



## An Impact Evaluation of New Normal Education for Building Student's Superior Character

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### Abstract

This study aimed to describe the impact of implementing a new normal education on students during the covid-19 pandemic. This research was qualitative research with a theoretical process evaluation approach. The study informants consisted of 3 groups namely 7 key informants, 15 main informants, and 10 supporting informants. Primary data was obtained from key and main informants through interviews and analyzed with the stage of the Miles model. The quality and validity of data used triangulation techniques by conducting in-depth interviews, and cross-testing through observations in the field, confirming through supporting informants and other sources. The study results showed: the implementation of a new normal education at UHN was carried out well and effectively, aspects of changes in academic and operational were carried out well and on target, aspect of changes in financing was carried out well, aspects of changes in facilities and infrastructure were carried out well, students could implement superior character through the fulfilment of creative, critical, communicative, collaborative and compassionate, and the impact of implementing new normal education for building superior character was carried out well. The results of the research suggested that in the future it needs analysis about space for students on campus to be able to realize their competencies related to learning achieved in each period, space to develop their local culture on campus, and space to transform their personalities in societies.

### How to Cite

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## INTRODUCTION

The covid-19 pandemic has caused new behavior in human life to be able to run a normal life or called the new normal. The new normal is a new procedure to carry out normal activities which are not only interactive activities but also include the new normal in the norms, customs, and ethics of human life (UNCTAD, 2020). In the world of education, it is called new normal education, namely changes in the behavior of formal and non-formal education to continue carrying out normal activities in the education process as usual with health protocols, therefore the new normal education do not run automatically, but require the new concepts and breakthroughs so that educational goals would be achieved.

New normal education was implemented as a solution for education for carried out the normal education process during the covid-19 pandemic (Gellegan-Alivio & Abadiano, 2021). However, whether we realize it or not, there was a lesson from the covid-19 pandemic which has been able to change the behavior of educated citizens to conduct the educational process from limited classrooms to classrooms with various models, and online learning processes into primary programs that previously it was secondary programs. In just 3 months the entire educational process around the world is carried out with webinars, online classes, and blended learning which theoretically is estimated to only materialize in the next 5-10 years (Mas'udi, W. and Winanti, eds., 2020). All stakeholders in education are forced to understand communication and information technology rapidly, understand online learning platforms and understand applications related to digital-based learning. It must be admitted that we have been able to feel the positive benefits, efficiency, and effectiveness of the implementation of new normal education.

The goal of Indonesian education on covid-19 pandemic was to ensure the health of students, prosperous students, and students who can be able to deal with their problems

person ally. The ministry of education and culture has issued circular letter no. 4 of 2020 concerning the implementation of education policies in the emergency period of the spreading of covid-19 which explains that the most important and especially during learning at home is safety, which is physical and mental health of students, teachers, and school principals and all school community. Curriculum achievement is no longer a requirement. In the circular letter, it was stated that the national exam was abolished, studying from home online was an alternative, and school exams under certain conditions and other requirements without face-to-face. Educational implementation policies during the covid-19 pandemic that the Ministry of Education and Culture has provided free education platform portals such as the "Rumah Belajar" portal, and education TV to reach disadvantaged, rural, and remote areas or areas that have difficulty getting internet access. The launch of educational TV, TVRI, and radio gave all students the right to education during the Covid-19 pandemic. The school's principal only ensures that they can take advantage of these education platform portals. Besides that, it is possible to use portals prepared by non-government with fees that can be handled by schools through school operational funding provided by the government. So, during studying at home, the creativity of teachers, principals, supervisors, and education stakeholders including parents used all portals jointly. This aimed to students learning process from home would be conducted maximally.

To help increase the learning capacity of students in tertiary institutions, as well as provide tuition support for students, the Indonesian government through various ministries has launched a community service-based program, namely the "Kampus Mengajar" program (Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020), the program of certified internship and independent study (Kemdikbud, 2021), the program of certified student internship (FHCI, 2018), the program of the young fighters (Kementerian Sosial Re-

publik Indonesia, 2021), and the program of bidikmisi. These programs provide tuition fee aid and an allowance per month for 6 months. These policies were intended to provide education rights for all students to be fulfilled during the covid-19 pandemic.

Therefore, the character education towards superior human resources that was a realm of education was directed to (1) to create human being character of cognitive, moral, and competent through the development of creative learning, critical thinking, collaboration, communication, and compassion; (2) to improve the cooperation between schools, families, and communities that means education is not only imposed on formal schools; (3) to instill professionalism early in the context of preparing superior human resources and character; (4) the character education is not only in curriculum but also in the context of social life; (5) to revive local wisdom in each region to foster diversity and Pancasila values (Direktorat Pembelajaran dan Kemahasiswaan, 2021). Basically, that education is character education as stated by Sri Sathya Sai (2008) that "the end of the education is character; education is for life and not just for a living". Another said that education is the most powerful weapon which you can use to change the world (Mandela, 2013). The responsibility should have skills and a strong character which means the people will not be able to take responsibility if their integrity is poor and dishonest. Previous experts suggested that education is life itself (Grobstein & Lesnick, 2011). Kihajar Dewantara stated that "Everyone becomes a teacher, and every house becomes a school (Tanoto Foundation, 2020).

To achieve the achievement of the learning process during the Covid-19 pandemic, the character values that students need to adhere to are Vision, the student must have a clear vision; Understanding, it is necessary to have the ability to make strategies; Clarity, the students must have a clear plan but still be flexible; Agility, the students must be agile in the face of changing times; A new perspective, which must have a comprehensive insight; A

new way of working, must be owned to adapt to change; A new way of life that must consider the existing conditions in the environment; A new way of behaving is to be dynamic and open, qualified and competitive (Murugan, 2020; Renard et al., 2021; Sundawa et al., 2021)

Based on the researcher's observations, the implementation of the new normal education at UHN showed a phenomenon that the lecture process during the covid-19 period showed the changing of student behavior into individuals who had superior characters. The phenomenon showed the positive behavior of students becoming more creative, critical, innovative, communicative, and compassionate. From the background of these phenomena, the researcher would like to evaluate the impact of the implementation of new normal education for building the superior character of students at the University of HKBP Nommensen, due to the fact that new normal education policies and programs use various approaches, methods, strategies, and techniques. Some programs seek innovative classrooms and new learning styles (Solomon & Alforja, 2021). Others emphasize the blended learning approach (Dziuban et al., 2018; Resmiaty et al., 2021). Some emphasize a fully online learning approach (Fadare et al., 2021; Samala, 2022). While others emphasize the home visit learning method (Candra, 2020; Family Spirit, 2020; Nirmala & Annuar, 2020). While others emphasize the implementation of curriculum simplification policies (Maulana & Rosmayati, (2021). Therefore, the concept of implementing new normal education was determined based on the policies of each educational institution unit.

To explain the above phenomenon, this research was conducted with the theoretical process evaluation approach in higher education which is a systematic and objective assessment of ongoing or completed operations, programs, or policies, their design, implementation, and results. The aim is to determine relevance, objective fulfillment, efficiency, effectiveness, impact (overall goal), and sustain-

nability (Osman, 2002). This research needs to be done because the results obtained can provide an overview of how to implement the new normal education well and effectively which is oriented towards improving the quality of education in higher education.

## METHODS

This research was qualitative research through a theoretical process evaluation approach to explain the impact of the covid-19 pandemic in changing student behavior toward superior character. The research data were obtained from 3 groups of informants: (1) key informants from the management board of UHN that are the rector, vice-rector-1, vice-rector-2, vice-rector-3, vice-rector-4, the dean (dean of faculty of teaching and educational science) and the head of the study program of economics education; (2) main informants are students, and the sample was taken by snowball technique; (3) supporting informants are parents of students as a comparative analysis of the information selected randomly.

Primary data collection from key and main informants was preceded by discussion group forums to avoid ambiguity in answering interview questions. While data collection from supporting informants conducted direct interviews with the willingness of respondents who were selected randomly but still under the control of the researcher. The data collection technique was conducted through semi-structured interviews with key informants and then with main informants who became the benchmark for building superior character, and then the interview was conducted with supporting informants who could ensure that the superior character of students occurred. Other secondary data sources were obtained from books, journals, and documentation.

Analysis of the data in this study used the Miles model. The data that had been obtained was analyzed and interpreted through data condensation, display, drawing, and verifying conclusions. The quality or validity of data used triangulation techniques by conduc-

ting in-depth interviews with informants, and then cross-testing between information from informants through observations in the field, confirming the results that had been obtained through supporting informants and other sources such as real data and literature studies.

## RESULT AND DISCUSSION

As revealed in the introduction that this research was conducted with a theoretical process evaluation approach that used assessment measures based on qualitative data analysis, documentation analysis, and theoretical approaches. As a higher education institution, UHN organizes the process of academic activities or lectures, research, and community service. As an organization, UHN also carries out planning, organizing, implementing, and monitoring management functions that involve human interaction. Therefore, changes in behavior towards a new normal at UHN must be carried out absolutely, starting from the policies of university leaders, faculties, study programs, and of course must be in line with government policies to overcome the Covid-19 pandemic. Likewise, as a university under a church foundation, of course the strategic policies taken by the leadership of UHN must pay attention to the economic, social and health crises experienced by students and their families as a result of the Covid-19 pandemic. Based on the result of the data analysis obtained, the results of the research are presented descriptively.

### **New Normal Education at the University of HKBP Nommensen**

The implementation of new normal education at UHN comprehensively prioritized changes in organizational behavior but cannot be separated from the ministry of education and culture circular letter no. 4 Tahun 2020 concerning the implementation of education policies in the emergency period of the spread of covid-19 as the basics for implementing new normal education, it was explained that the most important and especially

during study at home is safety, which is the physical and mental health of students, teachers, school principals, and all of the education stakeholder. Therefore, the implementation of the new normal education can be determined based on the policies of each educational institution which refers to students' safety, besides that it is necessary to have the commitment and policies of educational institutions to ensure the continuity of education for students that were affected by covid-19. Thus, the aspects of changes in general policies and the changes in strategic policies towards learning at UHN were a form of policy consistency for building students' superior character. There are 3 aspects of changes that were issued by UHN to implement the new normal education, namely: (1) aspects of changes in academic and operational; (2) aspects of changes in financing; and (3) aspects of changes in facilities and infrastructure.

(a) Aspects of changes in academic and operational

The aspects of changes in academic and operational were the changing of the lecture process from face-to-face to online lectures that were enforced during the covid-19 pandemic starting from March 2020 to 2022 that were the odd semester of 2020/2021, the even semester of 2020/2021, and the odd semester of 2021/2022. Lectures were conducted face-to-face using google classroom, where all lecturers and students were facilitated with accounts of lecturer@uhn.ac.id for lecturers and name@student.uhn.ac.id for students. In addition to the online lecture process, lecture monitoring was carried out by the monitoring team using the monitoring@uhn.ac.id account. Besides the online lecture process, the thesis guidance process, proposal seminars, and thesis defense were carried out by using the uhn.ac.id domain account. This made it easier for each lecturer to record the entire process of activities which could be stored as important documents as reports on the implementation of activities. In order for aspects of UHN's academic and operational changes to

be carried out optimally, third parties and stakeholders simultaneously carried out technical guidance to fulfill lecturer competencies related to technology utilization. These policies were stipulated by the decree of UHN Rector no. 560/R/IV/2020.

The official and regular meetings were carried out by utilizing 2 virtual meeting applications zoom and g-meet. The reason for providing these two applications was to guard against instability in one of the applications, thus allowing for alternative applications so that the official meetings were not disrupted. Then for meetings that were attended by a big number of participants, the virtual meeting application used zoom. As for the process of preparing study plans, campus teaching assistance was carried out through g-meet and zoom if needed assistance from the administration team in each faculty. While information related to institutions such as scientific publications and student innovations, as well as student participation in innovative competitions, the distribution of information was carried out in each faculty by involving lecturers who were in the teaching courses as stipulated on a circular letter of UHN rector no. 511/R/III/2020. The communication network of the entire UHN community was improved using social media and forum spaces. The results of the research showed that the aspects of changes in academic and operational were carried out well and on target because they were directed for the interests of the academic community and were well managed by the entire community of UHN.

(b) Aspects of changes in financing

The results of the research on the aspect of changes in financing showed that although there was a decrease in the general operational spending of UHN, the changes in tuition fee was still not reduced for all students, because the decrease in operational financing during the covid-19 pandemic did not occur significantly, due to the transfer of financing to several mandatory aspects that carried out during the covid-19 pandemic, both of university and

also aids for students. UHN also understood its function to carry out the value of compassion for distributing tuition assistance and cash assistance for hundreds of students during the covid-19 pandemic who were greatly affected economically, socially, and security that was stipulated by the decree of UHN rector no. 117/WR-III/VII/2020, as well as providing monthly internet data package assistance for all active students in the current semester through decree no. 1066/R/IX/2020.

To encourage the implementation aspects of changes in financing through external institutions, UHN encourages all students can take advantage of opportunities that were offered by other institutions. UHN prepared technical guidance and established an online consultation center where the students can be consulted and discussed related programs, so they have a quality opportunity to become participants. In 2020 – 2021, UHN was one of the universities that could contribute to large numbers of students attending many programs from external party. The results of this research on aspects of changes in financing had been right on target because they were used to increase operational capacity and assistance to students who were very affected economically. This policy also proves that UHN has participated in the Government's program to empower all institutional resources to help students whose families were greatly affected by the economy during the covid-19 pandemic (DPR RI, 2021).

(c) Aspects of changes in facilities and infrastructure

The aspect of changes in facilities and infrastructure was one aspect that was prioritized to support the implementation of aspects of changes in campus academic and operational because the facilities and infrastructure in the form of classrooms, learning equipment, laboratories, and other practical tools were no longer used during the covid-19 pandemic, but the infrastructure needed was the strengthening of the learning system in the network includes data storage devices of all UHN ad-

ministrative processes, teaching and learning activities use server placed at UHN computer center, however, the recording of the teaching and learning process can be done by lecturers using the online drive facility of their respective uhn.ac.id domain. UHN has provided the google suite for education facility, which allows all lecturers to have a google account with the uhn.ac.id domain. Meanwhile, administrative applications at UHN were carried out using the information system portal.

Related to the facility and infrastructure of sanitation security on campus, the university prepared health protocol facilities starting from spraying to sanitizing facilities used by all community members who were presented on campus, as well as improving network facilities by adding bandwidth and spot points for the entire UHN environment so that it could be used by students and lecturers who were present on campus in the online learning process without having to enter to class. In addition, competency strengthening for lecturers was carried out so that they can be able to conduct virtual-based learning practices in accordance with the decree of UHN rector no. 511/R/III/2020. The results of the research showed that aspect of changes in facilities and infrastructure were carried out well in meeting the needs of the learning process fluently in the network and health protocols because the learning facilities greatly affected the achievement of learning completeness during the covid-19 pandemic (Nevitaningrum & Komaruddin, 2022).

(d) Aspect of changes in learning strategies

Furthermore, the direction of change in learning strategies was directed to forming the student's character through aspects of changes in creative learning, critical thinking learning, collaborative learning, communicative learning, and compassionate learning. The changes in creative learning were aimed for building the creative learning of students independently, this was very important because the learning process executed during the covid-19 pandemic had limited meeting

time, limited availability of learning resources, and limited interaction of core course discussions as was usual in the learning process before the covid-19 pandemic. The policy of changes in creative learning began with the rector's decree, namely, all lecturers provided special guidance to students regarding adaptive technology so that students were able to learn independently about how to use the information and communication technology to improve the quality of their learning, explore learning resources to solve problems that were presented by lecturers, including the ability to overcome obstacles network during the learning process. This finding was consistent with (Pardede, 2022) who stated that using the internet could present the real world in the virtual classroom and allow students to explore learning in a different way.

To encourage students' critical thinking learning, the university leader issued a policy to provide space and ideas for students to embody their ideas through information technology. Likewise, the UHN facilitated the receipt and distribution of information such as program offers from internal and external sources quickly to students through social media management. The students were given a wide opportunity to develop their skills of investigation and exploration of learning resources independently so that they were able to apply their critical thinking skills to improve the quality of their e-learning processes during the covid-19 pandemic, this finding was consistent with (SP et al., 2021) who proposed the importance of using the inquiry learning model in every class, especially in the condition of distance learning during the covid-19 pandemic, because it was found that the inquiry learning model had a positive effect on students' critical thinking.

Several goals must collaborate so that collaborative learning could be carried out during covid-19 pandemic, the goal of these collaborations was to build networks between students, lecturers, communities, universities, and industry, therefore the policy of changing collaborative learning was very closely related

to policy aspects of changes in facilities and infrastructure, which during covid-19 pandemic became one of the main means for all stakeholders, especially students was in conducting collaborative learning.

Aspects of change in the learning strategy to achieve communicative learning were built comprehensively involving the development of physical and the competence fulfillment of all academic community that were lecturers, students, and the entire administrative system. In providing adequate networking the UHN involves a third-party network provider (Internet service provider) to provide a network and learning operating system. While in the framework of the fulfillment of technology adaptive competence, it was started from the fulfillment of competence for all lecturers through technical guidance and provided the module, and then each lecturer disseminated it to all students in each class. For the administrative operational system which was an integral part of communicative learning was built and controlled gradually by the communication and technology center.

Although firstly that compassionate learning was not built specifically, it was an impact that arose from the space that was given by the university to students on utilizing information technology for building communication with fellow students, lecturers, and the university community to supervise each other, monitor and report students who were greatly affected by the covid-19 pandemic, which at the end to growth up the empathy and compassionate on students and lecturers to help each other, especially for the students having problems in the learning process, then they formed a community in providing aid outside the campus, therefore the UHN facilitated and directed comprehensively so that compassionate learning can be achieved maximally because it was consistent in accordance with the government's recommendations to support each other during the covid-19 pandemic.

The results of the research on aspects of changes in learning strategies were imple-

mented very well which led to the creation of creative learning, critical thinking, collaboration, communication, and compassion as the basis for changing student behavior for having superior character. This result was by the direction of the President of the Republic of Indonesia that education would be able to create human beings with a cognitive, moral, and competent character through the development of creative learning, critical thinking learning, collaborative learning, communicative learning, and compassionate learning (Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020).

### **The Implementation of Student's Superior Character**

Based on the results of research that was conducted on students as a form of creativity, it was found that the utilization of student domain accounts of @uhn.ac.id to safe kept the learning process documents on google drive (93.33%), mobile phones (66.67%), the flash disks (3.33%), external hard disks (0%), and the laptops (13.33%). in addition, the learning creativity was shown by students through the utilized social media to publish their works through a joint account on a youtube channel in an example <https://www.youtube.com/@fkipekonominomensen5226>, likewise, students built the creativity together to practice project-based learning by becoming resellers on marketing platform. The results of the study explained that the policy direction of changes in creative learning could be carried out well, even though the results of creativity as a form of creative learning had not been achieved maximally but this illustrated that creative thinking was about exploring and fathering an unknown hinterland (Adair, 2007) had occurred with the policy of aspect of change in creative learning.

The percentage of success to overcome network constraints during the online learning process which was summarized from the research results reached the frequent success rate of very often = 40.00%; often = 26.67%; moderate = 20.00%; rarely = 0%, very rare =

13.33%. The ability of students to overcome network problems that occurred during learning was conducted by looking for signal locations outside the home and /or replacing package cards with other service providers had been able to identify locations with good signals in their respective places. This simple technique was in accordance with the opinion of several internet provider developers that the way to strengthen the network signal when facing bad signal problems was to activate airplane mode, maximize wifi, charge the battery, avoid using signal cover cases, update the operating system, change locations, and change providers (CNN Indonesia, 2020). This finding was also consistent with the other finding that the ability of students to solve problems when the online learning process was forming an attitude to act that automatically adopts the e-learning process to be habit that will grow and build a response quickly and automatically to an action (Sehabuddin & Oktarina, 2022).

For building the achievement of online learning, students were able to have ways and strategies to overcome the limitations of learning facilities by exploring learning resources from the internet, looking for digital facts, making recordings of the learning process, and creating learning blogs. This was in accordance with thinking which stated that critical thinking is a process where all knowledge and skills are mobilized in solving problems that arise, making decisions, analyzing all assumptions that arise, and conducting investigations or research based on data and information that has been obtained to produce the information or conclusions that can be drawn desirable (Ariyana et al., 2018). The results of the research showed that the implementation of students' critical thinking learning was good.

To carry out collaborative learning, the students created togetherness among students, lecturers, and the community to achieve maximum learning outcomes, by forming groups and forums through WhatsApp, Twitter, Facebook, and discussions via zoom. In addition, the student's creative content was found



on youtube which was created together as a learning project. The results of this study indicated that changes in collaborative learning could be carried out well and whether they realized it or not that the students had done collaborative learning in the form of civic education, as Nucci et al. (2014) stated “collaborative thinking is developed through perspective-taking training and, on a larger scale, civic education”.

Even though there was no direct interaction physically between students, lecturers, and the academic community for building student’s communicative learning they applied it through the utilization the technology and they managed well so that the effectiveness and efficiency could run optimally, where the students could communicate with others students, lecturers, supervisors, and administrative staff, even a communication group for each subject was created by the respective class leader, and a communication group for education programs, as well as a university group, were created through social media Facebook and Twitter. This was in accordance with the opinion expressed by Johnson et al. (2009) that “communicative thinking is as articulate thoughts and ideas effectively using a variety of communication modes. Collaborative communication requires the design of group processes with strategies for reporting outcomes from the work completed by the group”. Therefore, the result of this study indicated that communicative learning could be carried out well as an effect of the university had provided communication facilities and infrastructure.

Compassionate learning was built comprehensively started from university leaders, lecturers, students, and the entire academic community of the university. Compassionate learning was well done by students that increased the spirituality of Godhead and aided other students who needed assistance in learning and even material assistance that was raised together. The implementation of compensatory learning was also shown by students with loving visits to orphanages. The

results of the study indicated that the change in compensatory learning at UHN could be carried out well, in line with what was stated by Gibran (2022) that “compassionate learning is a unique approach to empower parents and facilitators in creating a non-threatening and joyful environment of Learning”.

### **The Impact Assessment of New Normal Education**

To further assess the impact of the new normal education was conducted through the parents of students, the results of the research showed that all parents responded with pride to the changes in their children’s behavior in everyday life. During studying at home, students had no problems or difficulties in the lecture process or administrative completion. The learning activities together with fellow students were carried out online, as well as students had closer interactions with supporting lecturers and supervisors. The changes of character shown by students so that they could be continued their education during covid-19 were to be more enthusiastic about their parents and more concerned about what was happening today. They were more diligent in studying than usual, more disciplined, and more enthusiastic. Even though they were quieter, the students changed their character positively. The results of the study also showed that parents saved on the purchase of learning books and other equipment due to the ability of students to explore learning resources through the internet.

Even though the reduction of tuition fee from UHN was only given to students who were greatly affected by the covid-19 pandemic, in reality, the reduction of tuition fee was indirectly received by all parents through students participating in various government programs including the program of Kampus Mengajar batches 1, 2, and 3, the program of the young fighters from the ministry of social affairs, the program of certified internship and independent study, Bidikmisi and the program of Kartu Indonesia Pintar Kuliah. The changes in student character did not only in-

volve the learning process, but positive behavior changes through increasing empathy for parents' difficulties with their participation to help parents increase the family income either by themselves or by helping parents directly. In addition, changes in spiritual practice that encouraged students to be more obedient in worship, a sense of caring for others, and obedience to government regulations were carried out through their participation in the socialization and distribution of government assistance.

The results of the study also proved that during the covid-19 pandemic, students did fundraise to aid orphanages that were severely affected by their life. This was evidence of the realization that students were able to implement the practice of Pancasila as conveyed by BPIP that strengthening Pancasila values in the covid-19 condition was realized through cooperation in helping each other (BPIP, 2021). Students also implemented the creativity to earn income through the utilization of information media as resellers on the Lazada and Shopee sales platforms. Selling medical devices and other products marketed through Facebook, Twitter, and Instagram. Currently, some students participated in economic activities in traditional markets in their area, and they created the distribution door-to-door method. The results of this study indicated that student creativity had been implemented in real life.

The new normal education at UHN provided a positive impact on students, where the students experienced behavioral changes and implemented these behavioral changes in real life. The students who participated in this study, for example, through their experience of the change policies in several aspects issued by UHN that they expressed readiness to conduct the new normal education during the covid-19 pandemic. All key informants showed changes in behavior in real life and were directly involved in overcoming the problems that existed in themselves, their families and the social community around them. Thus, this study revealed the impact of the implemen-

tation of new normal education on students could build a change in mindset and change in behavior toward superior character. We expected these findings can help stakeholders in higher education to understand the impact of new normal education in a positive direction. These findings, although simple, showed the direct impact of UHN's policies on implementing new normal education. This study highlights the short- and medium-term impacts that occur from 2020 to 2022 when the covid-19 pandemic is still ongoing.

Although the results of this study can be used as a reference for building students' superior character, this research has limitations as a qualitative descriptive study, so the research has not been able to explain the strength of the influence of each sub-focus that was described in the study. Likewise, the scope of the research was carried out only in a university with a limited sample. Therefore, further research is still needed specifically on the components contained in the research focus.

## CONCLUSION

The conclusions obtained from the results of this research include: (1) the implementation of the new normal education at UHN was well implemented, and effective for building the student's superior character; (2) the aspects of changes in academic and operational were carried out well and on target because they were directed toward the interests of the entire UHN academic community; (3) the aspect of changes in financing had been well and on target because it was used to increase operational capacity and assistance to students who were very affected economically; (4) the aspect of changes in facilities and infrastructure were carried out well in meeting the needs of the learning process fluently in the network and health protocols; (5) students could implement the superior character through the fulfillment of creative learning, critical thinking, communication, collaboration, and compassion; (6) the impact of implementing new normal education for building

student's superior character was carried out well with the ability of students to implement changes in their behavior in real life.

We strongly believe that students can be able to explore the learning process more than what was defined by researchers, therefore after the covid-19 pandemic, it will need space for students on campus to be able to manifest their competencies from the learning outcome that have been achieved, for example, how can they develop a culture their local communities to bring into campus? How can they get space to transform their individual strengths in society? and how can the students measure their superior character? Therefore it is suggested that in the future, it is needed further studies with cross-university sampling to provide solutions for these three questions above.

Finally, this research reminds the lecturers about the importance of the lecturer's role for building superior character. Lecturers are role models, lecturers are implementers, and lecturers are the spearhead of the formation of the superior character itself. The ability of a student to implement superior character starts from the ability of a lecturer to make up students with subjects that should contain soft skills and hard skills, in other words, each subject is material that forms students to have the ability to life because the education is for life and not just for a living. Thus, a lecturer should build a learning community that synergizes with students, parents and the academic community, and the world of education.

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