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Panji Hermoyo, Himmatul Mursyidah, I Gede Dharman Gunawan, Pranata, Ni Putu Eka Merliana, Hadianto Ego Gantiano, I Made Yogi Marantika, L. Virginayoga Hignasari, I Komang Wisnu Budi Wijaya, Ni Nyoman Suidani, Ni Kadek Juliantari, I Putu Yoga Laksana, I Wayan Eka Dian Rahmanu, Ni Made Ari Dwijayanthi, Dwi Mahendra Putra, I Wayan Wirta, I Ketut Arta Widana, L. Eka M. Julianingsih P, Reniel S. Pamplona, I Made Arsa Wiguna, Gilbert S.

Arrieta, Ni Putu Dian Utami Dewi, Puspo Renan Joyo Editor : Kadek Aria Prima Dewi PF Publisher : Jayapangus Press p-ISBN : 978-623-7112-28-0 e-ISBN : 978-623-7112-29-7 First Edition : August 2020 NEW NORMAL: IDEALISM AND IMPLEMENTATION IN INDONESIA AND THE PHILIPPINES Editor : Kadek Aria Prima Dewi PF Denpasar : Jayapangus Press, 2020 viii + 445 pages; 16 x 23 cm Copyright © Jayapangus Press, 2020 New Normal | iii PREFACE Praise God for His grace, and we are still given health so can finish the Book Chapter New Normal: Idealism and Implementation in Indonesia and the Philippines. Whether we realize it or not, the Covid-19 pandemic has changed various life settings, and people must adapt to different adaptation patterns to survive during a world pandemic.

One sector of life that is improving the pandemic is the education sector. Policies for work, study, and worship at home, automatically change learning activities carried out at school into "at home" learning patterns. Learning that starts centered at school shifts to learning at the learning house with fairly dominant school interventions. Professional learning also challenges resource or bold services, with a very diverse school and family readiness level. This book is a historical record because it is the authors of two countries, **Indonesia and the Philippines**. This book provides an overview of the journey of various perspectives of community activities in undergoing new normal.

The education perspective is mostly reviewed because learning services with diverse resources in each school and region have experienced significant changes. As **Indonesia and the Philippines are** archipelagic countries with uneven levels of development and regional development, innovation in learning services **during the new normal** period will also vary, adjusting to the conditions of schools and the carrying capacity of their respective environments. The gathering of writings on **New Normal: Idealism and Implementation in Indonesia and the Philippines** is expected to provide benefits to understand the dynamics of learning that is happening.

The community can **New Normal | iv** appropriately adapt as a form of response to various issues that occur. More than that, this paper's gathering shows that the synergy and collaboration of academics in Indonesia and the Philippines are going well so that they hope to realize a better ASEAN region becomes a necessity amid various issues that are dividing national unity and unity. To all those who have given attention, assistance, and input expressed their highest gratitude and appreciation. Hopefully, this book will benefit all readers.

Bali - Indonesia, August 4, 2020 Editor New Normal | v

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Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar A. Introduction Indonesia is one country that was shocked with the findings of the first case of positive patients Covid-19 precisely on March 2, 2020. Further condition, on March 22, 2020, the World Health Organization (WHO) determined Covid-19 as a global pandemic, because its level of spread and severity is very worrying.

Since the outbreak of a pandemic caused by the corona virus in Indonesia, many ways have been pursued by the government to prevent and cut off the spread process. One of the efforts made by the Government of Indonesia is to provide an appeal to the community to implement "health standard procedure" so that the community continues to carry out physical distancing, namely keeping distance, avoiding all forms of crowd or gathering activities, and avoiding meetings involving many people. These efforts are aimed for the entire community so that as soon as possible they can break the chain of the spread of the Covid-19 virus worried by various groups of community.

Such small and invisible viruses have made I Wayan Wirta, I Ketut Arta Widana | 302 large changes in the order of human life globally that can be said to be an abnormal life, including changes in communication patterns in the learning process in the world of education. The Covid-19 outbreak made many changes to public activities, shifting from its main activity center to being forced to stay at home with the motto "di rumah saja" ,meang ust y . The government implemented the Work From Home (WFH) policy. This policy is an effort by the government so that the community continues to finish all their work at home. This phenomenon is a fact of new reality faced by people who have hit the world of education.

Education in Indonesia has become one of the aspects of community life affected as a result of the emergence of the Covid-19 pandemic case. On one hand, educational activities at campus are expected to continue as normal, while on the other hand, in order to continue to support the government's call for implementing health procedures, one of which is maintaining physical distance in the midst of the outbreak of the Covid-19 pandemic.

The policy issued in the form of announcement letter by the Ministry of Education and Culture through the Directorate of Higher Education, Number 1 of 2020 concerning prevention of the spread of Corona Virus Disease (Covid-19) in tertiary institutions. Through the announcement letter, the Ministry of Education and Culture gave instructions to universities to organize distance learning and suggested students to learn from their homes. The Governor of Bali on April 1st, 2020 also made a similar appeal, in the form of the Bali Governor's Instruction, Number 8551, 2020 concerning strengthening the prevention and handling of Covid-19 in Bali.

The Governor of Bali issued instructions to strengthen the restrictions on the residents' | Wayan Wirta, I Ketut Arta Widana | 303 activities by applying the teaching and learning activities for students from the basic education to tertiary education level, all of which were carried out at home using online or online learning media. Many universities readily respond to these instructions, one of which is the State Hindu University (UHN) | Gusti Bagus Sugriwa Denpasar, by implementing the called dag' , an online learning system.

Online learning is learning done online or learning by distance, aiming to meet educational standards by utilizing information technology with the use of computer devices or connected gadgets. The learning process will be more effective, if the process of communication and interaction between lecturers and students takes place intensively and students absorb lecture material delivered by lecturers. In the normal learning process in the classroom, social interaction or communication processes take place between lecturers and students or vice versa within which the learning material delivered is communication message in learning considered as the core of learning activities (Inah, 2015: 150). Whereas in online learning, students can easily conduct discussions that focus on learning topics like in traditional classes (Davies & Graff, 2005: 657).

This phenomenon shows that there has been a significant change in the learning situation, especially changes in communication patterns from direct communication or face to face communication in the classroom to indirect communication with the use of online media as the communication media which actually no longer requires class as one of the main requirements for the ongoing learning process, better known as online learning. The most prominent characteristic of online learning is that it provides convenience and flexibility for lecturers and students, especially to determine online learning | Wayan Wirta, I Ketut Arta Widana | 304 schedules that no longer concern location (Bower et al., 2015: 2).

The use of information technology is expected to be able to overcome the constraints of the teaching and learning process so that it will continue to run well even in the midst of the outbreak of the Covid-19 pandemic, which has now entered the stage of a new or new normal life. In reality, there are still many complaints or obstacles that are felt and faced by students who are not yet fully accustomed to doing online learning activities. Other constraints are that many educators, including lecturers, are not yet proficient in using internet or online technology as the main media in the online learning process. Online learning will certainly become a new reality in the world of education.

In line with this statement, communication changes occur in the online learning process. The phase after passing through the mass pandemic Covid-19 is often said to be the era that has entered the stage of a new era of normal life. Unwittingly, there has been a major change in **the process of communication** in learning, which at first conventional learning (in the classroom) has changed to online learning which, of course, will greatly affect students. Therefore, researchers are interested in student perception of **UHN I Gusti Bagus Sugriwa Denpasar** of changes in **online learning communication in the new normal** era.

Based on the above background, the research problem can be formulated as follows; How is the perception of students of **UHN I Gusti Bagus Sugriwa Denpasar** of changes in **online learning communication in the new normal** era. The purpose of this study is to analyze the perceptions of students of **UHN I Gusti Bagus Sugriwa Denpasar** of changes in **online learning communication in the new normal** era. The theoretical research results are expected to provide benefits to add insight, enrich the **I Wayan Wirta, I Ketut Arta Widana** 305 realm of science, and can be used as references or sources of reference in similar research for future researchers B.

Discussion This research uses quantitative approach, the data collection is done by random sampling (probability sampling) through the use of online media. **The research was conducted** 24 hours on 18-19 July 2020 with the use of the Google Form application that successfully collected data of 115 Hindu Communication Study Program students and the Hindu Information Study Program, Faculty of Dharma Duta as respondents (samples) representing **the State Hindu University (UHN) I Gusti Bagus Sugriwa** Denpasar.

Data collection method using social media is done by filling out a questionnaire, which had previously provided several alternative answers and entered into the Google Form application. The questionnaire is in the form of questions, which are then processed in the form of diagrams or pictures which are displayed in the sub discussion. **Data analysis was done descriptively** based on the percentage / proportion of respondents who answered questions on the alternative choice of questionnaire answers.

As a note, **the distribution of respondents** is not proportional to the number of students of **UHN I Gusti Bagus Sugriwa** Denpasar. However, it can representatively represent the level of perception of students of **UHN I Gusti Bagus Sugriwa Denpasar** of changes in **online learning communication in the new normal** era. The number of respondents obtained in this study were 115 students. In general, **the distribution of respondents by sex** was more dominated by women, with 83 people with a percentage of 72.2%, while 32 men with a percentage of 27.8% as shown in Figure 1 below. **I Wayan Wirta, I Ketut**

Arta Widana | 306 Figure 1.

Gender of Respondents The experience of attending lectures or online learning from 115 UHN student respondents | Gusti Bagus Sugriwa Denpasar stated that they had done online learning as much as 92.2% (106 respondents / students), while 9 students stated that sometimes they did online learning (7.8%) as shown in the following figure 2. Figure 2. Online Learning | Wayan Wirta, I Ketut Arta Widana | 307 The location of online lecturing that have been responded by 115 students of UHN | Gusti Bagus Sugriwa Denpasar was mostly done at home (93% or 107 respondents / students).

The second biggest number, as many as 4 people (3.5%), chose to do online learning in public places such as internet cafe, wifi corner etc. Other students chose in other places as many as 3 people (2.6%), and the rest choose at work as many as 1 person (0.9%) as shown in Figure 3 below. UHN | Gusti Bagus Sugriwa Denpasar has obeyed the government regulations to do more learning activities at home (stay at home) in an effort to prevent the spread of the Covid-19 outbreak. Figure 3.

Locations Used for Online Learning In the following figure 4, it is known the condition of the internet signal during the course of online lectures has a moderate (sufficient) category of around 75.7% (87 students), the condition of students who have a weak signal category of 21 people (18.3%), while those who have strong signal category as many as 7 people (6%). Based on data of this conditions, it shows that the internet signal during the online lecture is still not optimal because the average is still in the medium and low signal category.

The signal strength in the area of student s' | Wayan Wirta, I Ketut Arta Widana | 308 homes, hopefully, will be better in the future so that internet access is faster to support various activities, particularly online learning process activities. Figure 4. Condition of Internet Signals During Online Lectures To support students in online lectures, UHN | Gusti Bagus Sugriwa Denpasar has used several learning media facilities such as: Group, Learning Management System, and Video Conference. Based on the following figure 5, majority of respondents, as many as 78.3% (90 students) have used learning media facilities in the form of video conferencing (Zoom Meeting, Skype, Google Classroom, etc.). The other students, as many as 10.4% (12 people) chose media equipment in the form of groups namely WhatsApp Group, Telegram Group, etc. The rest of the students, 11.3% (13 students) have used learning management systems like Edmodo, Schoology, Google Classroom, etc.

| Wayan Wirta, I Ketut Arta Widana | 309 Figure 5. Media Tool Facilities Used for Online Lectures Figures 6, 7 and 8 show the following impacts as a result of the online lecture

process. The survey results in Figure 6, show the fact that 52.2% (60 people) respondents answered the online learning had an impact in finding information to increase knowledge. Fifty students or 43.5% answered 'sometimes' the effect of **the impact of online learning** in finding information to increase knowledge. The remain 5 students (4.3%) answered that there was no perceived impact in online learning to seek information to increase knowledge.

Based on the results of the survey proves that online learning so far conducted by **UHN I Gusti Bagus Sugriwa Denpasar** as part of an effort to prevent **the spread of Covid-19** has a significant impact on students so that they are accustomed to seeking wider information through digital use. Online learning like this is a great opportunity for the improvement of the ability of students to explore the widest possible information through the digital world. This is because students carry out learning not only limited face-to-face in the classroom but the range of learning can be accessed more broadly in digital-based learning.

This provides opportunities for students to always search for information through digital while learning. **I Wayan Wirta, I Ketut Arta Widana | 310 Figure 6. Impact of Online Learning** in Finding Information Figure 7 shows that online learning impacting on the creativity of students of **UHN I Gusti Bagus Sugriwa** Denpasar. This fact can be seen from the responses of 49 students (42.6%) who stated 'yes', 47 people (40.9%) stated 'sometimes'; 19 (16.5%) stated 'no'. The results of the survey based on Figure 7 below shows that online learning carried out by students of **UHN I Gusti Bagus Sugriwa Denpasar** as part of an effort to prevent **the spread of Covid-19** have an impact on students to further develop their creativity, in addition to the important role of lecturers as facilitators in help them in solving the problem of learning, including the provision of teaching materials and worksheets that further encourage the growth of student creativity.

I Wayan Wirta, I Ketut Arta Widana | 311 Figure 7. Impact of Online Learning on Student Creativity The survey results in Figure 8 on **the impact of online learning** on students' critical attitudes shows that 46.1% or as many as 53 students answered 'sometimes', 39,1% or as many as 45 students answered 'yes'; and 14.8% as many as 17 students answered 'no'. The results of the Figure 8 survey are very interesting to researchers, because online learning that has been conducted by **UHN I Gusti Bagus Sugriwa Denpasar** as part of an effort to prevent the spread of Covid-19, apparently has quite an impact on students to foster a critical attitude. With various forms of discussion conducted by lecturers in online learning, there is a great opportunity for students to interact massively with each other.

Based on these data, it turns out that online learning does not limit student creativity.

This will provide the broadest opportunity for students to explore and develop their critical attitude. | Wayan Wirta, I Ketut Arta Widana | 312 Figure 8. | mpaneeang Over Stts' Critical Attitudes There have been several obstacle during the learning process or lecture of students of UHN I Gusti Bagus Sugriwa Denpasar as shown in Figure 9 below. It shows that the perceived obstacles in online lectures during the new normal period include the overburden homework given by lecturers answered by 47% of the respondents or as many as 55 people, limited material from lecturer answered by 20% respondents or as many as 23 people, lectures not punctual reached up to 17,4% or as many as 20 people, monotonous discussion admitted by 13,9% or as many as of 16 people, and lecturers' ond in online learning lasted answered by only 1 person or 0.9%. Figure 9.

Online Course Constraints During New Normal | Wayan Wirta, I Ketut Arta Widana | 313 The new policy issued by the government during the new normal obtained several different responses to online lecture activities. The Figure 10 below shows that there is a transition phase of students' and lecturers' readiness in conducting online learning during the new normal era. There are 52 students or 45.2% of the total respondents stated that they were not ready to carry out online learning during the implementation of new normal era.

Students who said ready for online learning reach out 43,5% or as many as 50 people and 11,3% or as many as 13 students stated that they were not ready to do online learning during the implementation of new normal. The data shows that there was a process of transition of both lecturers and students to be accustomed to participating in the media learning process or distance learning. It was felt that there was loss of role in online learning process including the role of communicator or communicant and also learning material as messages in the communication process.

Theoretically, the communication process can take place only if there are at least five elements of communication available namely communicator, communicant, message, media and effects. Figure 10. Readiness to Do Online Learning During New Normal | Wayan Wirta, I Ketut Arta Widana | 314 C. Conclusion Based on the results of a survey of the students of UHN I Gusti Bagus Sugriwa Denpasar it can be concluded that the majority of students, 92.2%, have already conducted online learning with home as the location of online lectures chosen by 93% students. The strength of internet signals during the online learning process is in the medium or average category which is proved by around 75.7% of the respondents. The type of media device facilities that are widely used by students, 78,3%, in online learning is the use of video conferencing namely Zoom Meeting, Skype, Google Classroom, etc.

Online learning has brought about some impacts especially in finding information to increase knowledge as much as 52.2%, foster instudenceavitas as 6%, and increasing students' critical attitudes as much as 46.1%. The obstacle felt by students in online lectures **during the new normal era** was the number of assignments burdened by lecturers which reached 47.8%), and some students, 45,2%, stated that they were not ready to do **online learning during the** implementation of the new normal era. References Instruksi Gubernur Bali Nomor 8551 Tahun 2020 Tentang Penguatan Pencegahan dan Penanganan COVID-19 di Bali.

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