THE IMPACTS OF ONLINE LEARNING DURING COVID-19 ON STUDENT'S PSYCHOLOGY

Deski Yolan Septa Tenti Ningsih
English Education

yholanjdeski@gmail.com

Abstract

COVID-19 has affected many sector, and education is not an exception. In Indonesia, the government formally taking strict measure to minimizing and limiting physical contact since March 16th, 2020 to prevent the spread of corona virus. Therefore, teaching-leaning which was conducted offline is shifting to online learning. These conditions have implications for the effectiveness of the learning process in higher education. The purpose of this study was to identify the impacts of online leaning during the COVID-19 on student's psychology. The research sample was 40 English education students batch 2018, the study was conducted in October 2020 on the students of Teknokrat university. The research findings show that (1) Students fell more stress during online leaning, (2) moderate level of anxiety which was cause by some factors such as poor signal, (3) mood changes occur due to too many assignments, (4) having difficulty in understanding the lesson.

Key words: Covid-19, Online Learning, Perceived stress, Anxiety, Student difficulty

INTRODUCTION

Have you ever imagined the impacts of online learning during a pandemic on your psychological condition? According to Ahluwalia (2020); Pratomo & Gumantan (2021); Tuhuteru (2020) the COVID-19 outbreaks has interrupted the learning of one billion students in 129 countries around the world. There are many studies conducted during the COVID-19 have found that symptomss of moderate to severe depression is up to 16.5 %, moderate to severe anxiety for about 28.8% and 8.1% reported moderate to critical stress levels (Rohman et al., 2020; Sohrabi et al., 2020; Yudiawan et al., 2021).

The COVID-19 outbreak has become an international concern since the first case happened at the end of 2019 in Wuhan, China. The spread of the virus has increased dramatically throughout the world. In order to prevent the spread of corona virus, most countries all over the world started pursuing physical distancing and education institution also had to shift from offline to online leaning, and Indonesia is not an exception (Fatimah & Puspaningtyas, 2020; Nabila et al., 2021; Rahman, 2021). Started from March 16th, 2020 the Indonesian government formally taking strict measure to minimizing and limiting physical contact. Thus, learning from home or also known as e-leaning has officially been implemented to every level of education (Nadir et al., 2021; Novita et al., 2020; Sengkey et al., 2020).

In Indonesia, e-learning has begun to be applied in higher education only in some courses. However, since the government has determined learning from home as an effort to eradicate the corona virus, all subjects have been shifted online (Mahfud & Gumantan, 2020; Novian et al., 2019; Rizki & Aguss, 2020). The sudden change in teaching-learning process has affected student's life style and mental health. Some students appeared to enjoy online classes, but some others are reported to have lack of motivation, experience mood changes, stress, anxiety and have negative attitude toward online learning (Erya & Pustika, 2021; Putri & Sari, 2020; van Eijck, Michiel; Hsu, Pei-Ling; Roth, 2009).

The pandemic of COVID-19 not only carries the risk of death from being infected of virus but also impacted psychological condition. The number of infections is continuously increase, strict social distancing policy, and online learning problems at all levels of education are expected to affect student's mental health (Saputra & Pasha, 2021; Sari & Oktaviani, 2021; Sinaga & Pustika, 2021). Therefore, the aim of this study is to identify the effects from online learning on student's psychology during the COVID-19 pandemic.

LITERATURE REVIEW

Commonly women experiencing higher stress level, anxiety, and depression in the first two weeks after the outbreaks compare to men. Other researcher also found that Covid-19 affects some individual emotional, fear of being infected by the virus, feel helpless and over thinking (Aguss et al., 2021; Pramita et al., n.d.; Saputra & Pasha, 2021).

Online learning is not something new in the field of education, according to (Gumantan et al., 2021; Hasani et al., 2020; Sari & Wahyudin, 2019), e-leaning has been implemented since the 1970s. "e" stands for electronics, which means learning based on electronic devices. Nowadays, E-learning is well known as teaching-learning process that uses electronic as the media (mobile phones, tablets, computers, etc.) which are equipped with an internet connection . In other words, e-leaning is a teaching-leaning process that uses technology and internet. Therefore, for some students e-learning is considered more practical because it can be accessed anywhere at any time.

METHOD

This research method was conducted with descriptive qualitative which is attempt to evaluate the impact of online learning during the corona virus outbreak (COVID-19). The

study period was between October until November 2020. This study involves participants who were sampled from English Education Study Program batch 2018 of Faculty of art and education at Teknokrat University in Bandar Lampung, Lampung.

The subject which took part in this research was 20 students both male and female of the fifth semester with the average age between 19 to 23. The researcher use questionnaire which were distribute by using google form that was sent via WhatsApp messages to collect their perspective data. Researchers focus on asking questions that fit the focus of research. The questionnaire consists of 5 questions, each question use Likert scale.

The researcher gave the survey website link to the participants and ask them to fill out the question based on their perspective or experience toward online learning that took place during covid-19. After that, all the data that researcher got from the participant's responses will be collected and analyzed to see the impacts of online learning during the COVID-19 on student's psychology.

Questionnaire of The Impacts of Online Learning During Covid-19 On Student's Psychology

Participants need to answered the questions that have been provided by the researcher and submit their answer based on their experience. The questions were as follows:

NO.	Question	Strongly disagree	Disagree	Agree	Strongly agree
1	Do you fell more stress during online learning?				
2	Do you find any factor (poor signal, etc) that make it difficult when study online which increases your perceived stress?				
3	Do you understand the lesson as well as offline class?				
4	Do you think that online learning better for anxiety?				

5	Do online learning affect your mood due to too many assignments?				

RESULTS AND DISCUSSION

NO.	Question	Strongly disagree	Disagree	Agree	Strongly agree
1	Do you fell more stress during online learning?	20,7%	6,9 %	51,7%	20,7%
2	Do you find any factor (poor signal, etc) that make it difficult when study online which increases your perceived stress?	17,2%	6,9%	51,7%	24,1%
3	Do you understand the lesson as well as offline class?	13,8%	44,8%	37,9%	3,4%
4	Do you think that online learning better for anxiety?	3,4%	65,5%	31%	0%
5	Do online learning affect your mood due to too many assignments?	0%	6,9%	58,6%	34,5%

Since The COVID-19 outbreaks is occurred in Indonesia, all face-to-face lectures have shifting online leaning (Andriadi, 2021; Arpiansah et al., 2021; Fadilah & Kuswoyo, 2021). These conditions have implications for various kinds in the academic community, which presumed could have an impact on psychological condition. Based on the data result showed that 72,4% research subject felt more stress while learning through online during the COVID-19 outbreak. The stress level of the research subject can be caused by several factors, one of which is the unstable signal condition (Abbad et al., 2009; Lestari et al., 2018; Riskiono & Pasha, 2020). As we know, students in certain area have limited internet access and it's not as good as internet access in big cities. Approximately 75.8% of the total class population experienced increased stress due to these conditions.

Not only did their stress levels increase but also 68,9% of participants showed anxiety among participants regarding the effects of the COVID-19 virus. The anxiety they experience generally results in boredom in ongoing online learning (Damayanti & Listyani,

2020; Fahrizqi et al., 2021). Most of the participants stated that participants felt angry about the situation if there was a lot of interference from the environment and internet network disruption.

The research also found that emotional disorders experience by 93,1% of the participants. Emotional disorder usually marks by mood changes which cause by certain conditions, one of them was occur due too many assignments. Participants are busy with themselves to complete and submit their assignments (Saifuddin Dahlan, 2013; Styawati et al., 2020; Yuliansyah & Ayu, 2021). As a result, Lack of social support makes students experience emotional disturbances.

Thus, all of that condition was caused the teaching-learning process to be less effective. This prove by more than 58% of the participants are struggle to understand the materials as well as offline class because lack of motivation.

CONCLUSION

COVID-19 has affected many sector all over the world, and education is not an exception. Started from march, Indonesian government formally taking strict measure to minimizing and limiting physical contact in order to prevent the spread of corona virus (Fahrizqi et al., n.d.; Febrian et al., 2021; Liu et al., 2020). As a result, teaching-leaning which was conducted face-to-face is moved to online learning. These conditions not only have implications for the effectiveness of the learning process in higher education but also impact student's psychological condition.

Based on the data, the research confirms the psychological impact of students on online learning during the COVID-19 outbreak, namely (1) Students feel more stress during learning from home compare to offline class, (2) moderate level of anxiety major cause by internet network disruption, (3) emotional disorder are indicate by changes in mood that caused by too many assignments that are consider infective by the participant, and (4) having difficulty in understanding the lesson that caused by lack of motivation. Therefore, it is very important to balancing with other activities that promote relationships, development, and creativity to avoid negative impact, such as physical, mental and emotional.

REFERENCES

Abbad, M. M., Morris, D., & de Nahlik, C. (2009). Looking under the Bonnet: Factors affecting student adoption of E-learning systems in Jordan. *International Review of Research in Open and Distance Learning*, *10*(2), 1–25. https://doi.org/10.19173/irrodl.v10i2.596

Aguss, R. M., Fahrizqi, E. B., & Abiyyu, F. F. A. (2021). ANALISIS Aguss, R. M., Fahrizqi, E. B., & Abiyyu, F. F. A. (2021). ANALISIS DAMPAK WABAH COVID-19 PADA PERKEMAguss, R. M., Fahrizqi, E. B., & Abiyyu, F. F. A. (2021). ANALISIS DAMPAK WABAH COVID-19 PADA PERKEMBANGAN MOTORIK HALUS ANAK USIA 3-4 TAHUN. Jurn. *Jurnal Penjaskesrek*, *8*(1), 46–56.

Ahluwalia, L. (2020). EMPOWERMENT LEADERSHIP AND PERFORMANCE: ANTECEDENTS. *Angewandte Chemie International Edition, 6(11), 951–952.*, *7*(1), 283. http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL

Andriadi, B. P. (2021). *PENTINGNYA PENGENALAN VAKSIN DI MASA PANDEMI COVID-19 DESA IBUL KECAMATAN SIMPANG TERITIP*. *02*(01), 100–104.

Arpiansah, R., Fernando, Y., & Fakhrurozi, J. (2021). GAME EDUKASI VR PENGENALAN DAN PENCEGAHAN VIRUS COVID-19 MENGGUNAKAN METODE MDLC UNTUK ANAK USIA DINI. *Jurnal Teknologi Dan Sistem Informasi*, *2*(2), 88–93.

Damayanti, M. E., & Listyani, L. (2020). AN ANALYSIS OF STUDENTS'SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS. *ELTR Journal*, *4*(2), 152–170.

Erya, W. I., & Pustika, R. (2021). STUDENTS'PERCEPTION TOWARDS THE USE OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL. *Journal of English Language Teaching and Learning*, *2*(1), 51–56.

Fadilah, R., & Kuswoyo, H. (2021). Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Fahrizqi, E. B., Agus, R. M., Yuliandra, R., & Gumantan, A. (2021). The Learning Motivation and Physical Fitness of University Students During the Implementation of the New Normal Covid-19 PandFahrizqi, E. B., Agus, R. M., Yuliandra, R., & Gumantan, A. (2021). The Learning Motivation and Physical Fitness of University Stu. *JUARA: Jurnal Olahraga*, *6*(1), 88–100.

Fahrizqi, E. B., Mahfud, I., Yuliandra, R., & Gumantan, A. (n.d.). TINGKAT KEBUGARAN JASMANI MAHASISWA OLAHARAGA SELAMA NEW NORMAL PANDEMI COVID-19. *Tadulako Journal Sport Sciences And Physical Education*, *8*(2), 53–62.

Fatimah, C., & Puspaningtyas, N. D. (2020). Dampak Pandemi Covid-19 terhadap Pembelajaran Online Mata Pelajaran Matematika di MAN 1 Lampung Selatan. *JURNAL PENDIDIKAN MATEMATIKA UNIVERSITAS LAMPUNG*, *8*(4), 250–260.

Febrian, A., Bangsawan, S., Ms, M., & Ahadiat, A. Y. I. (2021). Digital Content Marketing Strategy in Increasing Customer Engagement in Covid-19 Situation. *International Journal of Pharmaceutical Research*, *13*(01), 4797–4805. https://doi.org/10.31838/ijpr/2021.13.01.684

Gumantan, A., Nugroho, R. A., & Yuliandra, R. (2021). Learning during the covid-19 pandemic: Analysis of e-learning on sports educatiGumantan, A., Nugroho, R. A., & Yuliandra, R. (2021). Learning during the covid-19 pandemic: Analysis of e-learning

on sports education students. Journal Sport Area, 6(1), 51–5. *Journal Sport Area*, *6*(1), 51–58.

Hasani, L. M., Sensuse, D. I., & Suryono, R. R. (2020). User-Centered Design of e-Learning User Interfaces: A Survey of the Practices. *2020 3rd International Conference on Computer and Informatics Engineering (IC2IE)*, 1–7.

Lestari, F. P. A., Pane, E. S., Suprapto, Y. K., & Purnomo, M. H. (2018). Wavelet based-analysis of alpha rhythm on eeg signal. *2018 International Conference on Information and Communications Technology (ICOIACT)*, 719–723.

Liu, C., Zhou, Q., Li, Y., Garner, L. V., Watkins, S. P., Carter, L. J., Smoot, J., Gregg, A. C., Daniels, A. D., Jervey, S., & Albaiu, D. (2020). Research and Development on Therapeutic Agents and Vaccines for COVID-19 and Related Human Coronavirus Diseases. *ACS Central Science*, *6*(3), 315–331. https://doi.org/10.1021/acscentsci.0c00272

Mahfud, I., & Gumantan, A. (2020). Survey Of Student Anxiety Levels During The Covid-19 Pandemic. *Jp. Jok (Jurnal Pendidikan Jasmani, Olahraga Dan Kesehatan)*, *4*(1), 86–97.

Nabila, Z., Isnain, A. R., Permata, P., & Abidin, Z. (2021). ANALISIS DATA MINING UNTUK CLUSTERING KASUS COVID-19 DI PROVINSI LAMPUNG DENGAN ALGORITMA K-MEANS. *Jurnal Teknologi Dan Sistem Informasi*, *2*(2), 100–108.

Nadir, R. D. A., Athaya, H., Sensuse, D. I., & Suryono, R. R. (2021). Factors Influencing E-learning System Success During COVID-19 Pandemic (Case Study: Faculty of Computer Science, Universitas Indonesia). *2021 International Conference on Advanced Computer Science and Information Systems (ICACSIS)*, 1–6.

Novian, D., Dwinanto, A., & Mulyanto, A. (2019). The Application of Cooperative Learning Methods in the Developing and Analyzing the Quality of An Educational Game. *Journal of Physics: Conference Series*, *1387*(1). https://doi.org/10.1088/1742-6596/1387/1/012122

Novita, D., Husna, N., Azwari, A., Gunawan, A., & Trianti, D. (2020). *Behavioral Intention Toward Online Food delivery (The Study Of Consumer Behavior During Pandemic Covid-19)*. *17*(1), 52–59.

Pramita, G., Lestari, F., & Bertarina, B. (n.d.). Study on the Performance of Signaled Intersections in the City of Bandar Lampung (Case Study of JL. Sultan Agung-Kimaja Intersection durig Covid-19. *Jurnal Teknik Sipil*, *20*(2).

Pratomo, C., & Gumantan, A. (2021). Analisis Efektifitas Pembelajaran Daring Terhadap Hasil Belajar Pendidikan Olahraga Pada Masa Pandemi Covid-19 SMK SMTI Bandarlampung. *Journal Of Physical Education*, *2*(1), 26–31.

Putri, E., & Sari, F. M. (2020). INDONESIAN EFL STUDENTS'PERSPECTIVES TOWARDS LEARNING MANAGEMENT SYSTEM SOFTWARE. *Journal of English Language Teaching and Learning*, *1*(1), 20–24.

Rahman, Y. A. (2021). Vaksinasi Massal Covid-19 sebagai Sebuah Upaya Masyarakat dalam Melaksanakan Kepatuhan Hukum (Obedience Law). *Khazanah Hukum*, *3*(2), 80–86. https://doi.org/10.15575/kh.v3i2.11520

Riskiono, S. D., & Pasha, D. (2020). Analisis Metode Load Balancing Dalam Meningkatkan Kinerja Website E-Learning. *Jurnal TeknoInfo*, *14*(1), 22–26.

Rizki, H., & Aguss, R. M. (2020). Analisis Tingkat Pencapaian Perkembangan Motorik Kasar Anak Usia 4-5 Tahun Pada Masa Pandemi Covid-19. *Journal Of Physical Education*, *1*(2), 20–24.

Rohman, M., Marji, D. A. S., Sugandi, R. M., & Nurhadi, D. (2020). Online learning in higher education during covid-19 pandemic: students' perceptions. *Journal of Talent*

Development and Excellence, *12*(2s), 3644–3651.

Saifuddin Dahlan, F. H. (2013). *THE INFLUENCES OF PERSONALITY AND COGNITIVE PERCEPTION TOWARDS THE STUDENTS'INTENTION TO USE DATABASE SOFTWARE AT THE COMPUTERIZED ACCOUNTING VOCATIONAL COLLEGES IN LAMPUNG PROVINCE.* Universitas Lampung.

Saputra, V. H., & Pasha, D. (2021). Comics as Learning Medium During the Covid-19 Pandemic. *Proceeding International Conference on Science and Engineering*, *4*, 330–334.

Sari, F. M., & Oktaviani, L. (2021). Undergraduate Students' Views on the Use of Online Learning Platform during COVID-19 Pandemic. *TEKNOSASTIK*, *19*(1), 41–47.

Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, *3*(1), 64–73.

Sengkey, D. F., Kambey, F. D., Lengkong, S. P., Joshua, S. R., & Kainde, H. V. F. (2020). Pemanfaatan Platform Pemrograman Daring dalam Pembelajaran Probabilitas dan Statistika di Masa Pandemi CoVID-19. *Jurnal Informatika*, *15*(4), 217–224.

Sinaga, R. R. F., & Pustika, R. (2021). EXPLORING STUDENTS'ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG. *Journal of English Language Teaching and Learning*, *2*(1), 8–15.

Sohrabi, C., Alsafi, Z., Neill, N. O., Khan, M., & Kerwan, A. (2020). *Since January 2020 Elsevier has created a COVID-19 resource centre with free information in English and Mandarin on the novel coronavirus COVID- 19 . The COVID-19 resource centre is hosted on Elsevier Connect , the company ' s public news and information . January.*

Styawati, S., Ariany, F., Alita, D., & Susanto, E. R. (2020). PEMBELAJARAN TRADISIONAL MENUJU MILENIAL: PENGEMBANGAN APLIKASI BERBASIS WEB SEBAGAI PENUNJANG PEMBELAJARAN E-LEARNING PADA MAN 1 PESAWARAN. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, *1*(2).

Tuhuteru, H. (2020). Analisis Sentimen Masyarakat Terhadap Pembatasan Sosial Berksala Besar Menggunakan Algoritma Support Vector Machine. *Information System Development (ISD)*, *5*(2), 7–13.

van Eijck, Michiel; Hsu, Pei-Ling; Roth, W.-M. (2009). *Citations @ Scholar.Google.Com* (pp. 611–634). http://scholar.google.com/citations?view_op=view_citation&hl=en&user=_XdRuc4A AAAJ&citation_for_view=_XdRuc4AAAAJ:d1gkVwhDpl0C

Yudiawan, A., Sunarso, B., Suharmoko, Sari, F., & Ahmadi. (2021). Successful online learning factors in covid-19 era: Study of islamic higher education in west papua, indonesia. *International Journal of Evaluation and Research in Education*, *10*(1), 193–201. https://doi.org/10.11591/ijere.v10i1.21036

Yuliansyah, A., & Ayu, M. (2021). The Implementation of Project-Based Assignment in Online Learning during Covid-19. *Journal of English Language Teaching and Learning*, *2*(1), 32–38.