhile, research by Sultanova, Milto, and Zheludenko (2021) reveals that the impact of a pandemic on higher education is evident in the need for more quality learning outcomes and weak methodological abilities among students. Usher et al. (2021) confirm that pandemics have caused dramatic changes in the psychology of learning and decreased instructional quality.

Research on the problems and solutions to teacher education affected by the pandemic speaks of three things. First is writing about impacts and solutions (Kabakhidze, 2020; Kumar et al., 2021; Pilotti et al., 2022). Second are articles about challenges and lessons (Arabska, 2021; Qamar & Zakaria Bawany, 2021; Rizo et al., 2022). Third, articles that talk about the impact of a pandemic without explaining how to solve it (Al-Kumaim et al., 2021; Aristovnik et al., 2021; Kantipudi et al., 2021). Only a little has been found that discusses the problem of teacher education due to the pandemic, which is still being discovered, and how to solve it.

This paper aims to complement the shortcomings of previous writings by analyzing teacher education problems as the impact of a pandemic is still being found and what the right solution is. Accordingly, three questions need to be answered in this paper. First, what is the solution to teacher education students' low interest in learning? Second, what is the right solution to the problem of weak motivation to learn among students in teacher education? Third, what is the right solution to overcome the problem of neglecting academic responsibilities among students in teacher training? In addition, this paper also analyzes the factors that trigger problems among teacher education students, as the impact of the pandemic is still felt today.

This article is based on the argument that the problem of low interest in learning, weak learning motivation, and neglect of responsibility that plague teacher education students requires serious and appropriate handling. Problems of interest, motivation, and learning responsibility due to the pandemic determine the quality of learning, which also impacts the quality of learning outcomes and outcomes among students (Puriwat & Tripopsakul, 2021). Rizkiamalia & Usman (2021) revealed that interest in learning is closely related to the quality of learning outcomes. In line with that, the problem of interest in learning risks the emergence of low learning outcomes. At

the same time, motivation problems and neglect of responsibility can also trigger various problems in the quality of learning and education. This confirms that problems of interest, motivation, and low academic commitment among teacher education students are determinant factors that can trigger quality problems for educators in the future.

## PROBLEM AND SOLUTION

Problems are usually synonymous with the terms constraint, obstacle, and difficulty. Theoretically, a problem is often interpreted as a condition when reality does not match ideals. The problem occurs when *das sein* (ideality) does not match *das sollen* (reality). In line with this expression, the problem is a condition with a negative meaning. Problems are generally positioned as disturbing the realization of the expected requirements. Therefore, problems must be overcome so that the achievement of ideals can be maintained for a long time. Efforts to overcome or deal with problems are called solutions. The solution is usually synonymous with solving and dealing with it. Problem and solution are terms that often do not appear together but go hand in hand. The term problem appears earlier and then comes the term solution.

The problem has two meanings: positive and negative. A problem has a positive meaning when the problem is positioned as a challenge. Everyone who learns must be faced with problems. Students will face many difficulties applying e-learning programs (Endler et al., 2012). This problem implies a challenge, not an obstacle, difficulty, or obstacle. Learning problems will disappear over time and be replaced with new problems different from previous ones. Problems have a negative meaning when positioned as difficulties, obstacles, and difficulties that, if handled properly, can hinder or frustrate achieving goals. The problem of students' low essential reading ability affected by the pandemic is included in the problem category with a negative meaning. This problem is the result of being taken seriously because it can impact various problems in the education and lives of children in the future. The problem of low literacy due to the pandemic among students also has a negative meaning. Literacy problems must be handled appropriately. If checked, literacy problems will affect students adapting to the digital era. This confirms that the problem is interpreted more as an obstacle or difficulty that requires a severe solution than a natural obstacle.

## TEACHER EDUCATION IN THE PANDEMIC

Teacher education is an educational program to prepare prospective educators in schools. Teacher education, in general, aims to form professional perspectives. Therefore, teacher education is dominated by providing direct teaching experience. The effectiveness of learning activities requires face-to-face meetings between teachers and students. When the COVID-19 pandemic suddenly appeared, teacher education was seen as the most affected, especially from a quality aspect (Alda et al., 2020). The shift from face-to-face to online learning has had a severe impact on opportunities for building teaching experiences for prospective teachers (König, Jäger-Biela, Glutsch, & Jäger-Biela, 2020). On that basis, why has there been so much research about teacher education since the COVID-19 pandemic?

Studies on teacher education generally discuss pedagogic competence. Vieira (2020) reports that the absence of face-to-face learning practice rooms seriously impacts the quality of the academic experience of prospective teachers. Online learning during a pandemic prevents the learning experience from being carried out optimally. At the same time, Assunção Flores & Gago (2020) reported that online learning is required due to the COVID-19 pandemic, making learning practice material only given in the abstract. Carrillo and Flores (2020) emphasized that teacher education, which emphasizes the importance of learning practices as an experience for prospective teachers, is not optimally carried out during a pandemic.

## AFFECTED PANDEMIC STUDENTS

The presence of COVID-19 as a pandemic psychologically impacts elementary and tertiary students. Empirical research by Nishimura et al. (2021) revealed that the pandemic has caused students to experience distress, acute anxiety, and depression. The research results of Lee, Jeong, and Kim (2021) have reinforced previous findings that most college students suffer from stress, anxiety, and depression during the pandemic. Unlike the results of two previous studies, Kivelä, Mouthaan, van der Does, & Antypa (2022) reported that the pandemic not only had an impact on psychological aspects (depression, anxiety, post-traumatic stress disorder, and insomnia), but also had an impact on the emergence of academic stress and loneliness syndrome as a result of online learning from home. The various effects of the pandemic experienced by these students then turned into academic problems among students.

In the case of education in Indonesia during the pandemic, psychological problems in the academic field were not solely triggered by the COVID-19 pandemic. The Minister of Education and Culture's policy through Circular Letter 4 of 2020 regarding education policy during the pandemic was allegedly a determining factor in student academic problems. The main content of the policy is that prioritizing health protocols impacts achieving

less critical competence. Mr. Nadim encouraged the emergence of the essential curriculum. Lesson material was cut a lot, and only cognitive material was emphasized during the pandemic. The education policy has also created many explanations for students. Such conditions lasted for more than a year, resulting in problems such as low interest in learning, low learning motivation, and neglect of responsibility among students.

## METHODOLOGY

The psychological problems experienced by students in teacher education as a result of the pandemic are still present today. The author suspects that phenomenological issues cannot be treated instantly but require severe and continuous handling. This psychological problem in learning impacts academic quality and even affects students' quality of life in the future. Therefore, this paper focuses on the psychological issues of students in tertiary institutions, which include low interest in learning, weak learning motivation, and neglect of academic responsibilities, which until now have yet to be handled seriously and in an integrated manner.

This study is qualitative, with data collected through questionnaires, interviews, and focus group discussions (FGD). The questionnaire is used to explore the problems experienced by students. There are three questionnaires to analyze data on low interest, weak motivation, and neglect of responsibility. Interviews were used to ascertain data on students' psychological problems, including problems of interest, motivation, and academic responsibility. Meanwhile, FGDs were used to collect data on solutions to the three problems experienced by students at the faculty of teacher education.

The research participants involved 111 students in the interest domain and 153 in the motivation and responsibility domain. While the FGD participants involved 31 teachers, all from the teacher education faculty, research participants among students are currently in their fifth semester. They have experienced the beginning presence of COVID-19 until now, so they are students affected by the COVID-19 pandemic. For this reason, students involved as research informants were witnesses to the emergency of a pandemic, closing schools, requiring online learning from home, and limiting human relations. In the same way, the lecturers involved in the FGD were selected based on their level of involvement in learning during a pandemic. In other words, the participants engaged in the research are the actors affected by the pandemic, both students and lecturers.

The researcher has obtained permission from research participants, students, and lecturers participating in the FGD. Using a questionnaire, the researcher started the research by collecting data on interest and learning motivation problems. Data on problems of interest, motivation problems, and responsibility resulting from distributing the questionnaires were presented in FGD activities to discuss how to solve them. FGDs are conducted face-to-face in the lecturer's meeting room and online via WhatsApp. FGD results are compiled in narrative form and tabular form. Data from the FGD results were reduced through coding based on solutions to the three problems experienced by teacher education students as a result of the pandemic. Furthermore, the coding results were visualized in tabular form to be used as answers to research questions.

The collected data were analyzed qualitatively and descriptively. The analysis was carried out through three steps by Miles, Huberman, and Saldaña (2019, pp. 31–33): data reduction, data presentation, data verification, and conclusion. Data reduction of FGD transcripts was coded based on the need to reveal how problems of learning interest, learning motivation, and neglecting responsibilities among students occurred and why they happened. Data presentation used restatement, description, and interpretation based on FGD excerpts. Data validation was carried out to ensure the truth of the availability of problems for students affected by the pandemic that need to be optimally resolved. Finally, the triangulation of all collected data involving a variety of sources and methods was to ensure that problems in teacher education were real.

## THE PROBLEM OF LEARNING INTEREST AND SOLUTION

Data from a survey of 111 students at the Faculty of Education and Teacher Training illustrated that the problem of low interest in learning is quite concerning. **Figure 1** showed that 8.1% of students did not prepare for lectures, and 22.5% stated that they sometimes prepared and sometimes did not. While 13.5% of students said they often prepared, 55.9% showed high interest. Even though the data on low interest in learning is 30.6% (a combined group of students who do not prepare and sometimes prepare), this can negatively impact the classroom's learning atmosphere.

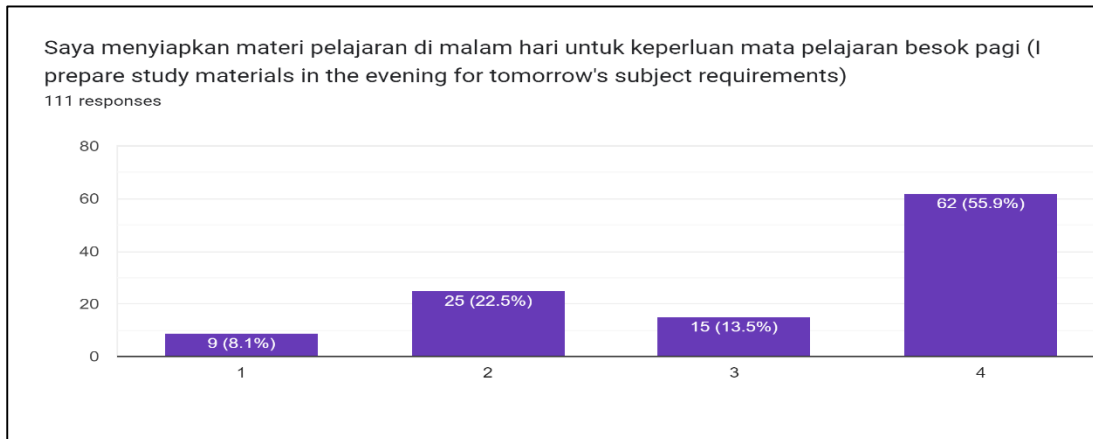


Figure 1: Problem of learning interest

Data from the survey results are stated in Figure 2; the data reinforced that students who prepared for learning the next day also needed to read the learning material that would be discussed in class. The data shows that 8.1% did not read (meaning they did not know the topic of discussion) learning materials, and 46.8% of students sometimes read and sometimes did not. More than 50% of students have low learning interests. The large number of students who have a low interest in learning has the potential to make the classroom atmosphere less conducive. 45% of students who have a high learning interest can be carried away by the majority group of students who have a low learning interest.

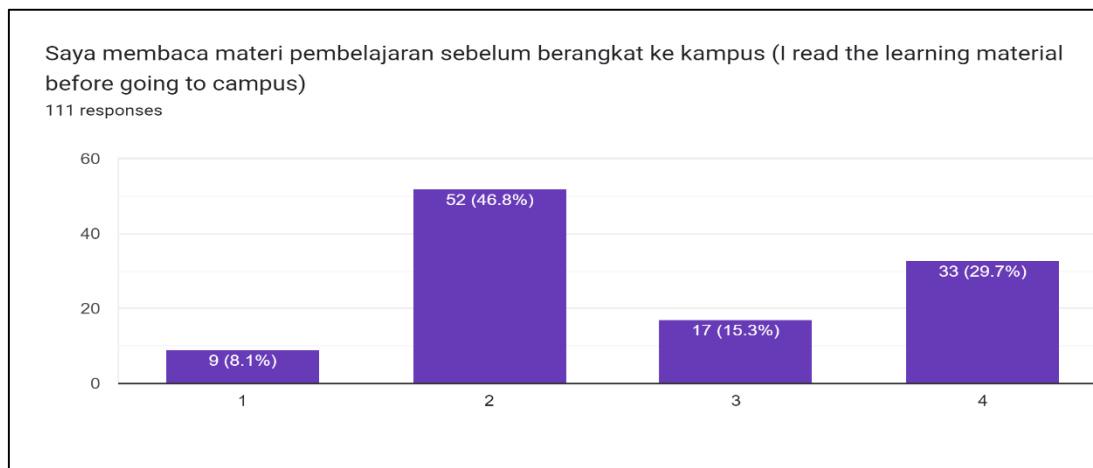


Figure 2: Problem of learning interest

As stated above, the unpreparedness of students to participate in learning activities impacts their attitudes during the learning process. When delivered a statement 'I am sleepy or sleep during the lesson', the majority of students answered: always (26.1%), often (23.4%), sometimes (32.4), and only 18% answered 'never'. These data suggest that classroom learning activities tend to be calm, not because the students are working on assignments but because most are sleepy and even sleeping. This confirms that the problem of low interest in learning exists and is even quite concerning. Therefore, it is necessary to find the right solution so their future can be proud. More details can be seen in Figure 3.

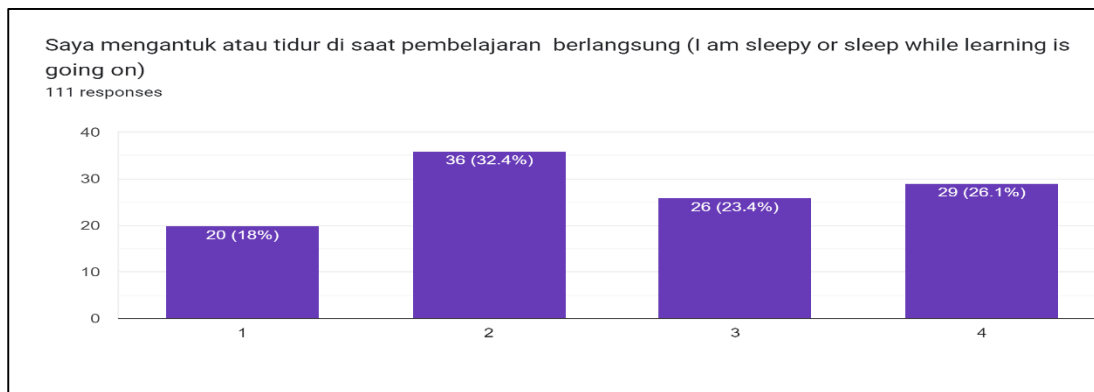


Figure 3: Problem of learning interest

Regarding the solution to the low interest in learning teacher training students in state-based religion (Islam) universities, the FGD forum recommended various steps for solutions. First, learning must apply various exciting learning methods and strategies involving students. Informant 12 (male, lecture, 57) recommended, "*dosen perlu menyajikan materi perkuliahan dengan strategi yang lebih menarik dan melibatkan mata, telinga dan kinestetik peserta didik*" (lecturers need to present lecture material with strategies that are more interesting and involve the eyes, ears and kinesthetic of students). Informant 2 (male, lecture, 45) confirmed, "*dosen perlu menerapkan berbagai metode dan strategi pembelajaran untuk menghindari kejenuhan*" (lecturers need to apply various learning methods and strategies to avoid boredom).

Second, learning applies a problem-based learning model. Informant 1 (male, lecture, 54) said "*dosen harus mampu memancing mahasiswa dalam memecahkan masalah secara mandiri*" (lecturers must be able to provoke students to solve problems independently).

Third, each learning activity must end with individual and group assignments. Informant 38 (Female, lecture, 40) suggested, "*Salah satu metode pernah saya gunakan untuk memacu minat belajar adalah metode penugasan. Dengan metode penugasan, mahasiswa akan dipacu untuk belajar*" (One of the methods I have used to stimulate interest in learning is the assignment method. With the assignment method, students will be encouraged to learn).

Fourth, strengthen academic literacy for students. Informant 43 (Female, lecture, 40) said "*untuk mengatasinya adalah dengan memberikan tugas yang memperkaya literasi mereka melalui tugas eksplorasi artikel untuk dibaca dan diresume*" (to overcome this is to give assignments that enrich their literacy through the task of exploring articles to read and resume).

Fifth, it is necessary to increase the pedagogic competence of lecturers. Informant 30 (male, lecture, 54) suggested, "*dosen harus mampu menjadikan dirinya sebagai inspirator bagi peserta didik. Dosen tidak asal mengajar di kelas*" (a lecturer must be able to make himself an inspiration for students. Lecturers don't just teach in class). The solution to the problem of low interest in learning among teacher-education students is practical and rational. This confirms that solutions based on recommendations and suggestions from the FGD forums are conceptual and explored from the lecturers' direct experience in overcoming the same problem. For more details, it can be seen in Table 1.

Table 1: Solutions for learning interest

No	Sources	Statement	Coding
1.	Informant 12	<i>Sajikan materi dengan kemasan strategi yang lebih menarik, melibatkan mata, telinga, dan kinestetik mereka</i> (Present the material in a more interesting strategy package, involving their eyes, ears and kinesthetics)	Teaching methods and strategies
2.	Informant 1	<i>Dosen harus mampu memancing mahasiswa dalam memecahkan masalah/kasus yang harus dilakukan secara mandiri</i> (Lecturers must be able to encourage students to solve problems/cases that must be done independently)	Problem-solving methods
3.	Informant 2	<i>Dosen perlu menggunakan model, metode, dan strategi pembelajaran yang beraneka ragam sehingga tidak terjadi kejenuhan</i> (Lecturers need to	Variative model, method, and strategy

		use a variety of learning models, methods and strategies so that boredom does not occur)	
4.	Informant 36	<i>Menyediakan video pembelajaran yang berhubungan dengan materi. Baik dalam bentuk youtube, tiktok, rekaman zoom atau bentuk video lain</i> (Provide learning videos related to the material. Either in the form of YouTube, TikTok, Zoom recordings or other video forms)	Variative learning media
5.	Informant 38	<i>Cara yang pernah dilakukan untuk meningkatkan minat belajar, yaitu bervariasi metode pembelajaran. Salah satu, metode pernah saya gunakan adalah metode penugasan. Dengan penugasan, mahasiswa akan terpacu untuk belajar</i> (The way to increase interest in learning is to vary learning methods. One method that I use is the assignment method. With assignments, students will be motivated to learn.)	Assignment Method
6.	Informant 37	<i>Dosen memberikan wawasan yg luas tentang makul yg diampu dan memberikan penjelasan tentang penting dan perlunya makul dipelajari</i> (Lecturers provide broad insight into the subjects being taught and provide explanations about the importance and need for the subjects to be studied)	Students consciousness
7.	Informant 43	<i>Mengatasinya adalah dengan memberikan tugas yang memperkaya literasi mereka. Contoh: dengan mewajibkan mereka membaca tulisan ilmiah setiap hari minimal 1 halaman dan melaporkannya di jurnal membaca</i> (Overcoming this is by giving assignments that enrich their literacy. Example: by requiring them to read at least 1 page of scientific writing every day and report it in a reading journal (reading log)	Academic literacy
8.	Informant 25	<i>Dosen mampu menghubungkan isi materi dalam makul di kehidupan nyata, atau manfaat dari materi</i> (Lecturers are able to relate the content of the material to reality in real life, or the benefits of the material)	Students passion
9.	Informant 3	<i>Dosen memberikan stimulus terhadap siswa atas bidang ilmu yang disenangi. Jika siswa merasa senang dengan bidang ilmu yang dipelajarinya tentu minat akan tumbuh</i> (Lecturers provide stimulus to students in their favorite fields of science. If students feel happy with the field of science they are studying, of course their interest will increase.)	Students passion
10.	Informant 30	<i>Dosen menjadikan dirinya sebagai inspirator bagi mereka. Bukan yang penting asal ngajar</i> (Lecturers make themselves an inspiration for them. It doesn't matter as long as you're teaching)	Lecture's competence

## THE PROBLEM OF LEARNING MOTIVATION AND SOLUTION

The problem of weak motivation among teacher education students is seen in three aspects: the fragile spirit of pursuing achievements to become role models for other friends, the extinction of the nature of competition to achieve accomplishments, and the pursuit of achievement targets. First, the weak enthusiasm of teacher education students for pursuing achievements can be seen in Figure 4. When presented with the statement, "I try to achieve the best performance to be successful; I become a role model for my friends", it turns out that 53.6% of students never chose, 30.7% sometimes chose, only 10.5% chose often, and 5.2% chose the answer always. This data

illustrates how weak motivation is, especially seen in students' lack of enthusiasm for achievement. The detailed data can be seen in Figure 4.



Figure 4: Problems of learning motivation

Second, diminishing the spirit of competition for achievement among teacher education students is described in the following data: 34% of the 153 teachers who participated in the research answered never. Some 40.5% of them vote sometimes. While only 20.9% chose the answer often and 4.6% chose always, This data shows how a motivation crisis has hit students in teacher education faculties. In other words, most students (more than 70%) have severe motivational problems. If left unchecked, they have the potential to disrupt the atmosphere of the learning class. For more details, it can be seen in Figure 5.

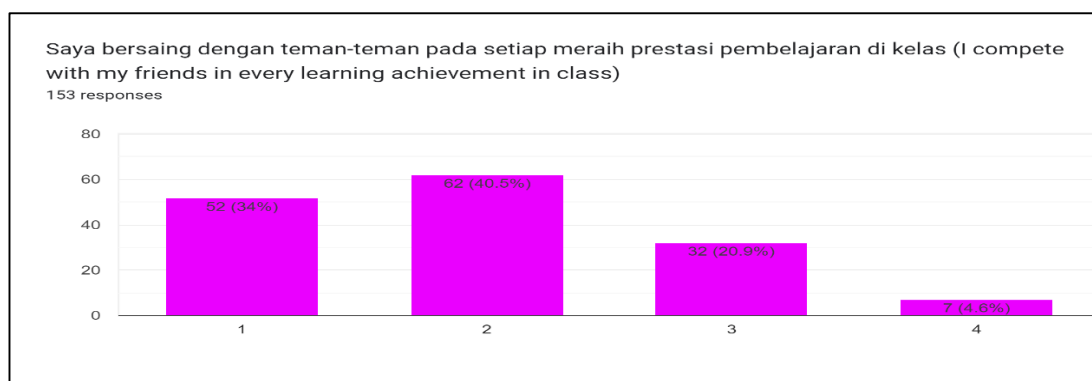


Figure 5: Problems of learning motivation

Third, data on the problem of enthusiasm for pursuing achievement targets among students can be seen in Figure 6. Data shows that 37.9% of students have never been passionate about pursuing achievement targets. 40.6% of students have passion ability and choose answers that are sometimes passionate and sometimes not passionate. Only 15.7 students have a high passion for pursuing achievement targets. 13.1% of students are often passionate, and 2.6% are always passionate about pursuing achievement targets. This data presentation confirms that the enthusiasm problem in pursuing achievement targets among students raises experts' concerns about finding a solution.

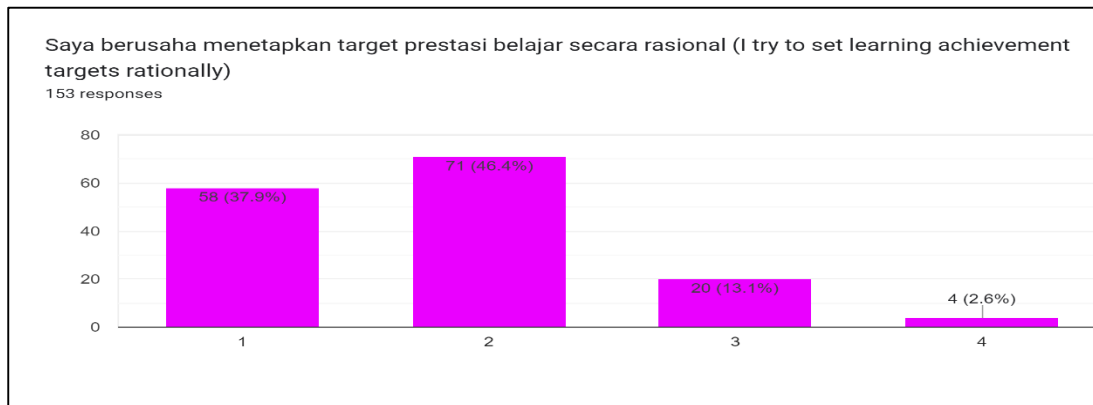


Figure 6: Problems of learning motivation

The three figures of learning motivation problems (4, 5, & 6) among students show an interrelation between one table and another. The loss of the spirit of achievement to become a role model for their peers (Figure 4) impacts the spirit of competition in achievement (Figure 5). Also, it results in the extinction of the courage to pursue learning achievement targets (Figure 6). This confirms that the problem of real motivation exists today and requires the correct solution.

The FGD forum recommended several solutions to the motivational problems that hit teacher education students due to the pandemic. The first solution is to encourage students to think logically and scientifically. Informant 1 (Male, Lecture, 54) said "*Mahasiswa perlu diberikan masalah pemantik agar mampu berfikir logis dan ilmiah*" (Students need to be given trigger problems to be able to think logically and scientifically). Informant 2 (Male, Lecture, 45) recommends "*dosen perlu memberikan pujian secara verbal pembangkit motivasi pada mahasiswa*". (lecturers need to give verbal praise to motivate students).

The second solution is to promote learning goals to students. Informant 2 (Male, Lecture, 45) said "*dosen harus mempromosikan tujuan belajar pada mahasiswa, dengan memahami tujuan, dia paham kemana hidup ini akan dibawa*" (the lecturer must promote learning goals to students, by understanding the goals, he understands where life will take him).

The third solution is to teach students that success must be fought for. Informant 30 (Male, Lecture, 54) suggests "*yakinkan pada mahasiswa bahwa masa depan itu prospektif, namun bersyarat*". (convince students that the future is prospective but conditional). The fourth solution facilitates students to learn that learning is light and fun. Informant 43 (Female, Lecture, 40) suggests "*motivasi yang rendah dapat diatasi dengan memfasilitasi mahasiswa bahwa belajar itu ringan melalui cooperative learning*" (low motivation can be overcome by facilitating students that learning is easy through cooperative learning).

Fifth solution, give students continuous motivation and inspiration. Informant 37 (Male, Lecture, 56) recommends "*Dosen jangan sungkan pesan motivasi pada mahasiswa, katakan bahwa masa depan ditentukan oleh apa dikerjakan sekarang*". (Lecturers don't hesitate to give motivational messages to students, say that the future is determined by what is done now). The sixth solution, teach students through assignments and performance. Informant 34 (Female, Lecture, 45) recommended "*cara membangkitkan motivasi mahasiswa: ajak mereka berkolaborasi dalam penelitian atau menulis artikel jurnal*" (a way to motivate students: get them to collaborate in research or write journal articles). Informant 42 (Female, Lecture, 30) suggested "*untuk mengatasi rendahnya motivasi, dalam proses pembelajaran saya selalu memberikan open-ended question yang menggiring mahasiswa untuk lebih aktif berdiskusi*". (to overcome low motivation, in the learning process I always give open-ended questions that lead students to be more active in discussions). The detailed data can be seen in Table 2.

Table 2: Solutions for learning motivation

No	Sources	Statement	Coding
1.	Informant 1	<i>Masalah yang dilontarkan bersifat memantik mahasiswa untuk berpikir secara logis dan ilmiah meskipun dalam pengembangannya tetap berpijak pada analogi yg dimiliki sebelumnya</i> (The problems posed are of the nature of helping students to think logically and scientifically, although in their development they remain based on previously existing analogies)	Encourage students to think positively about success.



2.	Informant 2	<i>Dosen harus mampu memperjelas tujuan yang Ingin dicapai dalam pembelajaran. Dosen wajib mempromosikan pentingnya suatu pembelajaran. Tujuan mempelajari sesuatu harus jelas diketahui oleh mahasiswa</i> (Lecturers must be able to clarify the goals they want to achieve in learning. Lecturers are obliged to promote the importance of learning. The purpose of learning something must be clearly known to students)	Promote learning objectives to students.
3.	Informant 30	<i>Yakinkan mahasiswa bahwa masa depan anda propektif dengan syarat .....Untuk motivasi internal minat mereka refleksi masing2</i> (Convince students that your future is prospective with conditions .....it is largely determined by their own internal motivation, interests and reflections)	Ensure that the future must be fought for
4.	Informant 23	<i>Dosen memberikan penguatan pentingnya penguasaan materi perkuliahan, ketrampilan dan sikap</i> (Lecturers reinforce the importance of mastering lecture material, skills and attitudes)	Strengthening the importance of mastering the material
5.	Informant 43	<i>Dosen memfasilitasi mahasiswa untuk merasa bahwa belajar lebih ringan dengan cooperative learning</i> (Lecturers facilitate students to feel that learning is easier with cooperative learning)	Facilitate to students that learning is fun.
6.	Informant 37	<i>Berilah motivasi belajar, mahasiswa harus belajar, belajar, dan belajar, masa depan ditentuksn oleh keadaan sekarang</i> (Give motivation to study, students must study, study and study, the future is determined by current circumstances)	Giving students motivation continuously
7.	Informant 27	<i>Diberikan motivasi dan inspirasi ke mahasiswa untuk menumbuhkan semangat belajar; juga diberikan nasehat-nasehat yang membangun</i> (Motivation and inspiration are given to students to foster enthusiasm for learning, and constructive advice is also given)	Provide motivation and inspiration.
8.	Informant 15	<i>Pemberian tugas berupa proyek serta presentasi bersifat unjuk kerja dan demonstrasi</i> (giving assignments in the form of projects and presentations in the form of work and demonstrations)	Performances and demonstrations
9.	Informant 34	<i>Ajak mahasiswa untuk kolaborasi dalam bidang penelitian/menulis artikel jurnal</i> (Invite students to collaborate in the field of research/write journal articles)	Collaborative research
10.	Informant 42	<i>Dalam proses pembelajaran saya selalu memberikan open-ended question yang menggiring mahasiswa untuk lebih aktif berdiskusi</i> (In the learning process, I always give open-ended questions that encourage students to have more active discussions)	Sparking questions for active discussion

### THE PROBLEM OF STUDENT RESPONSIBILITY

The data (Table 3) showed that neglecting academic responsibilities, especially in making college assignments, tends to be quite apprehensive. Of the five classes that were sampled, the following data were found. Only 51.6% of students collect assignments on time. While 39.4% of students submitted assignments late, 8% of 188 still needed to submit lecture assignments. Being late is one of the markers of a lack of sense of responsibility as a student. The large number of students who are late in submitting assignments is seen as severe neglect of academic

responsibility. At the same time, the percentage of 8% of students who do not submit assignments, even though the number is less than 10%, their presence can harm the academic atmosphere. For more details, see Table 3.

Table 3: Neglecting responsibility among students

Order	Subject Matters	Sum of students	Fulfilling assignment		
			on time	out of time	missing
1	Course 1	35	10	22	3
2	Course 2	24	2	21	1
3	Course 3	42	29	10	3
4	Course 4	42	26	11	4
5	Course 5	45	30	10	4
Total		188	97	74	15
Percentage (%)			51.6	39.4	8

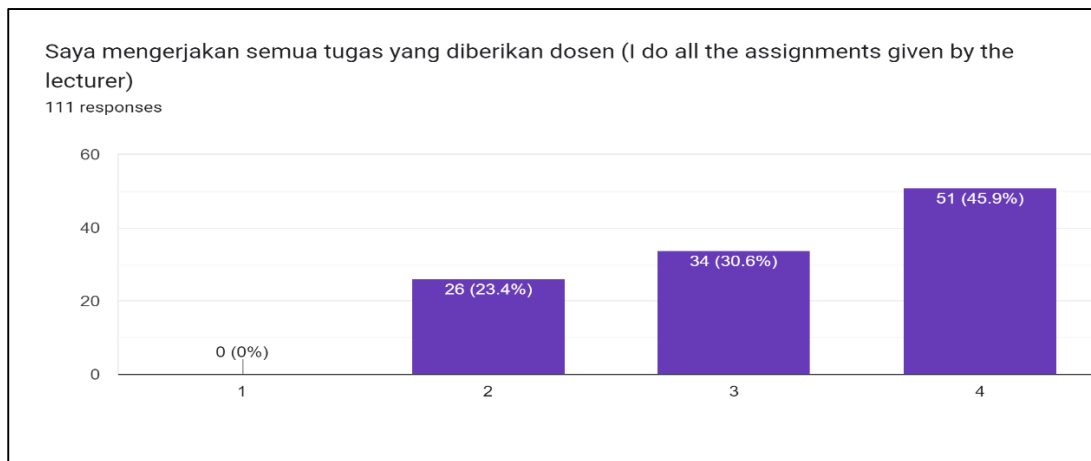


Figure 7: Neglecting responsibility among students

Data from a survey involving 111 students strengthens the data in Figure 7 that neglecting academic responsibility among students in teacher education is quite worrying. Data shows that almost a quarter of research participants have the potential to neglect their responsibilities as students. The data shows that 23.4% of teacher education students sometimes do all the lecturer's assignments. One person does not do the task from the learning perspective, so the learning conditions are disrupted. If many people do not do the assignment, then we can be sure that the learning conditions are not conducive. This presentation emphasized that the problem of neglect of responsibilities among teacher education students due to the impact of the pandemic needs serious handling. The FGD forum recommended that the problem of neglecting academic responsibilities among students be formed over a long period and involve several ways to deal with it. For more details, various solutions to the problem of neglecting academic responsibilities can be seen in Table 4.

Table 4: Solutions for neglecting responsibilities

Order	Sources	Statement	Coding
1.	Informant 2	<i>Dosen harus mencoba untuk membiasakan para mahasiswa dalam mengerjakan tugas secara tepat waktu</i> (Lecturers must try to get students used to doing assignments on time)	Creative methods and assignment
2.	Informant 1	<i>Beri mahasiswa tugas bersifat mandiri. Dalam hal ini dosen harus memiliki kepedulian untuk membaca, menelaah dan menilai setiap hasil kerja mahasiswa</i> (Give students independent assignments. In this case, lecturers must have the	Outstanding assignment

		concern to read, study and assess each student's work)	
3.	Informant 9	<i>Saya biasanya mengontrol setiap saat, dan mengevaluasi hasil kinerja mahasiswa, misalkan, jika tugas mahasiswa ada yang tidak maksimal atau asal dalam mengerjakan akan saya kembalikan untuk direvisi</i> (I usually control at all times, and evaluate student performance results, for example, if a student's assignment is not optimal or is sloppy in its work, I will return it for revision)	Evaluasi dan beri feedback hasil kinerja mahasiswa
4.	Informant 7	<i>Pencanangan target pribadi mahasiswa sehingga tumbuh kesadaran bahwa belajar adalah untuk kepentingan diri mereka sendiri</i> (Setting personal targets for students so that awareness grows that learning is for their own benefit)	Set individual targets
5.	Informant 6	<i>Menciptakan suasana belajar yang kondusif, aman dan nyaman</i> (Creating a conducive, safe and comfortable learning atmosphere)	conducive classroom atmosphere
6.	Informant 8	<i>Meningkatkan iklim akademis dgn dimulai dari lingkungan kelas dan kampus</i> (Improving the academic climate starting from the classroom and campus environment)	Improve classroom and campus climate.
7.	Informant 12	<i>Pahamkan dan sadarkan CPL yg hrs mereka kuasai</i> (Understand and be aware of the Learning Outcomes that they must master)	Building responsible character
8.	Informant 13	<i>Dosen memberi teladan dan mengajarkan tentang konsekuensi bagi yang tidak bertanggung jawab</i> (Lecturers set an example and teach about the consequences for those who are irresponsible)	Building responsible character
9.	Informant 30	<i>Tegakkan reward and punihment dlm pendidikan. Ini bkn hy tugas dosen tp pimpinan mulai jurusan sampe dekan</i> (Enforce reward and punishment in education. This is not only the task of lecturers but also of leaders from Departments to Deans)	Educational reward and punishment
10.	Informant 42	<i>Untuk meminimalisir mahasiswa yang abai, Reward and punishment juga bisa dilakukan untuk menjaga mahasiswa agar lebih disiplin dan bertanggung jawab</i> (To minimize student neglect, rewards and punishment can also be done to ensure students are more disciplined and responsible)	Educational reward and punishment

First, students need to be given creative methods and assignments. Informant 1 (male, lecture, 54) said, "...*beri mahasiswa tugas bersifat mandiri. Untuk itu dosen harus rajin membaca, menelaah dan menilai setiap hasil kerja mahasiswa*" (...give students independent assignments. For this reason, lecturers must be diligent in reading, studying and assessing each student's work).

Second, the lecturer evaluates and gives feedback on student work. Informant 2 (male, lecture, 45) emphasized "*dosen harus mencoba untuk membiasakan para mahasiswa mengerjakan tugas secara tepat waktu*". (lecturers must try to get students used to doing assignments in a timely manner). Informant 9 (female, lecture, 43) recommended, "*jika tugas mahasiswa kurang maksimal atau asal dikerjakan, maka kembalikan untuk diperbaiki*". (if a student's assignment is not optimal or is done incorrectly, then return it for repair).

Third, each learner must have individual targets that must be realized. Informant 7 (male, lecture, 45) said "*perlu pencanangan target individu, sehingga tumbuh kesadaran bahwa belajar merupakan tanggung jawab pribadi*" (it is necessary to set individual targets, so that awareness grows that learning is a personal responsibility).

Fourth, creating an academic atmosphere in and outside the classroom is necessary. Informant 6 (Female, lecture, 49) said "*perlu diciptakan suasana belajar yang kondusif, aman dan nyaman*". (it is necessary to create a conducive, safe, and comfortable learning atmosphere).

Fifth, it is necessary to strengthen the character of responsibility through reward and punishment.

Informant 13 (male, lecture, 36) said “*dosen harus menjadi teladan bagi mahasiswa, dan mengajarkan tentang konsekuensi bagi orang yang tidak melaksanakan tanggung jawabnya dengan baik*”. (lecturers must be role models for students, and teach about the consequences for people who do not carry out their responsibilities properly).

Informant 42 (female, lecture, 30) confirmed, “*untuk meminimalisir mahasiswa yang abai terhadap tanggung jawab akademik, reward dan punishment juga perlu dilakukan untuk menjaga agar mahasiswa lebih disiplin dan bertanggung jawab*” (to minimize students who neglect academic responsibilities, rewards and punishments also need to be carried out to keep students more disciplined and responsible').).

Solving the problem of neglect of responsibility among students is based on the results of the FGD. Besides being varied, the solutions are conceptual and based on inductive data and best practices from the lecturers of the Faculty of Tarbiyah and Teacher Training.

## DISCUSSION

This research shows that low interest in learning, weak learning motivation, and neglect of responsibility are serious problems that hit students due to the pandemic. Various solutions are given to overcome these three psychological problems. The solution to low interest in learning is to take strategic steps to generate interest. Solutions to weak motivation to learn are pursued in various ways, from logical and scientific thinking to understanding life goals and success to strive for to the need for students to be involved in assignments and performance. Meanwhile, the solution to ignoring responsibility is also handled with various strategies, including creative assignment methods, setting work targets, creating an academic atmosphere in the classroom, and instilling responsibility.

The discovery of three psychological problems as the impact of the pandemic hit students was triggered by the government's ignorance and lack of awareness as well as competent parties. First, the government's indifference to dealing with problems among students has resulted in various declines in academic achievement nationally. This condition harms the formation of the quality of the nation's next generation in the future. Second, the government and society need more awareness of low interest, weak motivation, and neglect of responsibility among students, which will impact the emergence of an attitude of underestimating the urgency of education for nation-building. The three problems should have been handled from the start, when the problem arose, to maximize the success rate. Of course, it differs from driving it when the problem has been going on for a long time, where the success rate could be better.

This study confirms that solutions to problems of interest, motivation, and responsibility among students result from the COVID-19 pandemic. Articles about problems and solutions so far have only looked at the impact of the pandemic at that time, and only a few articles have looked at impacts other than the pandemic, namely government policies regarding education during a pandemic. Psychological problems among students due to a pandemic are usually associated with limited infrastructure, poor internet connection, a lack of parental support, and feelings of loneliness, so solutions are directed at the factors that trigger these problems. At the same time, this research looks at psychological problems that occur due to the policy of the Minister of Education and Culture regarding education during a pandemic, which triggers the emergence of issues of low interest, weak motivation, and neglect of responsibility among students. In line with that, the solutions to overcome them are not associated with pandemic factors but with educational and psychological factors.

The results of this study can be used as an essential indicator to re-examine government policies that view the importance of early handling of various student problems due to the pandemic. Government policies that greatly support the political sector and do not prioritize the education sector can harm present and future human resource development. The government and the Ministry of Education and Culture should have allocated funds to restore students affected by the pandemic.

## CONCLUSION

The problem of low interest in learning, weak learning motivation, and neglect of academic responsibility among students was formed over time. This emphasized that the solution to handling the three problems due to the impact of the pandemic cannot be instantaneous but must be carried out in an integrated and sustainable manner—an integrated solution involving all lecturers, administrative staff, and campus leaders. In line with that, handling problems is not momentary but ongoing and continuous.

The results of this study open a new space in research where the handling of problems of interest, motivation, and responsibility among students is only seen as an ordinary problem. Only a little research has been found that views handling psychological problems among students as a severe problem whose impact is related to failure

and even the destruction of future generations and nation-building. In addition, this research has opened a critical evaluative space associated with the quality of education in Indonesia, which is significantly higher. This compulsory evaluation makes it possible to map the risks and dangers of delays in handling problems of interest, motivation, and responsibility and how the higher education institutions under government funding guarantee complete solutions to these three problems. With this critical evaluation, it is possible to realize the mission of higher education as the front line in preparing a great generation with great personalities.

This research has limitations, especially in data sources and analysis methods. First, data sources only refer to the questionnaire, interview, and FGD data, so they must be completed. Questionnaire data only involved students from two or three study programs. The number of participants is only a tiny part of the total number of students. Interview data are also minimal when involving informants. Likewise, the FGD only involved a small number of hundreds of lecturers. Second, the limitations on data sources impact the limitations of the methods of data analysis performed. For this reason, it is necessary to carry out further research to complement the limitations of this study.

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