

Mindset Changes in Governance High School Post Covid-19 Pandemic

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Abstract

This study aims to describe the change in mindset in higher education governance after the Covid-19 pandemic. This research uses content analysis method. The results of the study show that: first, developing an educational strategy that is oriented towards long-term progress by making creative and innovative breakthroughs from the quality of teachers, completeness of infrastructure, availability of internet network facilities, secondly, recommended learning in higher education after the Covid-19 pandemic is blended learning, third, higher education must place the academic process as a humanist and inclusive framework, so that it is sustainable and interconnected and works through global collaboration, fourth, with a spirit of change, targeting a significant breakthrough both in mindset, attitude/behaviour patterns in leading and working also on overall higher education organizational governance that is adapted to current global needs and conditions, and fifth, online learning platforms in higher education are becoming more fluid, plural, open and accessible to anyone, and everywhere. ja, without having to be constrained by problems of access to certain economics, geography or social strata. Based on the conclusions, the following suggestions are put forward: first, universities, especially private universities, must quickly adapt to changes in the educational paradigm with an innovative learning culture; second, strengthening the IT ecosystem is a must; third, blended learning is the most rational choice, and fourth, innovation in redesigning a variety of academic activities and their support must be carried out, to deal with the limited physical mobility of higher education academics, including students and lecturers.

Keywords: Change in mindset, Higher Education Governance, Post Covid-19 Pandemic

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1. Introduction

The education sector is one of the sectors affected by the Covid-19 pandemic (Abdusshomad, 2020; Sholihah, 2020), in addition to health being the first and main sector. There is an appeal from the government that limits activities outside the home and has an impact on limiting campus activities by eliminating face-to-face lectures, replacing them with online lectures or learning from home. Learning from home turns out to cause problems experienced by lecturers and students, such as signal problems that cause slow access to information and difficulties in the learning process. In addition, the limitations of teaching materials prepared by lecturers in dealing with online learning to the low ability in making teaching materials is another obstacle that must be faced in learning. In addition, other obstacles faced in online learning are the readiness of higher education infrastructure and not all students have qualified learning tools and the high cost of internet quota.

The multidimensional crisis due to the Covid-19 Pandemic that came so quickly and exposed the fragility of a country in various fields. In the field of education, the Covid-19 pandemic has revolutionized learning organized by campuses. In a short time, campuses were forced to implement online learning. There are about 97% of universities have adopted online learning (Dirjen Dikti, 2020). A new perspective is needed in looking at the Covid-19 pandemic. A pandemic should not only be seen as a disaster that must be mitigated, but also contains a blessing in disguise that needs to be grateful for.

This perspective will foster an attitude of accepting the situation objectively and thinking of innovations to respond to it, including improving academic quality. This includes initiatives to strengthen the online learning ecosystem and improve student learning experiences. Higher education leaders must be able to see a broad perspective and be outward looking, so that they can realize sustainable development for wider benefits. Aspects of usability that are sustainable and universal. This is necessary, one of which is to ensure the sustainability of the state on the right track, whose presence is intended to ensure the welfare of its citizens. It is hoped that with the consistency of their attitudes and programs, universities can take part in it.

After the outbreak of the Covid-19 Pandemic, adaptation of new habits or orders (new normal) has begun to take place all over the world. However, in several countries, including Indonesia, Covid-19 cases are still occurring. For higher education, the pandemic situation raises excesses that are very complex, and have disrupted the joints of life.

In welcoming the new governance, higher education must indeed improve. Of course, it is urgent to measure how higher education policies in the midst of a pandemic can be used as a sustainable formulation in the post-Covid-19 pandemic.

Based on data released by UNESCO, globally since March 2020, there have been as many as 112 countries in the world that have implemented learning from home policies. This policy aims to ensure that students, including students, can still receive accommodative learning needs according to their wishes, talents and interests. (Arifa, 2020).

To achieve this, ideally requires the readiness of all stakeholders in carrying out the learning from home model, including the readiness of students, compatible curriculum, availability of learning resources, as well as platform support and a stable internet network, so that communication in the learning system can be effective.

However, entering the new order seems to have created a cultural shock, so that it has resulted in the birth of various complex problems in public and private universities. Among them, are the inability to master technology (technological gaps), ineffective transfer of knowledge between lecturers and students in online lectures, as well as unstable, expensive and uneven internet network access, as well as internal factors in each student and higher education institution.

The purpose of this research is to describe changes in the mindset of higher education governance after the Covid-19 pandemic. Furthermore, the purpose of this study is to identify: (1) higher education governance policies after the Covid-19 pandemic, (2) inhibiting factors for higher education governance after the Covid-19 pandemic, (3) changes in the mindset of post-covid-19 university governance. Covid-19 pandemic, and (4) higher education strategies in dealing with changes in the mindset of higher education governance after the Covid-19 pandemic.

2. Literature Review

Adaptation to Changes in Higher Education Governance After the Covid-19 Pandemic As it is known that self-adjustment is how an individual is able to deal with various things that arise from the environment. Adjustment is a dynamic process that aims to change individual behaviour so that there is a more appropriate relationship between the individual and his environment. Adaptation can be viewed from three points of view, namely self-adjustment as a form of adaptation (adaptation), self-adjustment as a form of conformity (conformity), and self-adjustment as an effort to mastery.

So that at first the term adaptation was the same as the term adaptation. Adaptation or adjustment can be defined as a process that includes behavioural responses that individuals strive for in order to successfully deal with internal needs, tensions, frustrations, conflicts, and to produce a quality of harmony between the demands within the individual and the demands of the outside world or the environment in which the individual is located.

While what is meant by adaptation is a personal adjustment to the environment, this adjustment can mean changing oneself according to environmental conditions, it can also mean changing the environment according to personal desires (Hairullah, 2019; Sari & Jamin, 2019).

Adaptation has two meanings. The first adaptation is called self-adjustment which is autoplasic (auto means self, plastis means shape), while the second understanding is alloplastic adjustment (allo means other, plastis means shape). So there is adaptation which means "passive" in which personal activities are determined by the environment. And there is the meaning of "active" which personally affects the environment (Boy, 2020; Ermayanti et al., 2020; Fadilah, Pariyana, Aprilia, Syakurah, 2020; Satria et al., 2020).

Adaptation to the new normal is a way out to disconnect the chain and transmission of Covid-19. The principle of the new normal is to be able to adapt to the pattern of life. This transformation is to organize life and new behavior, during a pandemic, which will then be carried forward until a vaccine for Covid-19 is found. (Adisasmata, 2020; Ministry of Health, 2020). Wrong One way to overcome this is to break the Covid-19 chain by starting to get used to life through adaptation to new habits (IMR).

The adaptation of this new habit is also a prevention strategy against the spread of the Covid-19 virus (Dewantara & Nurgiansah, 2020; Kaffenberger, 2021; Puspitorini, 2020) by following the 3 M steps, namely washing hands, wearing masks and maintaining distance. In addition, applying a healthy lifestyle by eating nutritious foods, getting enough rest and diligently exercising to increase the body's immune system. Adaptation of new habits must be applied wherever we are, whether at home, schools, offices, places of worship, other public places such as markets, malls and terminals.

By implementing the IMR, people can work, study, worship and do other activities safely, healthy and productively. This new habit must always be carried out continuously, both by society and individuals, so that it

becomes a social norm and individual norm in our daily lives. The key to the success of all of this is discipline, which is to always apply this IMR in our daily lives, so that it is easier and faster to break the Covid-19 chain.

Mindset Concept

Changing the mindset is the main prerequisite in order to be able to adapt to future developments. Mindset is a state or mental perspective of a person that has an influence on a person's approach in dealing with a phenomenon. Mindset is a set of opinions, assumptions or a record that is owned by someone who is very strongly implanted. Where mindset is an attitude that is formed through education, experience, and guesswork. Mindset is a belief or assumption or way of thinking that will determine a person's reaction and meaning to an event or event. For example, someone who believes that Covid-19 is a conspiracy does not have a positive mindset. In contrast to those with a positive mindset, they will think that Covid-19 can be used as an opportunity to carry out digital transformation. This is the difference between those who have a growth mindset and those who don't.

The mindset is formed by attitude, behavior, character, and habit. The journey to success can be described through a mindset that will influence action and lead to results. Mindset holds an important position to achieve optimal results and success. It's time for us to renew our mindset to be more positive. New mindset, new results. Make the Covid-19 pandemic a challenge and opportunity to grow. Based on the above definition, the notion of mindset is a belief and way of thinking that will affect a person's behavior and attitudes, which will ultimately determine the level of success in his life. (Firman et al., 2021).

The growth mindset can occur in the world of education and learning if a conducive educational ecosystem is built with change management, agile, adaptive, responsive and transformative leadership models as well as a learning atmosphere that is oriented to the development of thinking skills. The learning model is oriented towards the development of 3CAR, namely critical thinking, creative thinking, computational thinking, analogical thinking and reflective thinking. One of the tasks of the education or learning process is to form lifelong learning abilities. A lifelong learner is defined as an individual who explores and asks questions throughout his life. This definition implies that lifelong learners are always trying to broaden their horizons, both in terms of skills and knowledge. In addition, a person can be considered a lifelong learner when they are open to new ideas and perspectives from others.

People with a growth mindset will always maintain discipline and focus on developing good habits, learning continuously and achieving better progress. Being a lifelong learner is not just about learning what you don't know (learning how to learn), but also relearning what you already know to learn from (learning how to relearn) and learning what you don't know about what will happen next. in the future (learning how to unlearn). It also means that whatever you learn, you should be able to apply it for future use. Thus, the task and challenge for educational institutions is to realize a growth mindset in all internal education circles, namely at the institutional management level and at the level of learning praxis at all levels of education since primary, secondary and higher education. Especially in the context of dealing with changes in higher education governance after the Covid-19 pandemic.

2.1 Higher Education Governance Strategy Post Covid-19 Pandemic

Behind the obstacles or serious challenges (threats) for higher education during and after the Covid-19 pandemic, there must be an opportunity or opportunity (opportunity), to come up with the best solution in dealing with the reality of the covid-19 pandemic, the main key is having competence and capability. to use the creative potential of existing resources.

There are many opportunities that must be managed optimally by universities during and after the Covid-19 pandemic, such as: (1) more strategic policy formulation, in adjusting to the real conditions of the Covid-19 pandemic, (2) having infrastructure facilities and infrastructure. Higher quality IT, (3) applying the Knowledge Management model, the impact of the application of technology in the Tri Dharma of Higher Education, in academic-financial administration activities and data in the computer center, (4) increasing the ranking of higher education institutions as a result of the data Completely recorded activities of the Tri Dharma of Higher Education, (5) the ability to be able to conduct distance lectures to attract students who live far from campus. As a result of online lectures becoming an activity that is recognized by all countries in the world, and (6) the implementation of student admissions through online employee class lectures is more flexible and plentiful because employee students have limited time to be on campus.

3. Method

Qualitative research is influenced by the naturalistic-interpretive paradigm (Cresswell et al., 2003). Where researchers try to construct reality and understand its meaning, so this research is very concerned about processes, events, and authenticity. The writing of this article uses a comparative study of literature and content analysis. Literature comparisons were conducted to reveal various theories and information relevant to the topics studied.

Literature comparison studies were conducted by browsing primary literature online, namely journals, research reports, activity reports, books, magazines, news media, and other literature sources, which had valid criteria and had a good reputation.

This study uses the method of content analysis (content analysis). Fraenkel & Wallen (2006) stated that content analysis is a technique that researchers can use to examine human behavior indirectly through analysis of their communications such as: textbooks, essays, newspapers, novels, magazine articles, songs, advertising images and all types of communication can be analyzed. Guba & Lincoln (2008), suggest five basic principles of content analysis: (1) the process of following the rules. Each step is carried out on the basis of rules and procedures that are written explicitly, (2) content analysis is a systematic process. This means that in the context of category formation, entering and removing categories is carried out on the basis of rules that adhere to the principles, (3) content analysis is a process that is directed at generalizing, (4) content analysis questions the manifested content. Therefore, if the researcher is going to draw conclusions, it must be based on the contents of a document that is manifested, (5) content analysis can be analyzed quantitatively, but it can also be done with qualitative analysis.

The steps or procedures for this content analysis are also described by Fraenkel & Wallen (2006) as follows: (1) the researcher decides the specific goals to be achieved, (2) defines important terms that must be explained in detail, (3) specializes in units to be analyzed, (4) search for relevant data, (5) build rational or conceptual relationships to explain how a data relates to objectives, (6) plan sampling, (7) formulate category coding. After the researcher finds as much detail as possible about the aspects of the content to be studied, he or she needs to formulate relevant categories for research.

The stages in the comparative study of the literature used in the preparation of this article refer to Zed (2008) & Khatibah (2011). There are four steps that must be done, namely; (1) prepare equipment for review in the form of pencils/ballpoints, notebooks, and computers/laptops connected to the internal network; (2) compiling the selected or appropriate bibliography (which is actually used); (3) manage time and focus on activities so as to reduce or even avoid bias; and (4) read carefully, take notes, and write down the results.

Data analysis uses content analysis paradigm. Presentation of data using informal presentation method. Informal presentation method is a method of presenting data in the form of a formulation with regular words/phrases in accordance with linguistic rules. In presenting the data, the authors include quotes from various references used, in the form of analysis results, mentioning sources and illustrated based on summary or essence of information for each topic analyzed. This is done in the context of critical thinking and in-depth analysis of information.

4. Result and Discussion

4.1 Impact of the Covid-19 Pandemic

Reality shows that the Covid-19 pandemic has disrupted the Tridharma of Higher Education. In the field of education and teaching, before the pandemic, the learning process was carried out face-to-face directly, now it has been done online. Even the process of thesis examinations, theses, open doctoral sessions and graduation and graduation ceremonies at several universities have been carried out online.

The Covid-19 pandemic that has hit all countries, including Indonesia, has made the entire organizational structure that has been compiled unable to function. Coupled with the government's preventive policies in order to stop the spread of the corona virus by implementing work from home and physical distancing, the entire organizational system stops and is in a situation of uncertainty. There were many obstacles in online learning during the Covid-19 Pandemic, ranging from the unpreparedness of especially lecturers, the declining quality and quality of teaching and learning activities, to inadequate infrastructure support.

The impact of the Covid-19 Pandemic is unavoidable, the indications include: (1) financial difficulties for some active students, this causes: (a) problems in paying Educational Guidance Contributions (SPP), until they drop out of college. Data from the Association of Indonesian Private Universities (APTISI) states that fifty percent of students are unable to pay the Educational Development Contribution (SPP). Private universities (PTS) who feel directly, especially universities that have a student number of less than 2,500 people. PTS in this category are very significant, around 75% of the number of universities in Indonesia, (b) another impact if they routinely continue to use the distance lecture method (online), then there are objections from some students, because some students have limitations in internet fees for online learning; (2) the difficulty of completing the Final Project, students who are compiling theses, theses, dissertations will have difficulty doing field research, and difficulties in conducting guidance, so that they are hampered from graduating on time, and this condition can also increase the number of students who drop out (DO); (3) other impacts are changes to the Tri Dharma of Higher Education. If in the next few years, until all people get the vaccine, education and teaching activities will not run as before. The policy choices will be to continue to study and work from home, work from home and social distancing, maintain a distance (physical distancing); (4) the emergence of changes in the method of implementing the Tri Dharma Higher Education activities. For example, KKN-Thematic which is adapted to the

needs of the community in the KKN location; and (4) note that there are various impacts or shortcomings during the pandemic, it is imperative to develop an education strategy that is oriented towards progress in the long term. Higher education managers must fix and make creative and innovative breakthroughs from the quality of teachers, the completeness of infrastructure in each educational unit, the availability of internet network facilities, to the issue of financial assistance for students in the poor category.

Based on the discussion above, it can be concluded that the post-Covid-19 pandemic college governance is implemented by developing an educational strategy that is oriented towards long-term progress by making creative and innovative breakthroughs from the quality of teachers, completeness of infrastructure in each educational unit, availability of facilities internet network, to the issue of financial assistance for students in the poor category.

4.2 Inhibiting Factors in Higher Education Governance After the C-19 Pandemic

In every policy there will always be an inhibiting factor which is an obstacle so that the implementation of the policy does not run smoothly. The inhibiting factors for the implementation of service governance policies during the Covid-19 pandemic are: (1) The technological limitations of the Covid-19 pandemic have caused the government and all elements to change the procedures for interacting as well as in social, economic, and educational processes. The sector most affected by the Covid-19 pandemic is the world of education, education service providers including higher education providers are changing their learning approach from face-to-face to online lectures. Higher education providers are trying to provide services to students during the Covid-19 pandemic.

Actually there are obstacles, but they can be overcome, it was announced online that the academic process must be online, but there are some students who do not have a supporting cell phone, so they have to come to campus to be served but still have to maintain the 3 M, namely washing hands, wearing masks and social distancing. It's been an obstacle so far, but it can be overcome.

Service activities during the Covid-19 Pandemic that advocated for online services were constrained, one of which was because some students did not have adequate cell phones. Therefore, for students who are constrained

HP problems are allowed to come to campus to get services but must maintain health protocols. The need for the use of technology is to support the learning process of students and lecturers. The need for the use of technology is an urgent problem, because it is closely related to institutional development.

Based on the results of the interview, it is known that not all students have Android phones, which results in some students being unable to take online lectures. There is a solution that might be used as a way out, namely, students who do not have an android cell phone can join class friends who are in the same area in order to remain able to attend lectures.

Service Governance Policy during the Covid-19 Pandemic Period of Limited Internet Network Access In preventing the spread of the Covid-19 pandemic, the Ministry of Education and Culture representing the government issued a learning policy using an online system or online learning. Online learning is expected to be a solution experienced in the learning process. However, the online learning process is still constrained

with various limitations. Learning raises new problems. From the information, one of the students is required to study online, for lectures one of the obstacles is the network, because sometimes the network is difficult to obtain, especially if there are students who live in remote areas.

From the results of interviews with informants, information was obtained that one of the , in addition to the difficulty of accessing the network, and the lack of funds prepared by students to buy internet data packages. Therefore, it is highly expected the role of universities in the form of policies and commitments to the implementation of the internet for learning. The results of the study indicate that the application of recommended learning for learning in higher education after the Covid-19 pandemic is blended learning.

4.3 Higher Education Governance Policy Post C-19 Pandemic

Policy, in the view of Dye (2012), is whatever government to do and not to do. The interpretation of Dye's definition in the context of higher education policy can be interpreted that the policy contains a choice to be made or not carried out by the government.

In this case, George C. Edward III (1980), states that there are four components that influence the implementation of higher education policy as a public policy, namely first, communication (communication), resources (resources), disposition (disposition), bureaucratic structure (bureaucratic structure). The success of policy implementation depends on the simultaneous effectiveness of these four components.

For example, the disposition aspect in higher education governance policies after the Covid-19 pandemic. If the implementers have a positive tendency or attitude, or there is support for the implementation of the policy, then there is a high probability that the implementation of the policy will be carried out in accordance with the initial decision.

However, if not certain the opposite happens. One of them is with its autonomy, universities can provide flexibility in maintaining the quality of learning, research and service with the various limitations of each university and not burdening students beyond their financial capabilities.

This means that higher education as a center for the development of science and technology as well as producing a superior young generation, must be able to improve through various policies that are responsive, adaptive, sustainable and sustainable, in accordance with the needs of the community and stakeholders.

To achieve this, there are several offers to strengthen several components that can be synergized with existing policies, namely: First, higher education must begin to improve facilities and infrastructure to support online-based learning, starting from infrastructure, learning management systems, e-resources (e-learning). books, e-journals) are adequate, as well as other supporting aspects. So that it can give birth to the tridharma of sustainable higher education. Second, increasing the integral capacity of lecturers and students. The main focus is on the competence of multi-talented graduates in integrating physical, digital and human objects. Students and lecturers must be skilled at approaching problems from many perspectives. The integrative curriculum model is the best opportunity to combine all disciplines to think across borders and generations. Third, the continuous expansion of digital platform support to support online learning. Apart from being a form of preparedness in emergency conditions, it is also a form of improving the quality of higher education in the midst of the rapid development of technology in the 4.0 era towards Cyber University. So that it is expected to be a solution for students in remote areas to reach quality higher education. Fourth, collaboration/partnership is key. Collaboration between universities, lecturers and students is important to be developed, both at home and abroad. In addition, collaboration between higher education and telecommunications service providers and hardware. This is so that access to online learning can be reached by all groups and regions throughout Indonesia. Collaborative fast measures also cover education policies, access, programs and outreach. Fifth, the transformation towards responsive, inclusive and sustainable higher education. So fast in adapting in various conditions and situations. Including being responsive in finding solutions for the sustainability of millions of students affected by Covid-19 in the country due to cost issues. For example, by initiating a philanthropic movement, as a form of mutual cooperation and working hand in hand to save the fate of the nation's generation. This includes being responsive and inclusive in producing graduates with various backgrounds and skills to create a more cohesive and productive world of work. Including readiness to meet Society 5.0.

Finally, it is time for higher education policy directions to focus on quality outcomes that frame diversity and not just quantitative outcomes. Higher education must place the academic process as a humanist and inclusive framework, so that it is sustainable and interconnected and works through global collaboration. This is related to the government's policy choices to protect its people as well as the people's right to obtain the widest and best possible access to education.

4.4 Changes in Higher Education Governance Mindset After the Covid-19 Pandemic

Changes in the socio-cultural, economic, political landscape have undergone major changes due to the industrial revolution 4.0. Cloud computing technology, internet of things, artificial intelligence, big-data analytics, advanced robotics, to virtual reality have brought changes in all fields. Colleges must realize that technology has become a master of disruption. Trade has shifted to e-commerce. The banking world has been disrupted by the presence of fintech and various types of e-payments. The world of medicine and pharmacy is increasingly being disrupted by healthtech. Legal professionals are also starting to get rocked by recthtech.

And the world of education has been massively disrupted by edutech, he explained. In this regard, the President is of the view that higher education institutions must inevitably strengthen their position as edutech institutions. According to him, the most basic technology is learning to use digital technology. Furthermore, digital learning is not only used to facilitate teaching by internal campus lecturers to students, but also facilitates students to learn from anyone, anywhere, and about anything. Learning from practitioners, including industry players, is very important to facilitate. The curriculum should give credits a much greater weight for students to learn from practitioners and industry. The exposure of students and lecturers to the future technology industry must be increased. Teachers and mentors from industry players, student internships to the industrial world, and even industry as tenants on campus must be added, including other practitioner organizations must also be invited to collaborate.

Universities, especially private universities (PTS) must quickly adapt to changes in the educational paradigm to become more autonomous with an innovative learning culture. Universities are also able to interpret the Free Learning Policy, as an Independent Campus encourages the learning process in higher education to be more autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of each university. In addition, the concrete contribution of higher education is to carry out KKN-Thematic and Numerical Literacy which is carried out by carrying out themes and various themes that are appropriate to the needs of the community at the location of the Thematic KKN.

The change in mindset in higher education governance after the Covid-19 pandemic is indicated by the existence of a strategy in the post-pandemic period in the future, which is to emphasize the spirit of change in higher education governance, targeting significant breakthroughs both in mindset, attitude/behavior patterns in leading and also works on the overall governance of higher education organizations that are adapted to current global needs and conditions that touch on all existing substances.

Changes in the Role of Lecturers in Learning in Higher Education

Covid-19 has infected millions of people in more than 200 countries around the world and caused many deaths (Khan et al., 2020; Lin et al., 2020; Worldometers, 2020). The Covid-19 pandemic affects almost all aspects of life, including education (Anderson, 2020; Azzi-Huck & Shmis, 2020; DHEC, 2019; Domenico et al., 2020; Horn, 2020; Huang et al., 2020; OSPI, 2020; van Fleet, 2020; Zhang et al., 2020). In pandemic conditions, the role and position of the educational aspect is very crucial (Bakhtiar, 2016; Barennes et al., 2010; Karlsen et al., 2015; Pogreba-Brown et al., 2012). To break the chain of spread of Covid-19 - where students can act as carriers and spreaders of disease without symptoms - almost all countries have eliminated activities in schools. As of April 2020, more than 400 million students worldwide are required to study at home (Domenico et al., 2020; Gee, 2020; Unesco, 2020c).

The consequence of physically closing educational institutions and replacing them with learning at/from home as per government policy is a change in the teaching and learning system (Arora & Srinivasan, 2020). School managers, students, parents, and of course teachers must migrate to digital or online learning systems, which are better known as e-learning (Aderholt, 2020; Karp & McGowan, 2020; Unesco, 2020a) or known as deep learning, networking or online learning. Simultaneously, the majority of educational institutions opted for the online learning option (Azzi-Huck & Shmis, 2020; Bartlett et al., 2020; Horn, 2020; Maine Department of Education, 2020; The International Baccalaureate Organization, 2020; The World Bank, 2020; Ting et al., 2020; Unesco, 2020b; Zhang et al., 2020).

Indonesia is also relatively no different from other countries. Despite realizing that there are disparities in access to learning technology and the diversity of parental backgrounds. The Ministry of Education and Culture firmly enforces online learning policies (Irawan, 2020; Katili, 2020; Ministry of Education and Culture, 2020; Makdori, 2020; Putsanra, 2020; Wahyudi, 2020).

Changes in learning and teaching patterns will certainly never be separated from the role of lecturers (Collie, et al., 2011; Najeemah M Yusof, 2012; Thien et al., 2014; Zacharo et al., 2018), especially changes to online learning patterns. Lecturers must be prepared for various learning conditions and student conditions, including the development of life in society (Abdullah, 2016; Darling-Hammond & John Bransford, 2005; Zein, 2016). In this regard, this article aims to review how to become a professional lecturer during a pandemic, which is focused on reviewing aspects of the demands of digitalization in the world of education, especially in learning activities. The review will focus on how the implementation of learning during the Covid-19 pandemic in various countries and learning in Indonesia during the Covid-19 pandemic, the challenges faced and at the same time strategic solutions going forward.

This study is very important and needs to be done, as an effort to anticipate the world of education- especially for lecturers and students, and at the same time as a basis for future policy making (futuristic). In line with Anugrah (2020), the Covid-19 pandemic may be an entry point for changing learning that is sensitive to the times, developments in science and technology, and contextual. However, all parties must realize, as Cluver et al (2020) emphasized that Covid-19 is not the first virus or pandemic to threaten or affect human activities, and it may not be the last. As according to Contreras (2020), in the twentieth century, the world has experienced several new diseases and even pandemic-level diseases. Therefore, universities need to learn from the conditions that occur and learn from history, in order to utilize effective strategies to strengthen all sectors of life, and especially the education sector in responding to the dynamics on campus after the Covid-19 Pandemic for future strategies.

4.5 Higher Education Governance Strategy Post Covid-19 Pandemic

4.5.1. Higher Education is Increasingly Open

The phenomenon of online learning platforms, higher education is becoming more open and accessible to anyone, and anywhere, without having to be hampered by certain economic, geographic or social access problems. The learning ecosystem is becoming more fluid and plural by bringing together students from various countries, ethnicities, cultures, and backgrounds from different economic strata. Students/students learn independently. The word independent means that students do not depend on others, are free and can do it themselves and learn independently, students or students who study independently have the freedom to learn without having to attend the lessons given by the teacher/lecturer in class, in addition to that students / students have autonomy in learning.

However, some research findings show that online lectures require adjustments so that they become obstacles for students. Research on Unesa sports science students, the perceived obstacles in online lectures

include minimal data and signal quota packages coupled with lecture techniques that burden students with many assignments with short deadlines. (Sulata & Hakim, 2020).

Based on the discussion above, it can be argued that online learning platforms in higher education are becoming more fluid, plural, open and accessible to anyone, anywhere, without having to be constrained by problems of access to the economy, geography or certain social strata.

4.5.2. Learning in Higher Education After the Covid-19 Pandemic

The Ministry of Education and Culture, since the early 2000s, has actually initiated online learning. But not many universities do it. Until finally there was the Covid-19 Pandemic which "forced" universities to switch to online learning. Learning is changing, 98% of universities are doing online learning. This is in accordance with a survey conducted on April 9, 2020 after 1 month of the issuance of the Circular from the Minister of Education and Culture. With 237 students as respondents from Sabang to Merauke, the results show that 98% of students have done online learning.

In accordance with the principle of "Student centred Learning" students are the centre of learning and actively seek their own knowledge. Dependence on lecturers as a source of knowledge must slowly be reduced, the role of the lecturer is only as a facilitator who guides students.

Lecturers don't have to be busy going back and forth between classes in every session. It is enough for lecturers to record the material that will be delivered in lectures, then distribute it to the class they teach, without having to repeat the same material in different classes. With this system, lecturers will have more free time to carry out other tri dharma activities, namely researching and conducting community service activities that may have previously been hindered due to a busy teaching schedule.

With the rapid development of science and technology, the management system and campus services will also experience significant changes. Students as consumers of knowledge will determine for themselves what courses they want to take, what kind of curriculum they want, and what competencies they want to achieve after leaving the campus where they are studying.

In an analogy, like entering a Padang food stall, students have the freedom to determine what course menus will be consumed while they are on campus, not bound by the curriculum that has been determined by the previous campus. Thus, future students are people who can think multidimensionally, not stuck with the rigidity and linearity of one discipline, but a combination of many different disciplines.

In the future, many lecture buildings with towering floors will not be needed. Lecture buildings and laboratories owned by a campus can be shared with other campuses, even overseas campuses.

Meanwhile, the Ministry of Education and Culture (Directorate of Elementary Schools, 2022), implements a transition period strategy towards the Post-Covid-19 Pandemic era. There are three steps taken by the Directorate of Elementary Schools in adapting to the Covid-19 pandemic to achieve the goal of a better Indonesian education. First, through policies issued by the government in the midst of a pandemic, such as budget relocation, SKB 4 Ministers on Face-to-face Learning, coordination with local governments and schools. Second, is the transition to the pandemic period, where the government has vaccinated teachers and education personnel.

The government is also preparing infrastructure including digitalization and telecommunications to fulfil learning during the pandemic. In addition, conducting a face-to-face learning survey, limited face-to-face learning preparation, remedial, school digitalization preparation, preparation of the Driving School program and carrying out UKS development efforts to support living habits in the new normal era, by implementing clean and healthy living behaviors.

In addition to carrying out the three strategic steps in the post-Covid-19 pandemic period mentioned above, the Directorate of Elementary Schools is also strengthening and expanding the digitization of schools, including in the 3T area. Providing PHBS optimization, scale-up for driving schools and strengthening the Pancasila Student Profile through various modes of learning (online, offline, and project-based learning).

Based on the discussion above, it can be concluded that the strategic step to change the governance mindset in the post-Covid-19 pandemic is to strengthen and expand the digitization of special educational institutions in the 3T region.

5. Closing

Based on the results and discussion above, it can be concluded that the change in mindset in higher education governance after the Covid-19 pandemic can be stated as follows: first, developing an educational strategy that is oriented towards long-term progress by making creative and innovative breakthroughs from the quality of teachers, completeness of infrastructure, availability of internet network facilities, to the issue of financial assistance for students who are in the poor category; second, the recommended learning in post-Covid-19 pandemic colleges is blended learning, third, higher education must place the academic process as a humanist and inclusive framework, so that it is sustainable and interconnected and works through global collaboration, fourth, with the spirit of change, targeting a significant breakthrough both in mindset, attitude/behavior patterns

in leading and working as well as on overall higher education organizational governance that is adapted to current global needs and conditions, and fifth, online learning platforms in higher education are becoming more fluid, plural, open and accessible to anyone, and anywhere, without having to be constrained by problems of economic access, geography or certain social strata.

Based on the conclusions above, the following suggestions are made: first, universities, especially private universities, must quickly adapt to changes in the educational paradigm with an innovative learning culture; secondly, strengthening the IT ecosystem is no longer an option, but a necessity; third, although not perfect and without problems, blended learning is the most rational choice, because physical mobility is very limited as an effort to maintain mental safety; and fourth, innovation in redesigning various academic and supporting activities must be carried out. This innovation is to get around the limitations of the physical mobility of higher education academics, including students and lecturers. This is an effort to maintain hope and not give up on the post-Covid-19 pandemic.

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