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The Influence of Class Culture in the Online Learning Process on Academic Achievement of IPB University Students

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A B S T R A C T

Indonesia is the country with the worst Covid-19 handling and resilience ranking in the world. The Covid-19 pandemic has caused learning activities that were initially carried out face-to-face, have now turned online-based or referred to as online learning. This study aims to analyze the influence of classroom culture on the academic achievement of students of the Management Department of IPB University. The research was conducted in July 2021 – September 2021 involving as many as 213 respondents, namely active students of the Management Department, Faculty of Economics and Management, IPB University with the proportional random sampling method. The data used are primary and secondary dataThe data analysis used in this research is descriptive analysis and Structural Equation Modeling Partial Least Square (SEM PLS). The results of the study indicate that the classroom culture that occurs in Management Department students shows the category towards being open with a fairly good perception of assessment. At the 5% level of significance, Class Culture has a significant and positive effect on academic achievement.

A R T I C L E   I N F O

1. INTRODUCTION

The World Health Organization stated, recorded on December 31, 2019, the State of China announced a group of cases of unusual pneumonia and was later identified as Severe Acute Respiratory Syndrome Coronavirus 2 (Severe Acute Respiratory Syndrome/SARS-CoV-2) (Zhou, et al., 2020). This case was declared to have emerged in the city of Wuhan, Central China. Novel Coronavirus 2019 (nCoV-2019) was the initial designation given by researchers from the Institute of Virology in Wuhan for the findings of this virus based on metagenomics analysis to identify the novel coronavirus as a potential etiology (Zhu, et al., 2020). Reporting from the WHO published on the covid.go.id page, the Covid-19 pandemic has spread to 225 countries in the world with a total confirmed positive case of 235,175,106 people with a total death of 4,806,841.

Indonesia itself is the country with the worst Covid-19 handling and resilience ranking in the world (Adiyanta, 2020). As many as 142,338 Indonesians died due to the Covid-19 pandemic with a total of 4,221,610 positive cases. The fact is that Covid-19 causes interlocking effects or commonly referred to as the domino effect, in which health problems become social, economic, financial, political, and even educational problems (Masriansyah, 2020). Based on a World Bank study, Covid-19 has caused 70 countries in the world to experience a decline in the quality of education. Indonesia's education sector has responded to the Covid-19 pandemic by issuing distance education regulations referring to Law No. 12 of 2012 concerning Higher Education, Article 31 concerning Distance Education (PJJ), as well as being guided by the Regulation of the Minister of Health of the Republic of Indonesia No. 9 of 2020 concerning Guidelines for Restrictions. Large-Scale Social Affairs in the Context of Accelerating the Handling of Corona Virus Disease 2019 (Covid-19), and specifically in the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 regarding learning from home or online from elementary school education to university level (Anam and Hanik, 2020; Wiradimadja, 2016).

There is a lot of evidence which states that schools greatly affect the level of productivity and economic growth in Indonesia (Baharin, et al., 2020). In fact, learning activities in schools are considered the most effective and best public policy tool for efforts to increase people's skills and knowledge (Suryadi, 2007). But now, as many as 68 million Indonesian students have carried out learning activities from home due to hundreds of thousands of schools being closed due to the Covid-19 pandemic (Sugiati, 2021; Najmina, 2018).

As a result of the social distancing policy, what used to be face-to-face learning activities in class has now changed to online-based in front of a monitor screen or commonly referred to as online learning (Syarifudin, 2020). Distance learning (PJJ) using online media expects that students as learning targets are expected to be able to participate in learning to the fullest (Jaelani, et al., 2020). The government and all parties hope that online education is expected to be able to improve the quality of education in Indonesia, even this PJJ is predicted as an effort to increase the intelligence of students and educators to face the 21st century, so that online learning is considered effective for achieving these goals (Zuraini and Nurhayati, 2021). In fact, the learning process has a high correlation with one's interests, motivation, and achievement, and influences decisions in one's desire to learn (Apriani, 2021). Yunitasari et al.'s study concluded that online education greatly influences student interest in learning (Yunitasari and Ria, 2020). The results of Winata's research state that the achievement of student motivation and online learning outcomes has not been maximally achieved (Winata, 2021). Based on the study of Apriani and Nurhayati (Apriani, 2021) concluded that when the online learning process has increased, the interest

and motivation of students' learning also increases, which means that the possibility of student achievement also increases. The purpose of this research is to analyze the influence of classroom culture on the academic achievement of students of the Management Department of IPB University.

2. LITERATURE STUDY

2.1 Organizational culture

Organizational culture refers to the system of shared meanings held by members that distinguishes the organization from other organizations (Nasrah, 2020). According to Andrew Brown (1998) as published in Sonne (Sonne, 2019), organizational culture is a pattern of beliefs, values, and ways that are learned in dealing with experiences and have undergone developments throughout the history of the organization that affect material arrangements and behavior of organizational members. Culture is an important concept for understanding human groups and society in the long term, one of which is within the scope of the organization. understanding and understanding of organizational culture is felt to be able to influence success in terms of intellectual and educational financial institutions (Hartanto, 2016).

There are at least seven characteristics of the essence of organizational culture including: (1) Innovation and risk taking, namely the extent to which members choose to be innovative in taking risks; (2) Attention to detail ie the extent to which members are expected to demonstrate accuracy, analysis, and attention to detail; (3) results orientation ie the extent to which management focuses on results rather than the techniques and processes used to achieve those results; (4) people orientation ie the extent to which management decisions take into account the effects of outcomes on people in the organization; (5) time orientation, namely the extent to which work activities are organized around teams rather than individuals; (6) aggressiveness ie the degree to which people are aggressive and competitive rather than relaxed; (7) namely the extent to which organizational activities maintain a different status quo with growth (Nasrah, 2020).
Studies related to organizational culture in 2013 with organizational behavior or often abbreviated as OB (organizational behavior) is a field of study that impacts individuals, groups, and structures on behavior in organizations, with the aim of applying this knowledge to improve organizational effectiveness (Nasrah, 2020).

2.2 Class Culture of FEM IPB University Management Department

The learning process in the Management Department has begun to be directed towards a student-based learning approach, where students become the center of information and learning activities, lecturers are no longer the information center. The learning process based on teacher-based learning has begun to be abandoned. Students in general have positive behavior in participating in an intensive learning process, namely critical, systematic and high tolerance for the attitudes and opinions of others and the environment. This is reflected in the Evaluation of the Teaching and Learning System which is given to students every mid-semester to assess the performance of lecturers, facilities and content of lecture materials.

2.3 Academic achievement

Obtaining achievement requires an effort both to acquire knowledge and to acquire skills (Manizar, 2015). In his book Ibrahim, achievement is defined as the result of behavioural changes that include the affective, cognitive, and psychomotor domains and is used as an indicator of student success. Academic achievement defines as a change in behavioral skills, or an increase in ability for some time and is not obtained through the growth process, but through the mechanism of learning situations (Erwinsyah, 2017).

3. METHODS

3.1 Framework

The existence of the Covid-19 pandemic has caused community activities to be limited, in an effort to prevent the spread of the Covid-19 virus, the government has even implemented a large-scale social restriction (PSBB) policy. Education which was normally conducted face-to-face, is now held online. In fact, this is the first time Indonesia has implemented an online education system in a national scope, which includes the elementary-college education level. This certainly has an impact on the learning system in the form of material transfer, teaching habits that have been entrenched or changes in class culture, which were originally face-to-face interactions and discussions, have now turned into in front of the screen, and may also affect the ability of students to absorb the material provided and have implications also on student academic achievement. The framework for this research is as presented in Picture 1.
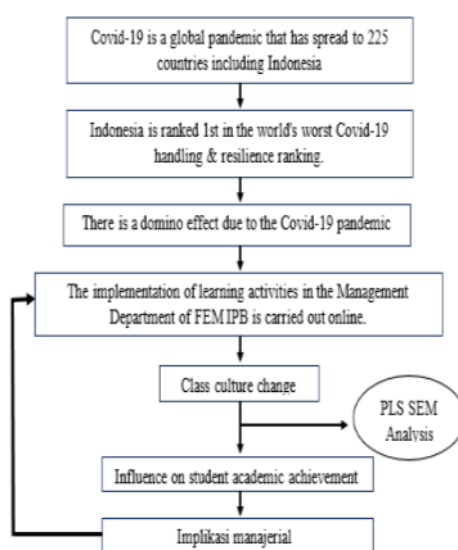
Figure 1. Framework

3.2 Research Time and Place

This research was conducted in Bogor. This research took place from July 2021 – September 2021 and was conducted online.

3.3 Method of collecting data

Primary data were obtained through interviews, using a questionnaire in the form of a google form. Secondary data is obtained through literature studies originating from

sources relevant to the research topic, both from books, journals, theses, theses, the internet, and other sources.

3.4 Sampling Method

The research population involved was active students of the Department of Management, Faculty of Economics and Management, IPB University class of 2017-2020 as many as 468 students. Sampling was carried out using the proportional random sampling method. The number of samples of respondents is at least 10 times the indicator in the PLS SEM structure. There are 16 indicators contained in the research PLS SEM model, so minimal respondents must be participated in this research equal 160 respondendts. However, this study involved 213 students.

3.5 Data analysis technique

The data analysis used is descriptive analysis and Structural Equation Modeling Partial Least Square (SEM PLS). The SEM model used is presented in Figure 2. This study places class culture as an independent variable and student academic achievement as the dependent variable.
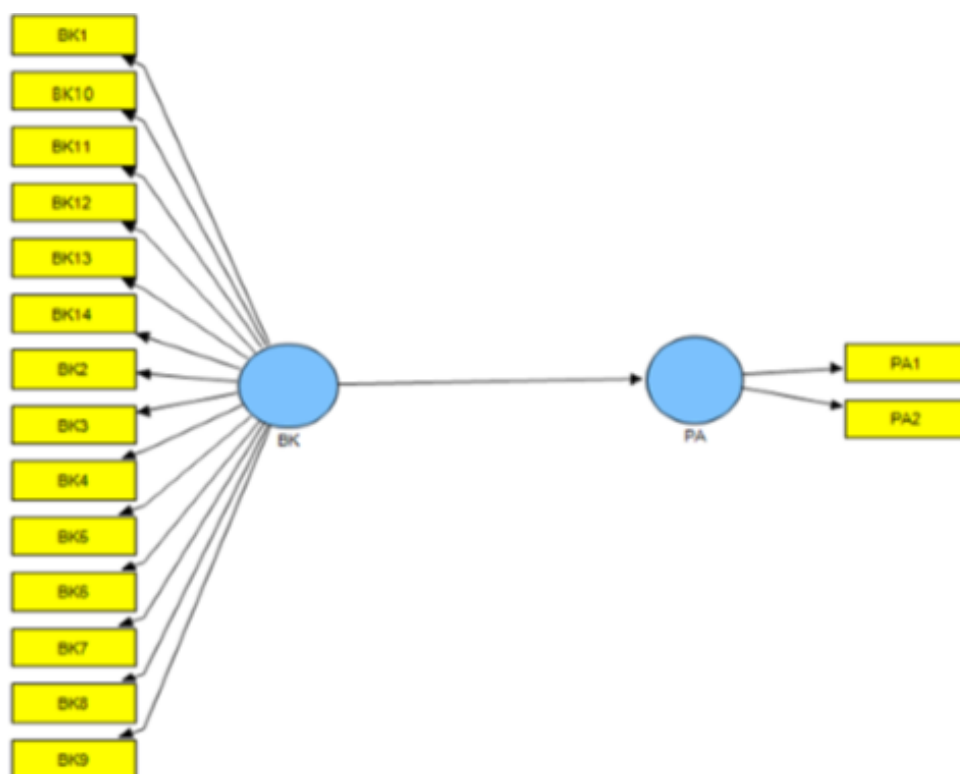
Figure 2. PLS SEM model in research

Information:

BK = Class Culture

PA = Academic Achievement

PA1= Average IP

PA2 = GPA

Table 1. Operational research variables

Indicator	Statement	Strongly agree	Agree	Neutral	Do not agree	Strongly Disagree
BK1	I like to challenge statements made by lecturers.	5	4	3	2	1
BK2	My lecturers severely punish assignments that are not submitted on time.	5	4	3	2	1
BK3	My lecturer believes that the final result matters.	5	4	3	2	1
BK4	My lecturers are very sensitive to my needs and problems.	5	4	3	2	1
BK5	Most of my grades depend on how I work with others in the class.	5	4	3	2	1
BK6	I often feel nervous and tense when I enter class.	5	4	3	2	1
BK7	My professors prefer stability over change.	5	4	3	2	1
BK8	My professors encourage me to develop new and different ideas.	5	4	3	2	1
BK9	My lecturer is less tolerant of untidy thoughts.	5	4	3	2	1
BK10	My lecturers pay more attention to how I arrive at the conclusion than the conclusion itself.	5	4	3	2	1
BK11	My lecturer treats all students the same.	5	4	3	2	1
BK12	My professor doesn't like class members helping each other with assignments.	5	4	3	2	1
BK13	Aggressive and competitive people gain a marked advantage in class.	5	4	3	2	1
BK14	My professors encourage me to see the world differently.	5	4	3	2	1

Adopted from Robbins and Judge (2013).

3.6 Research Hypothesis

The hypotheses in this study are:
H0: Class culture has no effect on the academic achievement of Management Department students.
H1: Class culture has a positive effect on academic achievement of Management Department students.

4. RESULTS AND DISCUSSION

4.1 Characteristics of Respondents

Students who were respondents in this study were active students of the Department of Management, FEM IPB University class 2017-2020 as many as 213 students. The distribution of the respondents as presented in Figure 3 is 20% of the 2017 class of students, 24% of the 2018 class, 27% of the 2019 class and 29% of the 2020 class. Based on gender, the majority of respondents as many as 63,55% are women, while 36,45% were male. This is possible because most of the students of the Management Department of FEM IPB University are women.

The online learning process during the pandemic caused the number of internet users in Indonesia to increase. Based on the survey results of the Indonesian Internet Service Providers Association (APJII) as a result of increasing online activities with a very significant shift to education such as work from home, flexible working space, and conferences from various sectors, this has led to increased penetration of Indonesian internet users in 2017. 2019 amounted to 73,7 percent, up from 64.8 percent from 2018. In 2021, internet users in Indonesia in early 2021 reached 202.6 million people or an increase of 15.5% compared to January 2020.
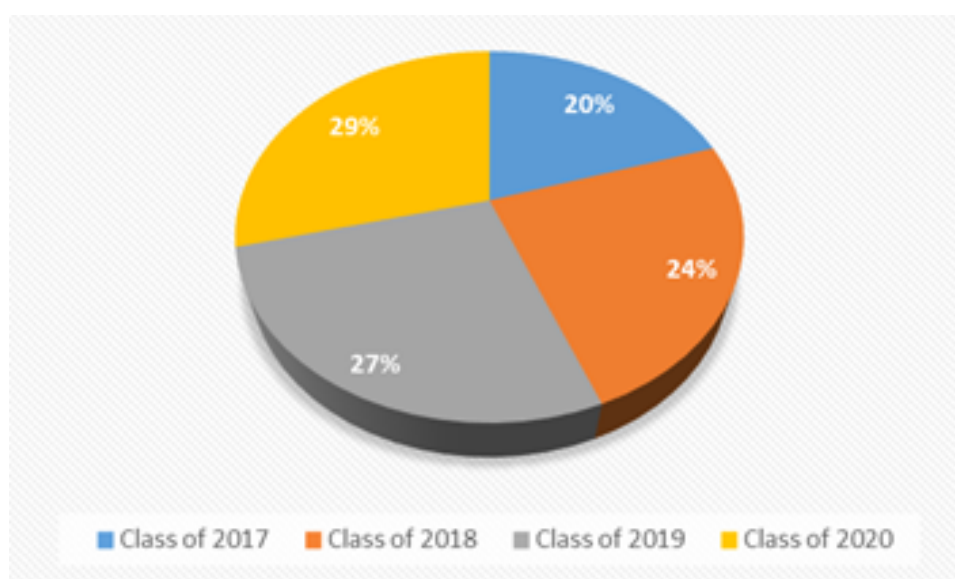
Figure 3. Distribution of Respondents by Year of Class

With the increase in the number of internet users, of course, students are one of the actors who contribute to using the internet during online learning activities. The facilities that must be prepared to support these learning activities are computers or laptops, cell phones, and internet networks. Based on the survey results in this study, as many as 87,85% of students use laptops, while 12,15% of students use cell phones. This shows that to support adequate lectures, laptops are more widely used by students because they have a file storage scale that is much larger than cell phones and has various features that are not available on cell phones. The internet network component is the main prerequisite for students in conducting online lectures. In terms of the network used during the online lecture process, the majority of students amounting to 62,62% use a Wifi network while 37,38% use a data package.

Online educational activities have various obstacles and problems, from the results of the questionnaire there are four problems that students most often complain about, namely: (1) as many as 70,5% of students stated that they did not understand the material presented by the lecturer; (2) as many as 65,6% stated that signal problems are still a problem that is quite often faced by students; (3) as many as 52,7% of students felt a lack of coordination while working on assignments during the pandemic due to possible differences in time zones between eastern, central and western Indonesian time, differences in the busyness of each

student, unpredictable network constraints, and low engagement among students; and (4) as many as 40,9% of students complained about the lack of references provided by lecturers, even though students could not access the physical facilities of library books, so this would certainly worsen the condition of students in understanding the material being taught.

4.2 Student Perception of Class Culture

Changes in the process of learning activities in the Management Department certainly cause a change in class culture that occurs. Perceptions of classroom culture experienced by students during online learning activities are presented in Table 2.

Table 2. Student perceptions based on each class culture indicator

Indicator	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Average	Description
BK1	2,21	2,27	2,23	2,42	2,28	Neutral
BK2	2,79	2,65	2,67	2,35	2,61	Neutral
BK3	3,77	3,84	3,96	3,63	3,80	Agree
BK4	3,44	3,27	3,46	3,15	3,33	Agree
BK5	3,40	3,63	3,58	3,26	3,46	Agree
BK6	2,60	2,82	3,37	3,34	3,03	Agree
BK7	2,95	3,06	2,86	2,82	2,92	Neutral
BK8	3,63	3,98	4,09	3,90	3,90	Agree
BK9	2,84	2,73	2,54	2,60	2,68	Neutral
BK10	3,58	3,39	3,60	3,35	3,48	Agree
BK11	3,74	3,86	3,82	4,21	3,91	Agree
BK12	2,86	2,63	2,61	2,65	2,69	Neutral
BK13	3,79	3,75	3,79	3,77	3,77	Setuju
BK14	3,74	3,75	3,89	3,98	3,84	Setuju

Description: 0.00 – 1.00 = Strongly disagree; 1.01 – 2.00 = Disagree; 2.01 – 3.00 = Neutral; 3.01 – 4.00 = Agree; 4.01 – 5.00 = Strongly agree.

Based on students' perceptions of the 14 factors of classroom culture (BK) indicators, it was found that there were 5 BK indicators that received a neutral assessment, namely BK1, BK2, BK7, BK 9 and BK12. As for the four indicators, BK1 received the lowest perception rating of 2,28, namely in the form of a statement that students like to challenge statements given by the lecturer. This shows that the characteristics of the millennial generation inherent in students are shown by the attitude of students who dare to express their opinions in public which is still at an ordinary level. Whereas the characteristics of the millennial generation in urban areas are that they have high self-confidence, dare to express opinions, and do not hesitate to debate in public (Sondakh and Rembang, 2020). There is still a lack of implementation of this feature in students who are the object of this research, it is possible because of online learning, there are obstacles to expressing their opinions or other activities that cannot be monitored by lecturers, so that student participation during the online learning process is not optimal. The next class culture that still has sufficient assessment among students of the Department of Management as research respondents is BK2 (2,61) which states that "My lecturers severely punish assignments that are not submitted on time".

Furthermore, there are 9 BK indicators that get an assessment of agree with the largest value found in BK11 of 3,90, namely in the form of a statement that my lecturer treats students the same. This means that students feel that during online lectures the lecturer is able to be fair by treating students the same without discriminating between them. Meanwhile, the BK with an agreed rating that got the lowest rating was found in BK6 of 3,03,

which means I often feel nervous and tense when I enter class. This condition is also contrary to the characteristics of the millennial generation who have high self-confidence.

4.3 Category Culture Class

Table 3. Scores of class culture in each group of students

Class of	Grade culture score
Class of 2017	45,35
Class of 2018	45,63
Class of 2019	46,47
Class of 2020	45,44
Class Culture Whole Generation	45,72

Based on the class culture scores from all generations of 2017-2020 (Table 3), it is included in the category of class culture towards openness with an average point of 45,72. As for the provisions, that a high score (49 and above) describes a culture that is open, risk-taking, supportive, humanistic, team-oriented, easy going, growth-oriented; and low scores (35 and below) describe a culture that is closed, structured, task-oriented, individualistic, tense and stability-oriented (Nasrah, 2020).

Based on students' answers to the class culture questionnaire that has been filled out, the results of the predicate value of students according to GPA are based on the 2019 Undergraduate Program Guide book. It was obtained that the students of the FEM Management Department of IPB Unversity batch 2020 had the largest temporary GPA score with a value of 3,66 (Table 4).

Table 4. Distribution of the average IP, GPA, and predicate based on the GPA of each group of students

Student group	GPA Average	GPA	Predicate based on GPA score
Class of 2017	3.30	3.31	Very satisfy
Class of 2018	3.37	3.37	Very satisfy
Class of 2019	3.53	3.53	Very Satisfactory/Compliments
Class of 2020	3.66	3.66	Very Satisfactory/Compliments
Average	3.46	3.47	Very satisfy

The GPA predicate is based on the academic provisions issued by IPB. The passing grades are divided into four categories, namely: (1) with honors with a GPA > 3.50; (2) very satisfactory with a score range of 3.01<GPA<3.50; (3) satisfactory with a score of 2.76 < GPA < 3.00; (4) without predicate 2.00<GPA<2.75. In more detail, the provisions for the predicate are based on the 2019 Undergraduate Program Guidebook as presented in Table 5.

Table 5. Provisions for graduation predicate at IPB

Graduation predicate	GPA	Provision
Praise	>,350	1. All credits are obtained from the undergraduate program of IPB 2. Study period <= 5 years 3. No D value 4. Never received a written academic sanction (moderate or severe).
Very satisfy	>3,50	Does not qualify for praise
	3,01 - 3,50	
Satisfying	2,76 - 3,00	
No predicate	2,00 - 2,75	

4.4 Analysis of the Outer Model on SEM PLS

SEM analysis is a development of path analysis and multiple regression (Haryono and Wardoyo 2012). This analysis is used to analyze the effect of the independent variable on the dependent variable through the outer and inner model tests in this research model. The following is presented in Figure 4 as an initial model on the outer model of the SEM PLS research. In this initial model, an evaluation is carried out by looking at the outer loading value of each indicator on the latent variable, both on the BK and PA variables. Each criterion on the initial outer in the form of class culture will be analyzed and if there is an outer loading result of less than 0.7 then the BK and PA indicators must be removed from the model.
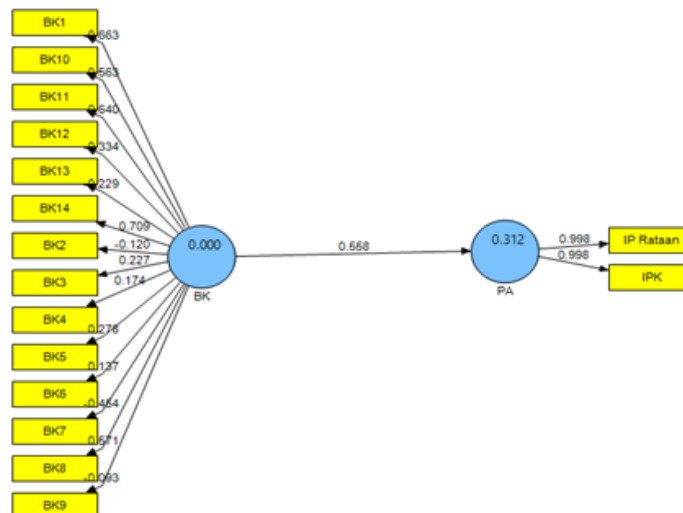
Figure 4. Initial outer model

In the initial outer, there are 12 indicators of class culture (BK) that must be removed from the model because the value of outer loading is less than 0.7 which indicates that these indicators are not able to describe the class culture variables consistently and stably. These indicators include: BK1 (-0,663); BK7 (-0,522); BK12 (-0,287); BK13 (-0,259); BK2 (-0,115); BK9 (0,032); BK4 (0,120); BK6 (0,197); BK5 (0,303); BK3 (0,308); BK10 (0,608); and BK8 (0,677), Meanwhile, when viewed from the composite reliability value on the latent variables BK and PA, the respective composite reliability (CR) values are 0.8366 and 0,9982, respectively. The two CR values in the latent variable have shown a value above 0.7 which indicates that the construct in this outer model has good internal consistency and is even satisfactory because it is above 0.8. This is based on the statement of Nunnally and Bernstian (1994) in Hidayati and Syamsun (Hair, et al., 2013; Hidayati and Syamsun, 2014) Thus, there are only 2 indicators that meet the criteria that can describe BK, namely BK11 (My lecturer treats all students equally) and BK12 (My lecturer encourages me to see the world differently). Meanwhile, the PA variable is described by 2 indicators, namely Average IP and GPA.
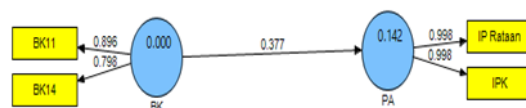
Figure 5. Final outer model

Furthermore, after evaluating the reliability of the model on all parts of the indicators on BK and PA as well as their constructs, then further tests are carried out on the validity of the constructs through AVE and Cross Loading. If the value of AVE BK and AVE PA is greater than 0.5 then the indicators contained in BK and PA are considered valid and meet eligibility. Based on the results of the analysis, it is found that the value of AVE BK and AVE PA is greater than 0.5 with 0.7197 and 0.9965 respectively, which means that the model is valid. Furthermore, the evaluation of the validity is based on the cross-loading value, namely by comparing the weight values of the BK and PA indicators themselves with the weight values of other indicators against other latent variables. If the weight values of the BK and PA indicators themselves have a value greater than the weights for other variable indicators are met, then the model is declared valid. The results of the analysis shown by the cross-loading value in Table 6 can be stated that the cross-loading value has met the criteria.

Table 1. *Cross Loading*

Indicator	Cross Loading	
	BK	PA
BK11	0,8963	0,3627
BK14	0,7975	0,2666
GPA Average	0,3867	0,9983
GPA	0,3650	0,9981

4.5 Inner Model Analysis on SEM PLS

The evaluation of the next model is through testing the inner model which describes the relationship between exogenous latent variables and endogenous latent variables in the structural model. The endogenous variables in the PLS SEM model are BK and PA. While the

exogenous variables in the PLS SEM model include BK (variable exogenous to PA). The inner model is evaluated with several assessment criteria, including Goodness of Fit (GoF), and the diversity of R2 endogenous variables, and estimated path coefficients.

Goodness of Fit (GoF) measures the validation between the measurement and structural models. GoF values consist of 3 categories, namely: small (small: 0,1), moderate (moderate: 0,25), and large (large: 0,36) (Chin, 1998; Bali, 2013). In the final analysis of the PLS SEM, this study has a goodness of fit (GoF) value showing a value of 0,3490 which is included in the large category, which means that the validation value of the fit between the measurement and structural models is good. This shows that the suitability and feasibility of the PLS SEM model on the influence of classroom culture in the online learning process on the academic achievement of IPB students is of good value.

Figure 6. Inner model

The diversity of R2 of endogenous latent variables in the structural model describes how far the exogenous latent variables that make up the model explain the exogenous latent variables (Aulia, 2020). The R2 value grouping categories are in the form of substantial (0,67), moderate (0,33), and weak (0,19). The diversity (R2) which is owned by the BK variable to PA = 0.1420, which means the diversity value is in the weak category. This means that the BK variable can be explained weakly by exogenous exogenous variables that make up BK with a diversity of 14.20% and the rest is explained by other variables outside the model.

Furthermore, the evaluation of the coefficient value consists of evaluating the size of the original sample value and the real effect through bootstrapping. The following are the results of the analysis using SPSS software the effect of BK on PA using T statistics at a 5% significance level (Table 7).

Table 2. *Cross Loading*
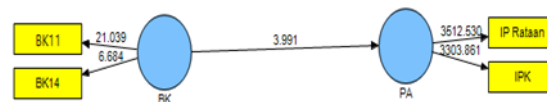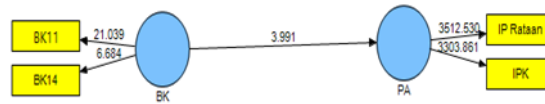
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Furthermore, the evaluation of the coefficient value consists of evaluating the size of the original sample value and the real effect through bootstrapping. The following are the results of the analysis using SPSS software the effect of BK on PA using T statistics at a 5% significance level (Table 7).

Table 7. Bootstrap Coefficient Value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
BK -> PA	0,3768	0,3862	0,0944	0,0944	3,9914

At the 5% level of significance, BK has a significant and positive effect on PA. This is because the value in T Statistics (3,9914) is greater than T Table (1,96) so that BK has a positive and significant effect on PA by 37,68%. This shows that if there is an effort to increase 1% in the BK variable both in BK11 and BK14, it will increase student academic achievement both from the average IP and GPA by 37,68%.

4.7 Managerial Implications

The managerial implications that can be recommended for the results that have been obtained are alternative methods that can be applied by lecturers of the Management Department of FEM IPB in particular and lecturers in Indonesia in general regarding ways and actions that can be adapted during the process of online lecture activities that produce output in the form of student academic achievement. in the form of teaching methods, mechanisms for giving assignments, efforts to strengthen coordination between students, and providing reference books.

The lecturer's way of teaching is one of the main key factors for the absorption of the material being taught. Even a lecturer in carrying out the learning process is required to not only convey subject matter but is required to animate the entire learning process with noble values such as openness, mutual respect, honesty, and responsibility (Hidayati and Syamsun, 2014). Based on UNESCO research published in Zamroni (Chin, 1998), it is stated that a lecturer must have at least six character dimensions so that the learning process can take place optimally, namely being trustworthy, respectful, responsible, fair, caring, and being a good citizen. If the lecturer can apply these characters to himself, it is possible that the learning process can take place effectively so as to increase the chances of successful absorption of the material provided.

Giving assignments by lecturers, both in the form of individual assignments and group assignments, need to be based on the readiness and condition of students. The existence of an online learning process that makes students stay at home, of course, causes students to spread throughout Indonesia, from Sabang to Merauke. This of course has implications for time zone differences between East Indonesia Time (WIT), Central Indonesia Time (WITA), and West Indonesia Time (WIB). Furthermore, the difference in internet speed between students living in urban areas and 3T areas also needs to be considered. Therefore, it is better for lecturers in giving assignments to pay attention to the duration of time such as not being given suddenly with a short duration, considering the communication mechanism between students, whether assignments will be given in the form of videos, papers, or the like so that later there will be no inequality between students, especially in the problem of accessing internet network services, and considering the proportion between individual assignments and group assignments so that the level of coordination between students can also be predicted so that it does not burden students during the process.

The provision of learning references is also an absolute matter that needs to be considered by every lecturer. The availability of learning resources has a positive effect on student achievement (Chin, 1998). There are still many student complaints stating that the lack of references given by the Lecturers of the Management Department of IPB is a signal that the reference sources and learning references have not been provided optimally. Even though IPB University has provided library facilities that can be accessed for free and online through the campus website. However, it is felt that this is not enough, therefore an active role is needed from lecturers to participate in providing adequate reference sources for students and be more proactive in educating campus facilities and how to access them, so that students can get learning reference sources easily.

5. CONCLUSION

Changes in the implementation of learning activities from offline to online carried out by the Management Department of the Faculty of Economics and Management of IPB University during the pandemic showed that there were several obstacles experienced by students, including lack of understanding of the material presented by lecturers, signal or network problems, lack of coordination between fellow students while working on assignments during the pandemic, as well as the lack of references provided by lecturers. Changes in the implementation of learning activities have an effect on changes in classroom culture that are carried out during the learning process. This can be seen from the results of the study that class culture has a significant and positive effect on student academic achievement (average IP and GPA). The class culture that occurs is described by (BK11) and (BK14). My professors treat all students the same and my professors encourage me to see the world differently.

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