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Relevance of Character with Transformation of Values and Learning Styles in General Education

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Abstract. Character is believed to be a force that can sustain a person in all situations. This research was conducted when the pandemic was still hitting and during a new adaptation period. The pandemic causes the need for changes and adjustments in attending lectures. In the faculty of arts and design, most of the learning process is carried out through the assistance of student work. Lecturers and students meet face to face on campus. The pandemic is changing values and learning styles that require effort, willingness, and adaptability. This research examines the relevance of student character with the ability to follow the transformation of values, learning styles, and learning methods. The method used in this research is through interviews with students of the faculty of art and design, interviews with lecturers, limited surveys, and distributing questionnaires as an effort to collect information. All information will be sorted according to the aims and objectives of the research through data reduction.

Key words: character, learning styles, pandemic, transformation, values

INTRODUCTION

The Covid-19 pandemic has not yet ended and still affected the education world and create stress that affects daily routines and has a significant negative impact on mental and physical health. Students are generally depressed because their routines are disrupted (Muhammad Babar Khawar, dkk, 2021:1). UU no. 20 of 2003 states that education is defined as a conscious effort so that humans can develop their potential through the learning process and or other ways that are known and recognized by the community. Along with the development of an increasingly advanced era, humans are required to master science and technology. Knowledge can only be obtained through education, both formal education and informal education (Kamal, 2013: 6). The successful implementation of education is also determined by the teaching method chosen. The method will guide the achievement of learning objectives (Maria Ulfa, 2018).

The educational process during the pandemic was shifted to online learning in all courses, including courses in the faculty of arts and design. Online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. The advantages of online learning with information and communication are that it is not bound by space and time (Sadikin, Hamidah, 2020).

Before the Covid-19 pandemic occurred, online learning had become a demand in the world of education for the past few years due to technological advances and changes in social conditions. Online learning has become an important way of delivering courses in higher education (He, Xu, & Kruck, 2014). More than 69% of higher education institutions revealed that online learning is an important part of their long-term strategy (Allen, Seaman, 2013). Distance learning has great potential for valuable learning experiences in a virtual environment but needs to be supported by the university's growing technological infrastructure and quality of interaction with teachers (Leontyeva, 2018).

The teaching of arts and design still requires a process of assistance from the supporting lecturer for every work done by students. This online education needs to keep the work produced original and of good quality. Therefore, the character aspect is believed to be a strength that can support a person in this situation, both the character of the lecturer and the student concerned. Character education emphasizes the efforts and willingness of students to apply the values that have been known and implemented in their daily lives (Binti Maunah, 2015).

The faculty of arts and design has a specific way of carrying out the teaching and learning process. There is a grouping of basic expertise courses, namely groups of study materials and lessons aimed at providing a foundation for the formation of expertise, both for the benefit of the profession as well as materials for the development of science and technology. Design education is also needed to support preparation to become an industrialized country that will

meet economic needs. Industrialization is marked by the acceleration of technology fulfillment so that technicians and designers are needed. This reveals that the designer profession cannot be abandoned, especially now that the creativity factor related to the activities of ideas and designs is needed. Therefore, the world of higher education is expected to be able to produce professional designers. (Iswahyudi, 2003).

Professional designers when creating a design, need to pay attention to several processes that need to be done linearly. According to Yongki Safanayong, the design process consists of seven stages, namely: (1) Inspiration; (2) Identification; (3) Conceptualization; (4) Exploration/ Refinement; (5) Definition/ Dummy; (6) Communication; (7) Production (Hartanti, Nurviana, Lukman, 2020). The seven stages of the design process can still be done through online learning. Besides that, design is a rational art, its basic principles and working processes are very different from elitist art. An elitist artist's orientations are subjective, intuitive, emotional, single product, individual work, simple work, spontaneous, and anti-data. While a designer's orientations are consumer, objective, reasoning, mass product, teamwork, familiar with the production process, planned and systematic, and works based on research (Judge, 2019). In creating a design, a designer does not only work individually but needs to pay attention to other social factors, therefore the character aspects of a designer during the education process needs to be considered. This research examines the relevance between student character and the ability to follow the transformation of values, learning styles, and learning methods.

METHODS

The method used in this study is descriptive qualitative analysis, to obtain a complete picture in a natural setting because the objectives of this research are qualitative. Primary data was obtained from students through in-depth interviews conducted online. Subsequent interviews were conducted with lecturers who teach both theoretical and studio courses. The researchers also conducted interviews with outside lecturers, as a comparison to enrich the research results. Furthermore, the data collected will be analyzed using inductive techniques with the following steps; perform data reduction, data presentation, and data verification. The locus and focus of the problems investigated are the impacts of the online teaching and learning process during the pandemic, the online and offline (limited) learning process in the new normal and proper learning processes in the post-pandemic period. Data collection is done by reviewing opinions, attitudes, motives, as well as through the distribution of questionnaires as a method of triangulation to obtain accurate answers. However, as qualitative research with a natural setting, various techniques will develop in the field so that the expected results, namely the quality and depth of this research can be precise and the results can be used as a reference in the teaching and learning process at the faculty of arts and design and will enrich the methods, techniques and teaching styles for lecturers and directing students to the right way of learning for each subject to be followed (Sugiyono, 2014:32).

RESULTS AND DISCUSSION

When the pandemic hit, even during the new normal, 100 percent of lectures were conducted online to break the chain of the spread of the Covid 19 virus. At first, this was fun for students because they didn't have to go to campus, they didn't have to get stuck in traffic, they didn't have to spend transportation costs and fees, avoid pollution during the trip. After two months passed, what was initially fun became boredom, uninteresting, and even difficulty in coping with the lecture material. Not to mention network problems, power failures, and when it rains heavily, network disturbances are getting worse. Difficulties in studio courses are more pronounced when compared to theoretical courses. The results of the processing of questionnaires and interviews conducted to design students from various levels showed this. First-semester students, most of which are still theoretical, stated that they have not found it difficult to understand the material. Because they simply listen wholeheartedly, read the instructions given by the lecturer, including books/sources that must be read, so that students do not experience difficulties. However, for upper-semester students whose learning materials are more focused on designing visual works, this condition is not conducive.

There is no other choice, like it or not all parties have to adapt during the pandemic and post-pandemic periods. Time is a wise friend, it provides an opportunity for everyone to change (Irwan Fecho, 2020:xii). Distance learning is learning that uses technology and information as an inseparable part, while still paying attention to learning methods and techniques (Tsai-yu Chang, dkk, 2021:1096). Lecturers have their challenges, especially in assembling material that has been prepared to be carried out face-to-face but must be done online. At Maranatha University, the CLS (Centered Learning Study) program has been conducted since three years ago. Lecturers and administrative staff have been involved in several pieces of training. Through this CLS all teaching materials ranging from the syllabus, PPT, PPT with sound, video, assignments, and

attendance can be accessed by all students. Every student and lecturer who already has a password can log in. Unfortunately, not all lecturers apply and using CLS. After the pandemic, awareness of the importance of the presence of CLS increased. Retraining is carried out through educational institutions. This training is conducted online. With the sincerity of all parties in a relatively short time, all lecturers have been able to store all their teaching materials in CLS including quiz questions as well as mid-semester and end-semester exams. CLS system continues to be improved, complaints from students and lecturers are accommodated and then followed up. The combination of face-to-face learning (on-site) and distance learning (online) is a future learning trend (Tsai-yu Chang, dkk, 2021:1099). This combination is important because virtual and independent learning is not believed to be able to replace face-to-face interaction. The attention of education providers to seek face-to-face learning directly needs to be studied and carried out (Aaronvir Singh Thind, dkk, 2021:6).

Using CLS helps a lot. Lecturers can continue to be creative through PPT shows, the development of teaching materials, and varied assignments so that the objectives of the lecture can be carried out. Through CLS students can learn a lot without having to incur additional costs. CLS is part of the education service provided by Maranatha Christian University. In addition to CLS, the lecturers and students were using MS team as a means of direct face-to-face contact. MS team becomes part of the lecture. Even though on a limited basis, lecturers and students can greet each other, ask how they are, what difficulties they feel (touch the heart, give attention), explain the material, and explain assignments. The implementation is because the material has been stored in CLS, it is expected that students will first study the material so that when face-to-face interactions are carried out it is more of a question and answer session. The lecturer explains the material that has not been understood. MS team is usually done at a maximum of sixty minutes. In addition to the MS team, some lecturers chose Google Meet or Google Classroom. Whatsapp groups were formed by lecturers as a means of communicating. For example, due to one reason or another lectures were canceled, a substitute lecture schedule (because of the red calendar), the lecturer was unable to attend due to illness, and other information.

The Importance of Character Quality

The Covid-19 pandemic has had a major impact on life, including the world of education, it needs to be addressed wisely. The teaching and learning process that is already comfortable for most educators,

education staff, and students suddenly has to change. There is no other choice so that the learning process can be carried out. They must be willing to learn new things, such as using zoom, ms team, google meet, etc. Learning "independently" because direct interaction with lecturers and friends is very limited. Character toughness is needed. Character helps everyone to survive in all situations. Not easily give up. The steadfast qualities that are owned and developed in a person will determine the response without being influenced by situations and conditions (Rizal Badudu, 2019:11).

The pandemic has had an impact which for some students is seen as disastrous, but for others, it is seen as a challenge that needs to be addressed and faced. Willingness to change learning styles, learning methods, accept and learn new media that continues to change and develop is a must. It takes motivation that arises from students to these changes. Motivation refers to the entire process of movement, including situations that cause encouragement in the individual that manifests in actions and behavior (Abdul Rahmat. 2021:79).

Character is a keyword in actions and behaviors that encourage a person to develop independent, creative, national-minded abilities (Binti Maunah, 2015: 92) so that the development of national character must include the ideology of the Indonesian nation, namely Pancasila, religion, and belief systems that develop in society, values and morals that are upheld as well as the system of legal norms that apply in Indonesia ((Ida Bagus Ray, 2016:1). At first, a character does not grow by itself, it needs awareness and ability and needs support from the environment. Characters that have been formed will become capital in living all life, including facing all situations and conditions that are not ready to be expected. Students with resilient characters are relaxed and more ready to go through the lecture process without complaining or reacting to blame the situation. Strength of character is a positive factor that can protect a person from the negative effects of stress that affect mental, especially the impact of a pandemic (Qianwen Liu, Zhenhong Wang, 2021:2).

Value Transformation in Lectures

To study further about the lectures conducted during the pandemic, especially at the faculty of arts and design, we have conducted studies through literature studies, interviews with students, interviews with lecturers, and interviews with Prof. Rahmat whose concentration is in the field of education and distributing questionnaires to FSRD students. Value transformation will continue to change and develop because humans are dynamic and science continues to change and develop. FSRD refers to the values of

integrity, care, and excellence, so all of these values are inherent and even live in every process that occurs at Maranatha Christian University. During face-to-face lectures, the values carried are more likely to be observed. The value of integrity is manifested in words, attitudes, and actions.

The originality of the work is one of the concerns of the lecturers in its implementation. Therefore, the work made by students is assessed not only from the final result but also from the process carried out. All sketches made into parts will be submitted to the lecturer. When making this sketch, the role of the lecturer is very real in assisting students. Even when directing the lecturers, they can chat while asking about family, health, whether there are difficulties in following the material, and other things. Indeed, not all work can be done optimally online (Jason Schenker, 2020:11). Frequently the assistance process is also interspersed with jokes. This assistance process helps good relations between lecturers and students. Not only for the transfer of knowledge but also the transfer of the value of life. In the middle of a pandemic, teaching with high-tech equipment and new features is a must (Maria Patricia, 2020:1). Students who are categorized as adults still need figures who are willing to listen to complaints, answer questions sincerely, and direct various things that must be done by students. The attention shown by the lecturer with great patience is one aspect that students always miss. It is necessary to think about so that students remain active through discussion even though the learning is done online (Sharon Panepucci, dkk, 2021:8).

The transformation of values during onsite and online lectures is indeed different. Value transformation online is more limited in nature. Value transformation occurs when zones are grouped for universities such as red zones, orange and yellow zones which limit face-to-face activities in learning (Rodame Monitor Napitupulu, 2020). Lecturers can only observe through the screen, can only see without touching. Physical contact to direct and encourage is not possible. This was proven when we conducted interviews with students related to the transformation of values. The following are the answers given by the students: Keep the originality of assignments, even if lectures are conducted online; Sometimes attending lectures while doing other activities, because the camera is closed; For theoretical course assignments, sometimes ask and discuss with friends; Interaction with friends is getting less frequent (greeting, asking for news, or giving support/encouragement when a friend is sick). This is part of implementing the value of care. When they meet each other, they know that their friends are sick, even if they are close friends without telling them, when they see their facial ex-

pressions or body gestures, some students know that their friends are sick, or that there is a problem; Relationships are getting closer during breaks or in between doing assignments. Can have lunch while talking together. Stories told about everyday life. For boarding students make working groups together so that the value of the assignment becomes more leverage. It is felt when working together, ideas are sparked so that each member of the group can develop new ideas. On the other hand, students who don't have boarding houses sometimes tell stories that they get "nagged" by their parents because they wake up late. This story was responded by other students who also had the same experience. While others gave suggestions, not to wake up late, by setting an alarm on the cellphone, not sleeping too late, paying in installments, or taking advantage of the time while on campus or at the workshop. Jokes keep the students' togetherness while trying to do their best. This is part of the transformation of excellent value; Although there is interaction with friends, it is very limited, very different from when studying onsite; The transformation of values is still there. As long as students listen and pay attention to the lecturer, there are always messages and meanings that can be taken. For example, the task is done seriously (excellent value), believes in one's abilities (integrity value) and if there are friends who do not attend lectures due to illness or other obstacles, help so that today's lecture information can be conveyed (care values); Another value that students get is to be enthusiastic, to have a fighting spirit, not to give up; The next value is the value of discipline, not delay. Do what can be done.

From the answers given, it turns out that the transformation of values can still be carried out even if the lectures are carried out online. However, the transformation of values is not optimal as when studying in person/face to face. Another thing is that lecturers cannot observe body gestures, facial expressions of students who take classes because online lectures have limitations, such as not all students appear on the screen, the reason that the network has to close the camera, the duration is more limited, taking into account boredom and fatigue in the eyes when used continuously. The reluctance to transform changed after the pandemic (Manampiring, 2019). Conventional patterns that are felt to be comfortable become one of the obstacles in the implementation of distance learning (Rubiyantika Astutiningtyas, Setyo Y, 2020). Students' awareness that the pandemic is changing the order of life can be seen in the diagram below. The results in the diagram are also corroborated by the results of interviews, as stated above. The pandemic conditions are faced and lived, including the changes in it. The total number of respondents is one hundred and forty-six (146). As
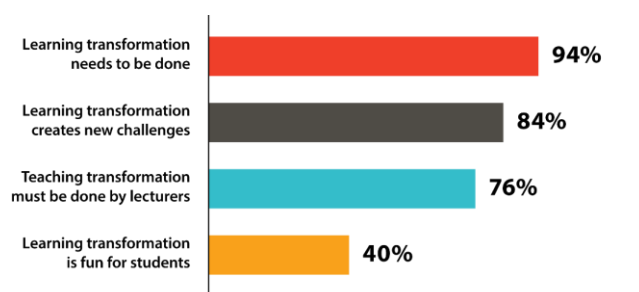
many as 93% answered that the pandemic changed the order of life, including the world of education.
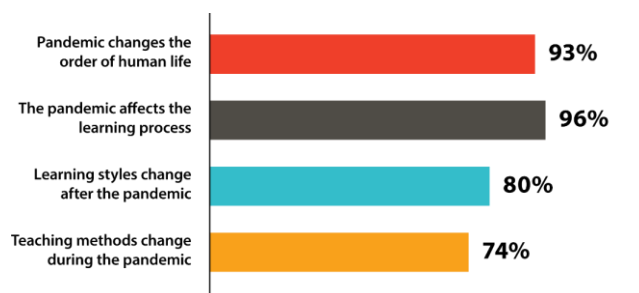
Figure 1. The Pandemic Changes [Graph]

This student awareness is a fact that cannot be denied. A reality that must be faced is accompanied by efforts so that the lecture process can still run and the quality is maintained.

Figure 2. Learning Transformation [Graph]

Transformation or changes in the way of learning also require adjustment. One of the adjustments is time management skills, especially difficulty maintaining focus and concentration while sitting in front of a screen for a long time (Aaronvir Singh Thind, dkk, 2021:3). 94% of respondents strongly agree that it is necessary to make changes to the way of learning. From the results of the interview, the most widely used method of learning during online lectures is to prepare all the lectures that will be carried out. Make sure your laptop, computer, or gadget is ready for use. Anticipate if the power goes out. So always try so that the battery is fully charged. Make sure there is an internet quota or wifi, whereas previously this device was only as a support and not as the main device. In addition, focus/concentration is needed when using MS Team, Google Meet, or Google Classroom. Because if there is a material that is missed it will be difficult to ask. It is very different from onsite lectures, you can directly ask lecturers and students.

Learning transformation for most students is a new challenge. In terms of what is new for certain groups, it is considered a difficult challenge to do but for other groups challenges do exist but are not seen as difficult.

Seventy-six percent stated that teaching transformation was needed. Lecturers are also expected to carry out teaching transformations. From the results of the questionnaire, it can be seen that forty-two percent said they agreed and as many as thirty-four percent said they strongly agreed. Conventional teaching, which so far is mostly done by lecturers and students, meets face-to-face in the classroom. Lecturers teach and students listen. When studying online it is almost impossible to do. Without any change in the way lecturers teach, many things may be missed or not achieved. It takes creativity in compiling teaching materials stored in CLS. The teaching materials are interesting, easy to understand, supported by various data in the form of examples, pictures, videos or detailed explanations through voice PPT (PPT which has been prepared by the lecturer carefully and then read and recorded) carried out with clear voice recordings. The use of the internet network with accessibility, connectivity, flexibility and the ability to bring up types of interactions in learning (Ali Sadikin & Hamidah, 2020). Another creativity is to combine the method of delivering material to students while still paying attention to the duration. Ice-breaking still needs to be considered for preparation. The goal is to refresh the atmosphere, eliminate sleepiness, saturation or boredom.

The face-to-face is only an hour but the preparation will take longer. The lecturer prepares the material by first doing a simulation. One of the lecturers interviewed said that lecturers are a profession. It means an endless process. learning process. Keep abreast of all changes and developments, especially those concerning the world of education. Changing situations require creativity in using learning methods. The use of appropriate learning methods can improve learning outcomes (Mardiah Kalsum Nasution, 2017). Especially facing the millennial generation who are very familiar with the technology. Understanding and recognizing the characteristics of students as millennials can help lecturers in establishing and building relationships. The millennial generation has been living with technology since birth. All his needs can be met through technology. The following are the characteristics of the millennial generation (Hendarman, 2019, Gallup, 2016): Interest in reading conventionally decreases because smartphones are their choice in finding information; In general, they have a social account that is used as an information center and means of communication; Television has been abandoned and mobile phones are the main choice because mobile phones have many advantages compared to television. In a mobile phone, everything they need can be found; Family as people they see as

the center of consideration before making a decision; Work is not just looking for a salary but to realize what they aspire to; Job satisfaction is not the main thing but whether in the job they find new challenges that make them grow and develop; Want a cooperative boss. It's not just the one who rules and commands.

Not everyone likes a challenge. Some people prefer a safe and comfortable zone. Difficulty getting out or leaving the comfort zone answers to a questionnaire about whether transforming learning into something fun. The results of data processing show that the highest number, namely forty-four percent, expressed doubt. This means that students are confused about the transformation. Another language if you have to do it, but don't do it wholeheartedly. The word not wholeheartedly implies that it is not done with all its potential, just flows, which will happen later. His enthusiasm did not show. Twenty-eight percent agreed and twelve percent strongly agreed. The overall answer to this question is interesting to study. Millennials are fast-moving, instant-paced dynamic people. But unfortunately for the transformation in the lectures, not all agreed. As big undecided is the change pleasant or not. Students are part of the millennial generation. This generation has advantages such as technology literacy, dynamic, creativity, easy to change jobs in a short time (Yoris, 2016).

The next question we ask is the choice of online and onsite courses and their consequences. The answers we received varied greatly. Students who choose to study online provide the following reasons or conditions: Students who live outside the city (they return to their home areas at the beginning of the pandemic), because they are still worried about the covid-19 pandemic; Because they have not been vaccinated, the possibility of being exposed to covid is greater; Can help parents' businesses, because, after Covid, parents' businesses experienced a decrease in income; The task is to be original because the idea comes from one's mind, not influenced by friends; More exhibition activities that can be followed; The cost is cheaper because there is no need to go to campus, lectures can be followed from their respective places.

The answers above are not fully reflected in the results of the questionnaire. Our interviews were limited to fifteen students. The students consist of various generations. The purpose of selecting students is to obtain answers that provide a complete picture of the wishes, feelings, and expectations of students. Based on the diagram above, thirty-two percent (32%) expressed doubt and forty-five percent (45%) agreed and strongly agreed that online lectures were boring. We distributed this questionnaire in

April 2021, when Indonesia has entered the new normal period. Most students who take studio courses hope that it can be carried out on site even though it has not been done in full and still pays attention to health protocols.
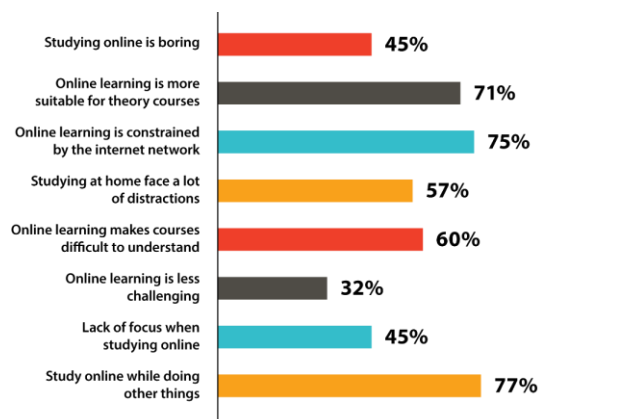
Figure 3. Online Learning [Graph]

The results of the questionnaire on questions related to online lectures are still ongoing and it is not yet possible to do onsite. Although there is a plan that in the next semester when the vaccine has been carried out and conditions are more favorable, limited onsite lectures will be conducted or tried. The diagram above provides an overview of answers for theoretical courses if indeed onsite lectures are still limited and can be done online. There are several notes that we have collected for the theory course so that the implementation does not give you a sense of boredom. The proposals include, the meeting is not only lectures, interspersed with ice breaking, there are interesting pictures/diagrams, not too tense (lecturers also relax in delivering the material). The lectures delivered were more varied and after fifteen minutes there was a pause in the form of questions and answers, games, or video playback related to the lecture material.

Even though online learning has several advantages, as revealed in the interview, there are also some obstacles. This obstacle is difficult to avoid for some students who live in certain areas where the network tends to be unstable. Seventy-five percent of respondents agree and strongly agree that networking is one of the problems faced when studying online. An unstable network makes it difficult to receive the full lesson. There is a part of the explanation that cannot be heard. So that when asking questions, they are also confused, want to ask, or where to start the question.

There are concerns that the things that need to be asked have been explained by the lecturer. When given a task, it becomes increasingly difficult. If any information is lost, it is very possible that an error occurred while doing the task. Most of the students

tried to ask their fellow students. Unfortunately the same thing happened too. Usually they try to discuss first so they can digest what the instructions for the task are to do. If they are still confused, then try to appoint one of the representatives to ask the lecturer. The results of the interviews showed that not all students were willing to directly ask the lecturers. They feel more comfortable if they ask their friends. From the interview, it was also revealed that not all lecturers have created Whatsapp groups or the like so that communication about assignments/ material can be explained immediately. If the lecturer takes the initiative in CLS there is a chat column that can also be used as a means of communication so that network problems can be minimized.

Campus is a place specially designed for learning and meeting of lecturers with students, equipped with various infrastructure facilities so that the lecture process can be carried out properly and conducive. Not so with the house. The house is a family residence designed to be multifunctional, carrying out various activities of human life. Starting from the bed, cooking area, family room, living room and so on. Therefore, when all the learning process or the lecture process is carried out from home, it is certainly not conducive. Campus is a world of reading, as well as a dialectic world of ideas and thoughts. On campus, various knowledges, concepts, propositions, paradigms, theories are taught, and therefore people will find the truth that emanates from the souls of wisdom and positive character (Cecep Darmawan, 2011: 528).

During the pandemic all family members are at home. For a family with three children and all of whom are conducting distance learning, it becomes increasingly uncomfortable. Students also said that there were many distractions at home. Apart from the network disturbances there is the temptation to take a short nap but eventually it persists. Tempted to do other activities, this is possible because during lectures the camera is closed. Education is one of the sectors that have the most broad impact (Agus Purwanto, 2020). Lack of enthusiasm for not meeting friends and lecturers is also boring. Before the pandemic, when going to campus there were always new challenges. At least in the morning before leaving, think about what clothes to wear, which way is safer, no traffic jams, after college eat with friends, chat and joke. Now all of that is gone.

This situation is real, it cannot be denied. To be able to survive in all conditions, it is necessary to change and strengthen mentality. Through various challenges during the pandemic and post-pandemic, the mentality should be stronger. Refers to human development which includes three dimensions, namely the dimensions of health, intelligence and personality. Healthy is defined as a fit physical condition. Intelligent is defined to always think positively, directed to be able to analyze sharply and with quality. Personality can be interpreted as the will of noble character (Hendarman, 2019: 3). Health, intelligence and personality also affect a person's mental, emotional soul. To be smart requires continuous efforts, study seriously, utilize infrastructure optimally, build reading literacy, continue to practice, attend various seminars and workshops while continuing to self-evaluate.

The substance of mental building is in the family and education. In a family that upholds equality, love, care, and discipline in a balanced way, as well as instilling pluralistic values in every family member, it will produce children who are not only intelligent but caring and ready to accept differences as part of the nation's children. In lectures, the substance of mental change is in personality development courses such as Pancasila and civic education courses. Through these courses, the affective aspects of each student are touched.

Intelligence without a conscience does not benefit others. Cognitive intelligence without affective can lead to acts of corruption, prioritizing certain groups, behavioral deviations, and so on. Through education, every citizen is directed to have a good work ethic, which in turn will make him a good citizen. Citizens who can carry out their rights and obligations in a balanced way so that the realization of a prosperous Indonesia is more likely to be fulfilled.

Student Learning Style

Learning style is the way students choose to attend lectures. Everyone's learning style is not the same. Humans have specialties. There is no right or wrong learning style. Learning style is a consistent way for students to listen to teaching materials, provide stimulus, how to remember, think and solve problems. Learning style is the method chosen and considered the most comfortable to do, or the most preferred in the activities of thinking and processing information. After the pandemic, it is necessary to adapt to learning styles. If the learning style is not changed, it is very possible to be left behind in attending lectures. Learning styles that are chosen with full awareness can improve student achievement (Siti Solihah, Leni Sri Mulyani, 2020:92). The awareness that learning styles need to be adjusted is also believed by students (Figure 4).

Eighty-three percent of respondents agree that their learning styles should change. Visual learning styles find it more difficult with online learning, especially if the lecturer explains more than showing pictures, films, tables, or graphs. Visual learning style tends to order by paying close attention to everything.

Through pictures, they can remember the details of what they saw.
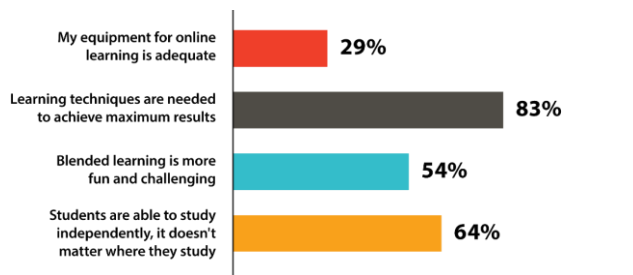
Figure 4. Learning Style [Graph]

Referring to Hiryanto's opinion that the principle of adult education does not have to be based on form, but what is more important is the readiness of the students. The learning method is one of the means chosen by lecturers to deliver teaching materials with the aim that students can follow, understand the material presented, can capture the meaning implied in it, and be able to develop and apply it in life. So that all the knowledge gained is not only for its own sake but also how that knowledge becomes meaningful for others. In the pandemic period, everyone has the same problems, attitudes, mindsets, readiness to make plans, actions, and responses that will distinguish one from another (Bayu Adi Laksono, 2021:857).

The learning style that is carried out during lectures is still done online. Here are the answers from the students: 1. Learning style with more concentration listening to every instruction given by the lecturer and then immediately working on it. Procrastination means there may be lost or missed/forgotten information; 2. Ask the lecturer more often; 3. Tasks in installments, do not delay. Procrastination means that you will pile up tasks that need to be done.

The obstacles faced when studying online according to the results of interviews with FSRD students include: Network constraints; Students who live in difficult areas when looking for lecture materials, sometimes have to order from other areas. In addition to expensive shipping costs, the quality of the materials is not up to the expected standards; Constraints with software; While helping parents, so that work or campus assignments are carried out at night or dawn; Less effective, because while at home there are other things to do; Less concentration; Lecturers and students must be more disciplined with a predetermined and mutually agreed on a schedule.

Expectations from students, if the pandemic conditions have not subsided: For studio courses, it is better to be able to do onsite classes with a limited number of students and still pay attention to health protocols; The tasks given are not too many; There is coordination among lecturers when they will give assignments to students so that assignments are not collected at the same time.

The existence of humans as social beings cannot be denied. The need to interact with each other is a necessity. In the interaction, there is communication, discussion, mutual understanding. The meeting becomes something fun. Learning is not only from teaching materials and directions but also through observation.
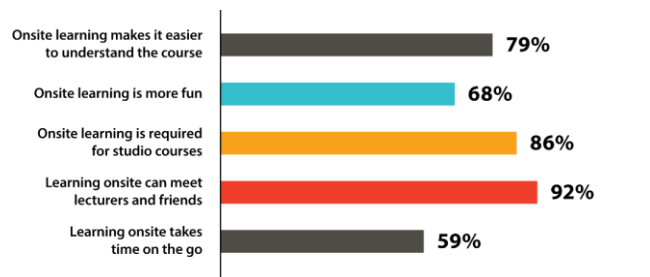
Figure 5. Onsite Learning [Graph]

The reason for students that onsite lectures are more fun is not only because they can meet face-to-face, but it is easier for them to digest information and directions from lecturers. The opportunity to ask questions is also very open. Usually, it will appear spontaneously during face-to-face lectures. Because in online lectures, sometimes it is difficult to understand some materials, and students are reluctant to ask questions because the material has been delivered. Through the questionnaires that were processed, about sixty-eight percent stated that onsite lectures were more fun.

For studio courses, it must be done personally and cannot be done communally. Lecturers need to meet in person to assist. Through this meeting, lecturers can directly give instructions and execution. Which parts need to be added, which parts need to be reduced are included in the determination and selection of design. In addition, through face-to-face lecturers can observe whether the instructions given are understood by students. This communication is very important. Lecturers do not teach but direct. In design class, originality is important. Lecturer instructions are not fixed. Students can propose reasons and views, there is a discussion. Through these discussions, students' creativity was honed. That's why every student's work will be different. Another point obtained during onsite lectures is that the lecturer can categorize each student's achievements in levels (basic, intermediate, or advanced).

The following are the results of interviews with students who wished that lectures be conducted onsite. Answers from interviews with students are as follows: 1. Onsite lectures are more fun because of the material delivered by lecturers are more varied; 2.

Adequate tools for a more complete task; 3. Information obtained from lecturers is more complete and accurate; 4. The material presented by the lecturer is easier to understand; 5. More enthusiasm, because you can meet lecturers and friends; 6. Can discuss and exchange ideas with friends directly; 7. Easier when going to do assistance; 8. More variation and not boring; 9. Studying at FSRD is more practical, so onsite is still better; 10. It is easier for a group to work together.

CONCLUSION

The conclusion from this research is that online learning is not effective for studio courses. However, this does not apply to all students. Students who have character qualities are better prepared to face and participate in the lecture process, develop creativity and fill the time to use all learning media that allow them to explore all their potential so that they can continue to attend online lectures properly. This is supported by the lecturers who carry out the teaching process personally even though the number of prepared students is less than the students who experience difficulty with lectures. The hope is that hybrid/blended learning can be carried out with (1) limited face-to-face meetings, (2) materials/tasks that are saved offline (anytime and anywhere can be read and studied by students without having an internet network and online lectures).

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