A STUDY ABOUT UNIVERSITY STUDENTS' PSYCHOLOGICAL EFFECTS ON ONLINE LEARNING

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Abstrak

Tujuan dari penelitian ini adalah untuk mengkaji kondisi mental para mahasiswa yang menerapkan pembelajaran online. Jenis penelitian yang digunakan adalah deskriptif kuantitatif dengan jumlah sampel 54 mahasiswa dari 20 perguruan tinggi. Alat pengumpul data yang digunakan adalah questioner atau angket yang terdiri dari 10 pertanyaan. Adapun proses pengumpulan data dilakukan dengan menggunakan platform Google form. Hasil penelitian menunjukkan bahwa secara deskriptif para mahasiswa mengalami keluhan psikologis selama mengikuti pembelajaran daring dimasa pandemik Covid 19, hal tersebut diukur menggunakan indikator psikologis. Keluhan keluhan psikologis yang dialami oleh para mahasiswa yakni; Dari 54 respon, 51,6% tidak tertarik terhadap pembelajaran daring dan 48,4% tertarik, 67,6% tidak dapat menagkap pembelajaran secara baik, dan 32,4% dapat menangkap secara baik, 67,9% merasa lebih lelah saat pembelajaran daring dan 32,1% tidak lebih lelah, 86,9% merasa bosan dengan pembelajaran daring dan 13,1% tidak bosan, 74,5% merasa bosan berada dirumah dan 25,5% merasa tidak bosan, 71,6% kesulitan terhadap tugas yang diberikan dan 28,4% tidak kesulitan, , 67,3% merasa kesulitan untuk berekpresi atau aktif dan 32,7% tidak sulit, 67,3% mengalami gangguan sinyal dan 32,7% tidak mengalami, 78,9% merasa kesepian karena tidak dapat bertemu dengan teman secara langsung dan 21,1% tidak kesepian, 65,9% tidak mendapatkan bantuan orang rumah saat pembelajaran daring dan 34,1% dibantu oleh orang rumah. Kesimpulannya adalah terdapat keluhan psikologis yang dialami oleh para mahasiswa. Dengan hal ini diharapkan dapat menjadi evaluasi agar kedepannya pembelajarn di Indonesia semakin membaik.

Kata Kunci : *Kondisi Psikologis, Pembelajaran Daring*

PRELIMINARY

Previous studies related to this title include those conducted by (Hashemi, 2021) that online education hurts most students and teachers, although there are some positive impacts as well. Second, (Apostol, 2020) considers the fact that the study took place during the early stages of the emergency period, characterized by social anxiety due to the pandemic and the uncertainty of things happening. (Mandapaka & Nedunuri, 2020) understand the nuances of online classes and discover the effectiveness of online /classes conducted for various levels of students. (Alqahtani, 2021) During the covid-19 pandemic, traditional learning has turned to learn Elektronik, electronics, and this will encourage researchers to seek and improve work in this e-learning field. The difference between this study and previous research is that (Zubaidah, 2021) Online lectures raise four categories of problems faced by students, namely academic, personal, family, and social. Second, (Harapani, 2020) The Effect of Online Learning During the Covid-19 Pandemic On Students' Ability. Third, (egsaugm, 2020) Online learning has positive and negative sides that go hand in hand. Fourth, (Angga, 2020) Online learning is no longer a problem if you can take advantage of existing technology. Fifth, (Yassin, 2020) the advantages and

disadvantages of online learning. Sixth, (Hidayat, 2021) the obstacles experienced by students when studying online. Seventh, (Nastiti & Hayati, 2020) Online learning challenges for students and lecturers amid a pandemic. Eighth, (Putra, 2021) online learning Sharpening Student Learning Responsibilities. Ninth, (Umy, 2020) Online Learning Concepts: Important Provisions for Lecturers and Institutions. And tenth (linikampus, 2020) Online Lectures and Mental Health for students.

The differences in research studies that have been studied previously which discuss the systematics of online learning, the positive and negative impacts of lecturers and students or more generally and the mental health of students, here we focus on complaints about online learning complaints that have an impact on students' psychological conditions during the covid 19 pandemic.

It is a dangerous thing if the learning system remains in the lap of a face-to-face learning system during the Covid-19 outbreak which is still heating up. But in reality, not everything is expected well. The implementation of this learning, in reality, has various obstacles, many things become challenges in realizing online learning during the covid 19 period. Several obstacles are felt by students, especially in implementing this learning system. Apart from all this, what is an interesting note to study is that it turns out that the application of online learning methods greatly affects the psychological conditions of students, such as psychological complaints.

Then the question is whether the application of online learning has a positive effect on the psychological health of students or actually harms the psychological condition of students. For this reason, researchers provide an idea to conduct research to determine the psychological impact of students so that it can be used as evaluation material for improving the learning system. We carried out this research with the title: " The Study of Psychological Effects of University Students on Online Learning ".

Previously, according to the Big Indonesian Dictionary (Language Center of the Ministry of National Education, 2002), the description of the psychological impact can be interpreted as a strong influence that has good and bad consequences. As for what is meant by psychology (Ministry of National Education Language Center, 2002) is a psychological trait in the psychological sense. Concerning the stimulus and response that drives oneself to behave, the psychological impact can be seen as a result of the stimulus and response acting on a person (Watson in Sarwono, 2003).

Implementing the online learning system causes psychological complaints to students. Changes in learning methods are one of the triggering factors for psychological changes, one of which is anxiety that will affect student learning outcomes (Timur, 2021). Another quote shows that anxiety affects student learning outcomes because anxiety tends to produce confusion and distortion of perception. These distortions can interfere with learning by reducing the ability to focus, reducing memory, interfering with the ability to connect one thing to another (Suntiawati & Westa, 2015).

One of the complaints that often occurs to students is the number of assignments given so that the assignments pile up with a short time interval and collide with each other. This raises anxiety about the deadline for submitting assignments, while the students do not understand the material well. Deadlines, piles of college assignments, put more pressure on students. Many lecturers interpret online lectures to provide piles of assignments. This can cause symptoms of anxiety in students. (Mahardhika, 2020). As for other factors such as signal disturbances, feeling lonely because they can't meet friends in person, bored with online learning, not getting help from homeowners, being more tired,

unable or difficult to express or be active during online learning, and so on. Parents also admit that many of their children experience stress due to many tasks during online learning like this. In addition, based on research conducted (Pratama, 2013).

The purpose of this study was to determine the psychological effects that have an impact on students' anxiety levels towards online learning. The research method uses a descriptive quantitative survey design. The instrument used is a psychometric scale questionnaire.

This online learning is a learning method that is carried out not face to face, but by using a platform that can help the teaching and learning process run such as zoom, google meet, and so on. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of the learning space (Rozaq & Sofyana, 2019). Online learning is an educational innovation to answer the challenge of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students (Dewi, 2020). The advantages of the online learning system are, the time for learning is more flexible, more technology literate, the internet is a useful source of search, the emergence of unlimited creativity in generating new ideas and others.

This research was conducted by (silvhania & Zahra, 2021) where this study aims to determine the effect of online learning felt by students. This study uses literature study by using several articles that discuss online learning in universities as well as psychological articles by visiting various pages or articles from the World Wide Web. The presentation of these results is described narratively.

METHODOLOGY

The variables used are independent variables. the independent variable is the Psychological Condition of the Students. The population in this study was students from 20 universities. The sampling method in this study was to use a questionnaire with 10 questions. In determining the respondents, I distributed them to students, especially those who were dominant in semester 1. The instrument in this questionnaire contains questions related to several complaints that have an effect on the psychological condition of students undergoing online or distance learning during the covid 19 pandemic. The technique used is a data analysis technique using descriptive statistical analysis consisting of frequency distribution diagrams.

RESULTS AND DISCUSSION

In this discussion, we will describe and explain the results of the research that we have done.

Table. 1 Various complaint that has psychological effects on 54 students from 20 universities in the implementation of online learning during the pandemic.

No	Online learning complaint	Yes (%)	No(%)	Percentage(%)
1.	Interested in online learning	48,4%	51,6%	100%

2.	Catch the lesson well	32,4%	67,6%	100%
3.	Tired	67,9%	32,1%	100%
4.	Tired of studying online	86,9%	13,1%	100%
5.	Tired of being at home	74,5%	25,5%	100%
6.	Difficulty with tasks	71,6%	28,4%	100%
7.	It's hard to be active	67,3%	32,7%	100%
8.	Signal interference	67,3%	32,7%	100%
9.	Loneliness not meeting friends	78,9%	21,1%	100%
10.	get help from house people	34,1%	65,9%	100%

Based on the research that has been carried out, it shows that students experience various complaints. The complaints that have an impact on the psychology experienced by 54 students from 20 universities in the implementation of online learning during the pandemic are; 51.6% are not interested in online learning and 48.4% are interested, 67.6% are not able to capture learning well, and 32.4% can capture well, 67.9% feel more tired when learning online and 32, 1% are not more tired, 86.9% feel bored with online learning and 13.1% are not bored, 74.5% feel bored at home and 25.5% feel not bored, 71.6% have difficulty with the given task and 28.4% had no difficulty, 67.3% found it difficult to express or be active and 32.7% were not difficult, 67.3% had signal disturbances and 32.7% did not experience, 78.9% felt lonely because they could not meet with friends in person and 21.1% are not lonely, 65.9% do not get help from home people when learning online and 34.1% are helped by people from home. So the conclusion is that there are complaints that have a psychological impact experienced by students from 20 universities, namely not being interested in online learning because they can't catch learning well, feel tired, bored, have difficulty (dizzy) on assignments, how to express (active), as well as signal disturbances, feeling lonely, and not getting help from people at home. This can lead to anxiety, stress, and even depression. Stress, depression, and anxiety are the body's reactions to any demands on it (Jamil, 2015).

First, when there is no interest in the learning process, then indirectly the enthusiasm in participating in learning will be hampered. The interest of learning can be stimulated interally and externaly (Wahyunengsih, 2018). (Tampubolon) explains that interest is a combination of desire and will that can develop if there is motivation. Meanwhile, if someone has no interest, it can be said that the person does not have motivation. Meanwhile, in the absence of motivation, a person will experience compulsion which can cause pressure, so that it will cause depression in him. It was also explained by (Naomi Ernawati Lestari) that depression will appear if there is a constantly depressed mood and makes you lose interest in activities that are usually carried out so that the quality of life decreases significantly. while research conducted by Setiawan, Masruri, Trastianingrum, & Purwandari in the UNISSULA journal concluded that the discomfort of students in online learning methods was greater than those who felt comfortable.

Second, if a student cannot capture learning well, has difficulty with the given task, signal interference, cannot be active, or cannot get help from homeowners because of difficulties with the material or with learning devices, then sooner or later it will cause a sense of inadequacy. calm and worried about upcoming activities. Which of these will cause anxiety in him. It was also explained by (Sugara, 2014) that the emergence of a sense of anxiety is caused by worrying because they complain that something bad will happen.

Third, when students feel more tired during online learning which triggers accelerated learning tasks. According to the task by (Suharwo, 2020) that students feel burdened by what accumulates when learning from tasks that pile up will cause stress and even depression. Because, a person's body will feel more tired when they are under stress (Permana, 2021).

Fourth, boredom with online learning and being at home is caused by monotonous activities or more and more tasks. Without realizing it, continuous boredom will make a person experience depression. (Goldberd, Eastwood, Laurdia, & Danckert, 2011)

Fifth, during this online learning, students feel ready because they can't meet their friends. This turned out to hurt psychological and even physical health. From this impact, a person will experience stress. But not exactly with stress in general, the stress caused by loneliness tends to last a long time. Even from this loneliness can cause chronic stress (hellosehat)

In line with that, the results of research by Niken Bayu Argaheni in the journal Placentum, State University of Semarang, in 2020 illustrates this. The report entitled "A Systematic Review: The Impact of Online Lectures during the COVID-19 Pandemic Against Indonesian Students" concluded, Online learning has several effects on students, namely online learning still confuses students or there are still many who have difficulty then, students become passive or inactive, less creative and productive, accumulation of information/concepts on students who are less useful to the point of stress.

CONCLUSION

Based on the survey conducted by the researcher, it can be concluded that the application of online or distance-based learning during this pandemic has triggered the emergence of psychological conditions for students such as; anxiety, stress, and even depression. As for the researchers who followed up on the results of this study, the researchers hope that the results of this study can be a reference and evaluation material for educators in choosing methods or techniques as well as facilities for conducting online learning during this COVID-19 period to reduce complaints that cause psychological effects on students.

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