

## **Psychological Problems of Online Learning to English as a Foreign Language During the Covid-19 Pandemic at Twelfth Grade Students of Senior High School Number 2 Muaro Jambi**

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### **ABSTRACT**

*Main problem of this research are Covid-19 and Online learning that impact the learning process and psychological of EFL. The aim of this study is to determine how psychological issues related to the COVID-19 epidemic affect students who learn by online. The researcher will employ field research as the method of inquiry, observation and interviews. Research participants are 6 students who in twelfth grade. The findings lead to the psychological problems that indicated as Behavioural Apathy. Which are linked to the Cognitive psychology and Neuropsychology. Based on the findings, Students lost their interested in study by online learning, even lost their spirit in learning. Their feel so bored and tired, too much assignment and no explanation with bad signal (some of them) made theirs doesn't really care about the lessons. The students being lazy to think and loves to be procrastinating of work. Some of them suffering by this situation but others not. The laziness of thinking and studying has persisted to this day.*

**Keywords:** *Psychological problems, online learning, English as a foreign learner, covid-19, learning process.*

### **INTRODUCTION**

Education is the continuously passing on to the next generations of socially meaningful experience from the previous generations that is socially ordered and regulated. The primary method of obtaining an education is to enroll in a training program within the framework of educational institutions (Naziev, 2017). Coronaviruses are a type of virus. There are many different kinds, and some cause disease. A coronavirus identified in 2019, SARS-CoV-2, has caused a pandemic of respiratory illness, called covid-19 (Hopkins, 2022). Like any crucial industry, education has been severely affected by COVID-19, which has caused mayhem throughout the world. Schools, colleges, and universities have all been significantly impacted. Over 800 million students worldwide are affected, 1 in 5 cannot attend school, 1 in 4 cannot enroll in higher education classes, and 102 countries have ordered nationwide school closures while 11 have implemented localized school closures, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). Millions of youngsters miss school every day as a result of catastrophes and ongoing humanitarian crises. The situation of students in nations

experiencing, recovering from, or afflicted by conflict and calamity has been made worse by the covid-19 pandemic (GCE, 2020).

However, the quick switch to online learning has brought up a number of problems that have not been handled (Zheng, Bender, & Lyon, 2021). The covid-19 epidemic has prompted the use of online learning at all educational levels. The abrupt switch from conventional learning to 100% online learning might have an impact on how well students learn, particularly in experimental courses. However, there hasn't been much discussion about experimental courses that use only online instruction. The current study examined variables influencing high school students' online learning ineffectiveness (OLI) in online experimental courses (Hong, et. al, 2021). Although the idea of online education is not new to educators, the covid-19 epidemic has made it more important than ever to investigate its possibilities and opportunities. However, because teaching methodologies must be adjusted for online learning, there are unique difficulties that arise, ranging from appraising the university's resources to adjusting the practical sessions essential to technical degrees (Pelucio, et. al, 2022). For one academic year, Indonesia has used an online learning system. It

is a result of COVID-19's fast growth and distribution. The use of an online learning system is anticipated to make learning more convenient than using a traditional method (face-to-face classroom meeting). Online learning is simply the process of teaching and learning that makes use of the internet and technology tools. Online learning, often known as e-learning, is the use of the internet and new technical tools to enhance learning quality by enabling widespread access to resources and services as well as remote communication and collaboration (Jem, et. al, 2021).

## **REVIEW OF RELATED LITERATURE**

### **Psychological Problems**

According to the American Psychological Association, psychology is the study of the mind and behaviour. It is the investigation of the mind, its operations, and how they influence behaviour. Because of the complexity of the human mind, illnesses related to it can be challenging to cure. Like a skin rash or a heart problem, thought processes, emotions, memories, dreams, sensations, and so forth cannot be seen with the physical eye (Brazier, 2018). The research into behaviour and the mind, including all facets of cognition and conscious and unconscious experience. It is a field of study and a branch of applied science that works to comprehend people and groups by formulating basic rules and investigating particular examples. A professional practitioner or researcher in this discipline is referred to as a psychologist, and they might be social, behaviour, or cognitive scientists. In addition to examining the physiological and biological mechanisms that underpin cognitive functions and behaviour, psychologists work to understand the role of mental processes in interpersonal and group behaviour (Pallipedia, 2016). Distinct psychological approaches have different functions. Although there is no definite method to categorize them, the following are some typical types (Brazier, 2018).

Stress is described by Folkman and Lazarus (1984) as "a special interaction between the individual and the environment that the person appraises as exhausting or surpassing his or her resources and jeopardizing his or her well-being" (p. 19). Schools should anticipate that students would respond to the pandemic in a number of ways that will differ

based on the students' individual experiences and developmental stage; nonetheless, it is probable that adverse reactions may lessen over time (Chafouleas, 2019). In addition to the academic requirements that would unavoidably change as a result of the campus or schools' continuous closure, schools need to be prepared to talk to pupils about a wide variety of psychological and physiological repercussions. Students must switch from in-person instruction to online instruction. The learning process was first carried out face-to-face in the classroom, according to Sutarto (2020), but has since been switched to home learning via an online system or remote learning (Nasir, 2018) through the use of different available media. Students were required to complete daily lessons online and have their academic performance evaluated, and this apparently increased their stress levels.

Irawan (2020), assertion that the strain of online lecture assignments, which need the usage of online media that they have only learnt and must quickly grasp, is one of the contributing elements to students' stress rate, is corroborated by this information.

Students are also affected emotionally by this epidemic in addition to adults. According to Chang (2020a) and Chang (2020b), they noted that the public health crisis has a long-lasting psychological impact. After some time, the fears of a pandemic often fade. Conversely, the effects of making novel things commonplace might also have an impact on children' academic success. According to Kamaludin (2020), as the pandemic nears its end, worry and the risk to a person's health may progressively fade. However, the pupils' perception of the illness and their attempt to adapt to a "new normal" will have a long-term psychological impact. In return, this may have an impact on how well youngsters perform in school.

### **Online Learning Ineffectiveness**

The Internet is crucial for distant work, online learning, online collaboration, and other related activities (Favale, 2020). Online training and learning make full use of the benefits provided by advancements in Internet technology, overcoming time and location restrictions and creating a new learning paradigm that is distinct from face-to-face learning (Panigrahi, 2018). Students can freely

connect with teachers as they study using an online learning platform utilized as a virtual classroom (Ganesh, et. al, 2015). Yet, academics have noted that practical learning-focused experimental courses are frequently conducted in face-to-face classrooms or laboratories, but the great majority of online courses lack experiential learning-focused practical learning activities. But, with a few inexpensive parts and a single-board microcontroller, it is actually feasible to finish online experimental courses (Burford and Gregory, 2002).

As a result, all high school students were required to participate in both theoretical and practical learning during the COVID-19 pandemic in online experimental courses like electronics, biochemistry laboratory courses, worthwhile online extracurricular activities, information technology courses, etc. Online experimental courses, nevertheless, have encountered certain challenges during the COVID-19 epidemic owing to several unique circumstances. For instance, because of the change in how the course materials are delivered, students might not be able to complete practical exercises as planned (Ghaemi and Potvin, 2021).

Online education enables students to get over geographical and temporal constraints. In order to attain the required learning effectiveness, behavioural engagement emphasizes the time and effort that students invest in online learning courses (Hong, 2021). According to the majority of research, adopting online learning platforms might differ from conventional learning in terms of efficacy (Pye, 2015). The success of implementing online learning will be directly impacted by students' attainment of learning outcomes (Panigrahi, 2018; Pinto, 2018). Researchers have shown that developing teenagers try to link with a bias toward their own perceptions. This is a "darker" aspect of young people's psychology that relates to their predisposition to blame external reasons for academic failure (Anderson and Cheers, 2018). The propensity of teenagers to "raise their endorsement of self-focused values and reduce their valuing of other-focused" conduct is another characteristic of this age group (Daniel and Benish-Weisman, 2019, p. 620).

Hong (2021) found that young participants frequently self-report feelings of

ineffectiveness because of their distinctive response bias. Although self-reporting "ineffectiveness" is uncommon, the current study believed that poor performance feedback may prevent an individual from achieving difficult goals, which could in turn damage their ego and have a negative effect, leading to negative value views (Kluger and DeNisi, 1996).

According to Kuhbandner (2010), the negative "mirroring" of other behaviors plays a part in the negative effect. High school students can communicate their opinions on online hands-on practice by using the term "learning ineffectiveness," which has been accepted (Hong, Liu, Liu & Zao, 2021).

#### Covid-19 on Online Learning in Indonesia

Education has a crucial role. For children to succeed as adults, they need to have a strong education. However, throughout COVID-19, there have been several issues with schooling. Before Covid-19, there were certain issues. However, COVID-19 has made things worse (Human Rights Watch, 2021). The Covid-19 epidemic has caused millions of Indonesian students to switch from offline to online schooling (Wiguna, 2020). Since the government chose to close schools indefinitely, over 60 million primary to upper secondary school pupils and eight million vocational school students have had to study at home and rely on internet technologies (JPNN, 2020). Yet, societal issues have arisen as a result of a major proportion of school students not having access to online teaching and learning resources (Wahyono, 2020).

The Indonesian Ministry of Education and Culture has planned for online learning through the end of 2020. (Pradana, 2020). Nonetheless, the infection rate continues to rise, and as of December 2020, Indonesia is among the top 20 nations with the largest number of infections (around 650,000 cases). As a result, schools are likely to be shuttered until mid-2021 (Pradana & Syarifuddin, 2021).

There is even discussion of the government reopening schools and resuming face-to-face schooling in 2021. Parents have the choice of allowing their children to engage in this face-to-face learning activity. Local governments, schools, and parents will have complete control over its implementation. Yet, health professionals such as epidemiologists contend that this move is counterproductive in

terms of preventing the spread of the coronavirus (Viner, 2020). The first reason why it is still risky to reopen schools in Indonesia is the positive rate. When the positive rate is at or below 5%, it is usually safe to reopen schools (WHO, 2020). Nonetheless, Indonesia's positive rate test remains over 10% until December 2020, demonstrating the severity of the COVID-19 epidemic in this nation (Wiguna, 2020).

## **METHODOLOGY**

According to Creswell (1994), qualitative research is "a process of inquiry to comprehend a social or human problem based on developing a comprehensive, holistic picture, produced with words, conveying specific viewpoints of informants, and undertaken in a natural context".

A qualitative research strategy called "phenomenological research" aims to comprehend and characterize a phenomenon's fundamental elements. The methodology examines human experience in daily life while putting aside the researchers' prior notions about the phenomena. In other words, phenomenology research investigates actual events to learn more about how individuals perceive those experiences (Delve Ho., 2022).

The subject of this research are six students of senior high school number 2 Muaro Jambi. This research was used purposive sampling. A collection of non-probability sampling strategies known as "purposive sampling" include choosing units for sample based on their possession of specific qualities. In other words, in purposive sampling, units are chosen "on purpose" (Nikolopoulou, 2022). The participants were chosen based on their experience with the phenomena of online learning during the Covid-19 epidemic. Which pupils are in the twelfth grade at High School No. 2 Muaro Jambi.

The research instrument that was used are observation & interview. Interview is any person to person interaction between two or more individuals with a specific purpose in mind. Ahmad declared (2012), a person selected as the interviewer converses face-to-face with the person or people chosen as the interviewees to ask questions and get replies from them. The types of interview used is Semi structure interview.

The data in this research was obtained by through one data collection by interview. The researcher gave give the samples/interviewees several questions about how the pandemic covid-19 impact on psychology of students at senior high school number 2 Muaro Jambi. After all the questions got the answers, the researcher gave collect the data and put in this research as result and conclusion.

This is the part of the procedures that are serves on data collection in order to answers the research question. Analysis of the data used in this research is descriptive analysis, where the purpose of this analysis is to describe systematically, factually and accurately about the facts and the relationship between the phenomena investigated. The analysis was carried out after the data needed in this study were collected.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection in a certain period. Miles & Hubberman (1998) suggested that activities in analyzing qualitative data were carried out interactively and continued at each stage until they were completed, so that the data was saturated. There are three kinds of data analysis, namely data reduction, data display, and conclusion drawing/verification.

## **FINDINGS AND DISCUSSIONS**

The results of this study were examined in light of the problem's assertion, which was that Psychological problems of online learning to EFL during covid-19 pandemic.

### **Comfortable or Not Comfortable of Online Learning Process**

Comfortable or not comfortable of online learning process is the factor that explains how comfortable students are during the online learning process. Each student typically felt the same way as the others, although their perspectives on whether or not they were comfortable differed. (S.S.) said:

"It's very comfortable, because at home you don't go anywhere, and i loves to be at home."

In terms of online learning, there is an option for a student who prefers to stay at home and does not need to travel. (Y.A.) agrees with this remark, saying:

“It's really comfortable, because studying can be relaxed like that, you can lie down, eat, watch movies, eat snacks, very comfortable.”

The researcher observed that the mobility of online learning is very flexible; students can do other things while learning online or prefer to be at home. However, not all of the students agree; the remainder are not comfortable. According to (Z.T.):

“It's not comfortable, because the facilities are not complete, also mostly, there is no direct explanation from the teacher, only from YouTube sometimes there is also no signal, the material is hard to understand”.

### **The Difficulty of Online Learning Process**

The difficulty of online learning process is description of how difficult or easy the online learning process was?. Every student faced their own challenges during the online learning process; the difficulty each student faces differs and it's dependent on their own abilities. Students who claimed that online learning was easy encountered difficulties, according to (Y.A):

“It's hard to understand the material, even though the teachers gave the video link for the material but it's still hard to understand, because the learning isn't direct, so it's very difficult”.

One of the students who stated that online learning was difficult was who one of the students who stated that online learning was comfortable. One of the students who stated that online learning was not comfortable agreed with (Y.A) viewpoint. As stated by (J.P) :

“It way difficult than normal., ...because there was the influence of online games, there's also a lot of work at home, so I'm lazy to do my assignments”.

Researcher concluded that even students who were comfortable with online learning found it difficult. And, according to the results of the interviews, all of the students agree that online learning was difficult.

### **Feeling While Studying Online Learning**

Feelings while studying online learning is a term that describes of how students feel while studying online. The feelings of each student are mostly the same; researcher discovered that all students agree that they are bored and tired during the online learning process. According to (J.P.) :

“Super bored., ...It's tired, for example, if we keep on playing games, right at the end we're told to get together so a lot of work piles up, so there's a lot of work to do at the end, because of negligence and laziness at the beginning”.

(Z.T.) agree with (J.P.) that online learning was boring and exhausting, as stated by (Z.T.) :

“I'm bored, no interaction with friends, no friends, just wake up at home, absent, just do assignments., ...because 1 week is a long task, sometimes there are one subject a week giving 2 assignments, sometimes, most of the work makes me tired”.

Researcher discovered that the difficulty of online learning made students tired of it. The assignments and work are boring, and the lack of interaction makes matters worse.

### **Problems And Impact of Studying by Online**

Problems and impacts of online learning are terms used to describe the problems and impacts that students experience while learning online. The researcher discovered that the majority of the students had the same problems and the same impact. That are laziness (think and study) and work procrastination. (Z.T.) explain that :

“...you rarely think about it yourself, math is also assisted by Google, the impact might be less learning, lazy learning, belittling lessons”.

(J.P.) felt the same way, stated:

“There are, yes, earlier because of the convenience of online, so lazy to study, too lazy to think”.

All of the participants, it may be inferred, said that they were too lazy to think and study. Since the teacher didn't explicitly explain the assignments, many of them made them lethargic to complete its sooner, and the assignments finished with daunting duties, they all became exhausted and bored while studying online.

According to research findings, that are resulted that student agreed with several answers about psychological problems on online learning during the pandemic. The participants said, online learning was boring and tired. Being at home over 2 years to do

online learning leads the impact to their psychological. Based on interview, shows mostly of students have the same answers. All of the students, argues that their being bored, tired, can't understand the material, and lazy to think and study.

From the result of the research on the interview. The research question is "What is the impact of the covid-19 pandemic affect to the psychology of students in the twelfth grade online learning process at Senior Highschool number 2 Muaro Jambi?" to answer this question, the data were obtained by the twelfth grade Senior High School number 2 Muaro Jambi who faced the online learning over two years ago, the data were obtained by using interview and the researcher can concluded that ; "The students being lazy to think and loves to be procrastinating of work. Some of them suffering by this situation but others not. The laziness of thinking and studying has persisted to this day". This claim supported by The OLI theory, which stated that "high school students who spent more time engaging in online hands-on learning would be less likely to be *dissatisfied* with online learning" (Hong, et. al, 2021). The relationship between dissatisfaction and the interview results are due to all of the laziness, boredom, and fatigue caused by students who were dissatisfied with their online learning experiences. Students' responses revealed their emotional dissatisfaction with online learning. Dissatisfied about not understanding the material, overloaded with work, exhausted, and putting off doing the work.

The findings lead to the psychological problems that indicated as Behavioural Apathy. Which are linked to the Cognitive psychology and Neuropsychology. Behavioral apathy is a second domain of apathy, which manifests as indolence and requirement for prompts to initiate physical activity (Chow, 2009). Apathy is a common, disabling neuropsychiatric syndrome that occurs across many brain disorders and may be associated with diminished motivation in behavioural, cognitive, emotional and social domains (Klar, 2021).

## CONCLUSIONS

From the research that has been done, about Psychological Problems on Online Learning to English as a Foreign Language of Twelfth Grade Students Senior High School Number 2 Muaro Jambi, Students lost their interested in study by online learning, even lost their spirit in learning. Their feel so bored and tired, too much assignment and no explanation with bad signal (some of them) made theirs doesn't really care about the lessons. The students being lazy to think and loves to be procrastinating of work. Some of them suffering by this situation but others not. The laziness of thinking and studying has persisted to this day.

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