

Online Psychology Education for Students in the Context of the COVID-19 Pandemic

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Abstract:

The epidemic of COVID-19 that has spread around the globe has impacted every sector. One of them is in education, namely the shift from offline to online learning. The deployment of online education has several consequences. This research aimed to examine the impact of online education on students' psychological well-being during the COVID-19 epidemic. This is a descriptive, qualitative research design. A questionnaire (questionnaire) and a literature review were utilized to gather data for this investigation. The findings indicated that as many as 55 respondents, consisting of 11 students and 44 students on average, had a relatively poor psychological state, as follows: (a) The majority of respondents were students between the ages of 18 and 23, as well as those between the ages of 9 and 17. (b) 76.4 percent of respondents prefer face-to-face learning; (c) 10.9 percent of respondents experienced very severe anxiety; (d) 21.8 percent of respondents experienced very severe stress; (e) 18.2 percent of respondents experienced very severe depression; (c) 45.5 percent of respondents experienced a strong sense of boredom; (c) and as many as 49.1 percent of respondents formalized paraphrase to ensure that online learning runs smoothly, educators, students, and parents must work to support children's learning processes in order for children to be engaged, comfortable, and happy while studying online.

Keywords: Online Learning, Student Psychology, Covid-19 Pandemic

I. Introduction

The globe has been horrified by the existence of Coronavirus Disease (Covid-19), which was identified in the Chinese city of Wuhan in late 2019 and quickly spread across the nation until the WHO proclaimed the situation a worldwide pandemic. This pandemic has taken many lives worldwide and national scale; as of July 2020, the total number of COVID-19 cases has reached 13,224,909 in 215 nations, with a death toll of 574,903 (Bączek, 2021). (WHO, 2020). Meanwhile, on July 14, 2020, the number of cases in Indonesia reached 76,981, with a fatality rate of 2,535 instances (Covid-19 Cluster, 2020). The COVID-19 epidemic has impacted every aspect of existence. One of them is

education, namely educational institutions at the pre-school, elementary, junior secondary, upper secondary, and even university levels, which are being closed. This is consistent with the government's regulations, including Permendikbud Number 3 of 2020 on preventing COVID-19 in education units and Permendikbud Number 36926/MPK.A/HK/2020 on Distance Learning via the Use of Technology as a Medium of Instruction. The government's strategy is to break the link between COVID-19 prevention in the school sector. The pros and cons of the community against the health protocol rules that are applied have caused some regulations to be relaxed a little. To measure and educate public awareness in implementing health protocols, further research is needed (Cardiah, Andiyana, & Rahma, 2021).

According to this strategy, the formerly direct mode of education was replaced with distant learning, sometimes referred to as the online method. Online learning is a way of imparting knowledge that uses the internet network as a means of communication and material delivery (Ramos-Morcillo, 2020). Online learning is accomplished via various media, including Whatsapp, Telegram, Zoom, Google Meets, and Google Classroom. All aspects, particularly instructors, must adjust to educational approaches. Educators must be able to incorporate interactive learning into their classrooms. However, in reality, online learning is deemed less than optimum. This is evident in the development challenges, such as instructors' inability to adjust to online learning (Alsoufi, 2020).

Many instructors in different institutions and colleges eventually utilize distributing tasks through an online system when adopting distance learning (Khalil, 2020). The objective of this study was to determine the determinants between Community-Based Total Sanitation and the incidence of diarrhea in toddler at communities near rivers (Indah et al., 2022). However, assigning many tasks with a short deadline is a distinct barrier that students and students in online learning face (Zhao, 2020). Additionally, parents' fear about accompanying their children to study at home, kids' difficulty comprehending online learning techniques, and unrealized outdoor practice learning accompanied by mountains of homework occur to the extent of impairing students' mental health. At the same time, they are engaged in studying during the Covid-19 epidemic (Amir, 2020).

Mental wellness is a state of being free of all signs of mental diseases. Health is important and must be taken into account. Mental health issues emerge due to high expectations and excessive stress (Fawaz, 2021). For plantation management and palm oil management mills, the highest weight is in the percentage of water use per ton of FFB in PPKS 60.7%, while in waste management, the highest percentage lies in the standardized wastewater Biological Oxygen Demand (BOD) of 38.8% (Rosyidah et al., 2022). As a result, it will exacerbate mental health difficulties. Additionally, students are experiencing additional difficulties as a result of the Covid-19 pandemic, including an inability to adapt to new learning methods, limited opportunities to socialize with other people, decreased children's self-confidence, decreased interest in children's learning, and the emergence of a sense of boredom and fatigue, which causes students to feel bored (Sundarasan, 2020). These factors gradually contribute to psychological diseases such as anxiety disorders, stress, and depression. This is consistent with data indicating that the Covid-19 epidemic produced psychological distress in troubled students, with as much as 0.9 percent experiencing severe anxiety, 2.7 percent experiencing moderate anxiety, and 21.3 percent experiencing mild anxiety (Araújo, 2020). There are numerous

restrictions in terms of visual and digital communication, ranging from the use of technical equipment to the facilities held by lecturers and students(Andiyan et al., 2021).

This study is anticipated to be utilized as assessment material for various stakeholders, including instructors, lecturers, students, and parents, to identify strategies for preventing psychiatric problems in students and students during online learning(Lyons, 2020). To anticipate project delay proper planning is required. One of project planning method is project scheduling(Andiyan Andiyan, Putra, Rembulan, & Tannady, 2021).

II. Research Methods

This is a descriptive, qualitative research design. The data for this research came from a questionnaire completed by 55 respondents, both students, and non-students(Moleong, 2007). The literature review and questionnaires were employed to obtain data for this investigation. The literature review process begins with selecting a subject, followed by the search for more relevant references to use as support for the data analysis, and finally, the organization of the data analysis findings(Sugiyono, 2012). The questionnaire technique was used to generate hypotheses and research questions, identify relevant sources using the total sampling technique, and collect data by distributing digital questionnaires via Google Forms to Bandung University students and students in the surrounding campus environment in May 2021. The data analysis tool used was the Depression Anxiety Stress Scale or DASS-21(Sugiyono, 2010). The analysis's findings were presented in a frequency distribution, and conclusions were drawn.

III. Results And Discussion

The following are the results of data analysis related to the effect of online learning on students' psychological state during the COVID-19 pandemic. Data analysis was conducted by distributing questionnaires to several students of varying ages, namely students under 18 years old and over 18 years old(Farooq, 2020).

That Is an Interesting Method of Instruction.

This data set contains two types of learning of interest: online and offline, or face-to-face. Forty-two students prefer face-to-face instruction, while 14 students prefer online instruction. Both students and teachers prefer face-to-face instruction(Hamza, 2021).

Students' Mental Health During the COVID-19 Pandemic

This data group contains parameters indicating the level of anxiety, stress, depression, saturation, and laziness. One means Not At All, two means Mild, three means Moderate, four means Severe, and five means Very Severe(Dodd, 2021).

Table 1. Anxiety Levels During the COVID-19 Pandemic

Anxiety Level	f	%
No Anxiety	7	12,70
Mild Anxiety	10	18,20
Moderate Anxiety	19	34,50
Severe Anxiety	13	23,60
Very Heavy Anxiety	6	10,90

This study examines the effect of investor intrinsic motivation variables, option, competence, full of meaning, and Progress on Islamic stocks investment decision making in the Indonesia Stock Exchange(Husnatarina et al., 2022).This study analyzes the company's approach for surviving the product by using promotional media to boost sales during a pandemic by utilizing the marketplace as a promotional medium(Ratmono et al., 2022).

Table 2. Stress Levels During the Covid-19 Pandemic

Stress level	f	%
Not Experiencing Stress	5	9,10
Mild Stress	8	14,50
Moderate Stress	12	21,80
Heavy Stress	18	32,70
Very Heavy Stress	12	21,80

Table 3. Depression Levels During the Covid-19 Pandemic

Depression Level	f	%
Not Experiencing Depression	12	21,80
Mild depression	5	9,10
Moderate depression	15	27,30
Heavy depression	13	23,60
Very Heavy depression	10	18,20

According to Table 3, ten respondents (18.20 percent) suffered from a very severe degree of depression during the COVID-19 epidemic, whereas thirteen respondents (23.60 percent) experienced a moderate level of depression. As many as 15 respondents (27.30 percent) reported moderate levels of depression during the COVID-19 pandemic, five respondents (9.10 percent) reported severe depression during the COVID-19 pandemic, and 12 respondents (21.80 percent) reported no level of depression during the COVID-19 pandemic.

Table 4. Levels of Saturation During the Covid-19 Pandemic

Saturation Level	f	%
Not Experiencing Boredom	3	5,50
Light Saturation	4	7,30
Medium Saturation	10	18,20
Heavy Saturation	13	23,60
Very Heavy Saturation	25	45,50

According to Table 4, 25 respondents (45.50 percent) suffered a very severe degree of saturation during the COVID-19 epidemic, whereas 13 respondents (23.60 percent) experienced a level of saturation.

Table 5. Laziness Levels During the Covid-19 Pandemic

Laziness Level	f	%
No Laziness	3	5,50
Light Laziness	3	5,50
Moderate Laziness	8	14,50
Heavy Laziness	14	25,50
Very Heavy Laziness	27	49,10

The extension is an active procedure requiring contact between the extension worker and the individual to establish a behavior change process (Sulandjari et al., 2022).

Obstacles in Online Learning

This data category comprises signal difficulties, trouble focusing and comprehending the information, quotas, and not learning science and technology (Singal, 2021). Four children do not understand science and technology. Furthermore, as many as 29 students suffered from signal issues, 36 had trouble focusing and did not comprehend the topic, 15 students faced quota limits, and one did not understand science and technology (Branquinho, 2020).

Table 6. Obstacles in Online Learning

Age	Obstacles in online learning			
	Signal Troubled	Difficulty concentrating and not understanding the material	Limited Quota	Do not understand science and technology
School	3	8	3	4
College	29	36	15	1

Other Problems Affecting Students

This data category comprises individuals experiencing romantic difficulties, familial difficulties, mental retardation (stress, depression, etc.), victims of bullying, lack of a social circle at school or on campus, chronic disease, laziness, and no issues (Hattar, 2021).

Table 7. Other Problems Affecting Students

Other problems affecting college/school	School	College
Romance problems	0	11
Family problem	2	17
Mental retardation (stress, depression)	1	19
Victims of bullying	2	0
Do not have a circle	3	8
Continuous pain	0	3
lazy factor	7	33
No problem	1	4

According to the findings of the analysis conducted using the questionnaires given, it can be inferred that among the 55 students in the data group of the relevant learning techniques, 42 students prefer face-to-face instruction, while the remaining 14 students prefer online instruction(Loda, 2020). Additionally, in the students' mental health data group, moderate levels of anxiety and sadness were predominant, while severe levels of stress were predominant. Students feel this very intense when they reach saturation and lethargy(Mheidly, 2020). Then, in the data group, the barriers to online learning were more related to difficulty comprehending the topic and difficulty concentrating on the offered material. Additionally, many students face signal restrictions throughout the learning process. This is because many students continue to reside in places without access to the internet(Cuschieri, 2020). The Indonesian government is confronted with several issues concerning tourist sites, both local and foreign(Andiyan, Cardiah, & Handayani, 2022).

In addition to the limits mentioned above, students face quota constraints and a lack of mastery in science and technology(Philippe, 2020). Additionally, with 40 respondents, the data group on other issues affecting learning at school and on campus is dominated by the lazy factor. Additionally, pupils with the second-highest number of 20 respondents report experiencing mental retardation, such as stress, sadness, and others(Jeong, 2020). Likewise, family troubles are the third most often reported difficulty among students, with 19 replies, while just students report romance. The findings indicated that beach visitors' perceptions of parking problems did not match the actual parking availability. Additionally, parking perceptions were not shown to be highly correlated with visitor patterns(Andiyan & Cardiah, 2021).

Along with the four additional difficulties, the pupils encountered other difficulties such as a lack of friends, illness, and bullying(Kochuvilayil, 2021). However, some students do not have the other issues described earlier, and as a consequence of the data analysis above, studying during this epidemic makes pupils very bored and lazy about continuing with their learning. Another barrier to learning that students confront is their inability to focus on and retain the content presented by professors and lecturers, which is why many students prefer face-to-face learning over online learning(Abbasi, 2020). This issue also impacts students' psychological health, as many students endure psychiatric illnesses when participating in online learning during this epidemic. The disease is caused by issues that students face, such as family conflicts, romance, and friendships, contributing to many students experiencing stress, despair, and chronic sickness(Kawaguchi-Suzuki, 2020). Of course, this impedes the learning process. Additionally, online learning has the following effects on children's personalities and psychology:

1. Learning effectiveness is reduced
2. Lack of communication and social interaction
3. Developmental lags in students
4. Increased anxiety
5. Weakened immunity resulting in psychological and physical students

Thus, both instructors and lecturers need innovative learning tools to ensure that students do not feel boredom, sloth, tension, sadness, or anxiety while studying.

Educators can use existing facilities and infrastructure to make learning more engaging, enjoyable, and successful. Additionally, the role of parents in accompanying their children is critical, namely as a support system so that children may learn enthusiastically. Thus, educators and parents must collaborate to facilitate learning so that children can flourish.

IV. Conclusion

According to the data analysis findings, as many as 55 respondents, comprising 11 pupils and 44 students on average, had a very severe psychiatric state as a consequence of the COVID-19 epidemic. The majority of respondents reported that students were more likely to suffer from sadness and stress than students who provided the following information: (a) The majority of respondents, namely students aged 18 to 23 and pupils aged 9 to 17, had a strong feeling of boredom and sloth. (b) 76.4 percent of respondents are more interested in face-to-face learning; (c) 10.9 percent of respondents reported extremely severe anxiety; (d) 21.8 percent reported extremely severe stress; (e) 18.2 percent reported extremely severe depression; (c) 45.5 percent reported extremely heavy boredom; (c) and as many as 49.1 percent reported extremely heavy boredom. To ensure that online learning runs smoothly, educators, students, and parents must work to support children's learning processes in order for children to be engaged, comfortable, and happy while studying online.

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