

# Student Program Psychological Negative Impacts of Online Learning in PGSD Study at Indonesian Christian University Toraja

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## Abstract

*The online learning process during the COVID-19 pandemic has various impacts, such as positive and negative impacts on the physical, social, and psychological. The focus of this research is to examine the negative psychological impact of online learning. The negative psychological impacts experienced by students of the PGSD Study Program at the Indonesian Christian University Toraja during the online learning process are decreased learning motivation, anxiety, worry, panic, stress, and confusion. This type of research is descriptive quantitative research. The population in this study were odd semester students, namely semester 3, semester 5, and semester 7 who were active students in the Makale class of the PGSD Study Program, Indonesian Christian University Toraja. The sample selection in this study used a purposive sampling technique. The number of research subjects was 135 people, consisting of semester 3 and 7 even semester students of the Indonesian Christian University Toraja PGSD class. The expected results and outcomes of this research are to produce references about the psychological impact of online learning.*

## Keywords

negative psychological impact, online learning; PGSD study program students; Indonesian Christian University Toraja



## I. Introduction

During the COVID-19 pandemic, the world of education has given a leave of absence for students from face-to-face teaching and learning activities, both at the Elementary School level to the Higher Education level. The world of education makes decisions and decisions to oblige all students to take part in the learning process boldly. Based on the Circular (SE) issued by the government on March 18, 2020, it was decided that all indoor and outdoor activities in all work sectors were temporarily postponed in order to reduce the transmission of COVID-19, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid19. The Circular explains that the learning process must be carried out from home through an online/distance learning process with the aim of providing a meaningful learning experience for students. Studying at home can get education in life education, including regarding the Covid 19 pandemic. The Indonesian Christian University Toraja is one of the universities that implements this policy. Policies made by higher education leaders regarding bold learning are carried out with the aim of reducing the spread of Covid19 which is increasing day by day. Based on this, the researcher wanted to know the negative

psychological impact of courageous learning on students of the Primary School Teacher Education Study Program at the Indonesian Christian University Toraja.

Bold learning is a pattern of learning change that must be followed and carried out by both lecturers and students to maintain quality and support the creation of National Education goals in Higher Education. Sihombing (2020) state that Covid-19 pandemic caused everyone to behave beyond normal limits as usual. The outbreak of this virus has an impact especially on the economy of a nation and Globally (Ningrum, 2020). The problems posed by the Covid-19 pandemic which have become a global problem have the potential to trigger a new social order or reconstruction (Bara, 2021). In addition, learning is also the aim of increasing equitable access and expanding the world of education. There are various impacts arising from courageous learning during the COVID-19 pandemic, which include physical impacts (more flexible and more flexible in using time), social impacts (limited interactions, limitations in communication, and limited mobility), and psychological impacts (low learning motivation), confused, anxious, restless, worried, panicked, and stressed). In this study, the focus of the research is to examine and analyze the negative psychological impact of learning from semester 3 and semester 7 students of the Makale PGSD Study Program at the Christian University of Indonesia Toraja.

The results of Janosik's research (2020) explain that the result of social consequences during the global covid 19 pandemic in the field of education is the application of distance learning for a single method. This situation resulted in unstable conditions, and on the other hand this method allowed learning to be held physical distancing, and the fast and passive use resulted in a shock to the teaching and learning process, because there were lessons that could not be applied social distancing, this caused the learning to be less effective and resulted in students are less in depth about their social life in society. Furthermore, Robandi and Mudjiran's research (2020) that the learning system with courage really makes students confused, students become confused and less creative and unproductive, and causes students' interest in reading to be greater because there is no pressure from students because teachers can't put them together directly.

Brave learning is a learning activity by utilizing the internet network, local area network as a method of interacting in learning such as delivering material (Mustofa et al., 2019). According to Kuntarto, E (2017) bold learning is learning that connects students with lecturers to carry out a pattern of learning interaction through the help of an internet connection. Bold learning can also be done with computer, laptop, or smartphone facilities with an internet network connection. With internet facilities, lecturers and students can study simultaneously using various types of online applications such as whatsapp, telegram, zoom, google meet, google classroom (Fitriah, 2020). Learning to be brave was initially responded positively by some students but as the learning process progressed, students experienced some difficulties. Among others, such as those who are not supportive, some students lack quotas, many disturbances when studying at home, students feel less focused on learning direct interaction with lecturers and other students, the material presented is difficult to understand, lack of readiness of lecturers in preparing material (Gunadha, Rahma & Yunita, 2020).

Research Argaheni's (2020) explained that, students who experienced moderate stress were (38.57%), students who experienced severe stress were (28.57%), and students who experienced mild stress were (32.86%). The stressor that causes the most stressful conditions for students is understanding the material presented by the lecturer boldly/online and being infected with the covid-19 outbreak. The same thing was experienced by the students of the PGSD Study Program at the Indonesian Christian University Toraja. From the results of the questionnaire through the application Google Form, data was obtained that during the brave

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The formulation of the problem in this study is "Does learning dare to have a negative psychological impact on students of the PGSD Study Program at the Indonesian Christian University Toraja?". The purpose of the research in this study was to determine the negative psychological impact of brave learning on students in semester 3 and semester 7 of the Makale PGSD Study Program at the Christian University of Indonesia Toraja. Based on this explanation, and also seeing various phenomena found in the field related to the impact of courageous learning on students during the COVID-19 pandemic, the researchers were interested in conducting a research entitled "Negative Psychological Impact of Online Learning on PGSD Study Program Students, Indonesian Christian University Toraja".

## **II. Research Methods**

The method in this study uses a descriptive method with a quantitative approach. Descriptive research is research conducted to see independent value variables from several (variables independent) without using comparisons, or linking them with other variables, (Sugiyono, 2012: 13), while the quantitative approach is an approach that uses numbers, starting from data collection, maximum of the data, as well as the appearance of the results, (Arikunto, 2013:12).

### **2.1 The Subjects**

The number of subjects in this study were 135 people with the characteristics of active students in semester 3 and semester 7 of Makale class PGSD Study Program Christian University Students of Toraja, having negative psychological experiences (impacts) during the brave learning process. Subjects conducted the study voluntarily and carried out without adverse consequences. The research subjects consisted of 65 men and 70 women.

## 2.2 The Sampling Procedure

The population in this study were odd semester students, namely semester 3, semester 5, and semester 7, totaling 300 people and having the status of active students in the Makale class of PGSD Study Program, Indonesian Christian University Toraja. The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by the researcher to be studied and then draw conclusions (Sugiyono, 2018: 130).

The sample selection in this study used a purposive sampling technique. Purposive sampling is a technique from data sources with certain criteria or considerations, (Sugiyono, 2016:85). The researcher used purposive sampling technique because not all samples had criteria that matched the phenomenon under study. The sample criteria in accordance with the phenomenon under study are subjects who experience negative psychological experiences (impacts), which include low learning motivation, anxiety, worry, panic, stress and confusion during courageous learning. The research subjects were obtained after the participants filled out the questionnaire online via the google form link. From the results of data collection, 135 research subjects were included in the specified criteria. The research subjects were divided into 65 men and 70 women, active students in semester 3 and 7 in the Makale class of PGSD Study Program, Indonesian Christian University, Toraja.

## 2.3 Instrument

The data collection in this study include:

### 1. Observation

Observation as a specific data collection when compared with other data collection techniques, (Sugiyono, 2016:203). Observations in this study were carried out by observing directly at the research location when students took part in the bold learning process.

### 2. Questionnaire

Questionnaire is a technique of collecting data by means of researchers providing a list of questions or written statements to be answered by respondents. In this study, the questionnaire was conducted online through the application google form and the link was distributed through the application whatsapp to be filled in by the subject and then the results of the collected questionnaire were described, (Sugiyono, 2014).

### 3. Documentation

Documentation is a complement to the results of observations and interviews, because the results of observations or interviews can be trusted if they are supported by a person's personal history. Documents include writings, stories, bioFigureies, pictures, photos, etc. (Sugiyono, 2016). Documentation in this study, namely photos of students while participating in learning and research permits.

## 2.4 Procedure

The research was conducted by distributing online questionnaires using the google to the respondents form and links spread through messaging whatsapp applications. The study was conducted on December 1, 2020 to March 30, 2021. From filling out questionnaires online, a study was conducted to determine the negative psychological impact of courageous learning on students of the PGSD Study Program at the Indonesian Christian University Toraja. The Component of the questionnaire online consists of several questions, including: (1) Do you like bold learning; (2) Reasons for not liking bold learning; (3) The bold learning application used; (4) Location during the brave learning; (5) the type of internet connection used during the daring lesson; (6) What did you feel during the daring lesson; (7) What things do you enjoy while participating in the lesson boldly; (8) Are you able to understand the material presented by the lecturer during the brave learning; (9 )Do you always work on and

collect assignments from lecturers on time; (10) What difficulties/obstacles did you experience during the daring lesson; (11) How do you overcome difficulties when participating in courageous learning; (12) Is bold learning effectively applied in the world of education; (13) complaints during you the learning dare; (14) Do you ever feel low learning motivation, anxiety, restlessness, anxiety, panic, stress and confusion during the daring learning ?; (15) What do you suggest about bold learning?

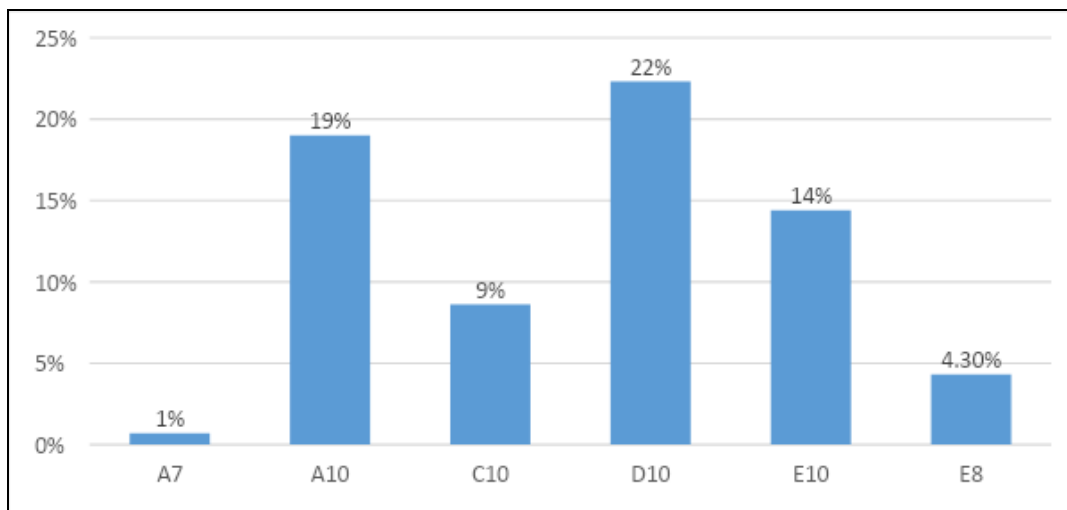
### 2.5 Data Analysis Technique

Research used a descriptive analysis method with a quantitative approach. Descriptive research is a research method that aims to describe existing phenomena, (Hamdi & Bahrudin, 2015). The descriptive statistic used is the frequency distribution. The frequency distribution is presented in the form of tables and Figures presented in the form of percentages. The presentation of the frequency distribution aims to make it easier to show the characteristics of respondents who experience negative psychological impacts while participating in courageous learning.

## III. Discussion

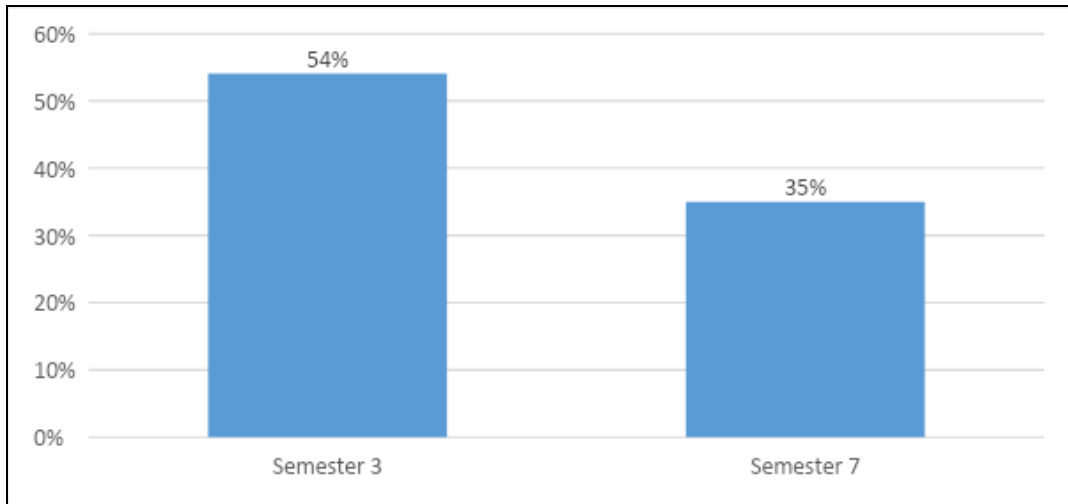
### 3.1 Results

Characteristics of the distribution of the time period of the subject who experienced a negative psychological impact on courageous learning based on class can be seen in the following Figure:



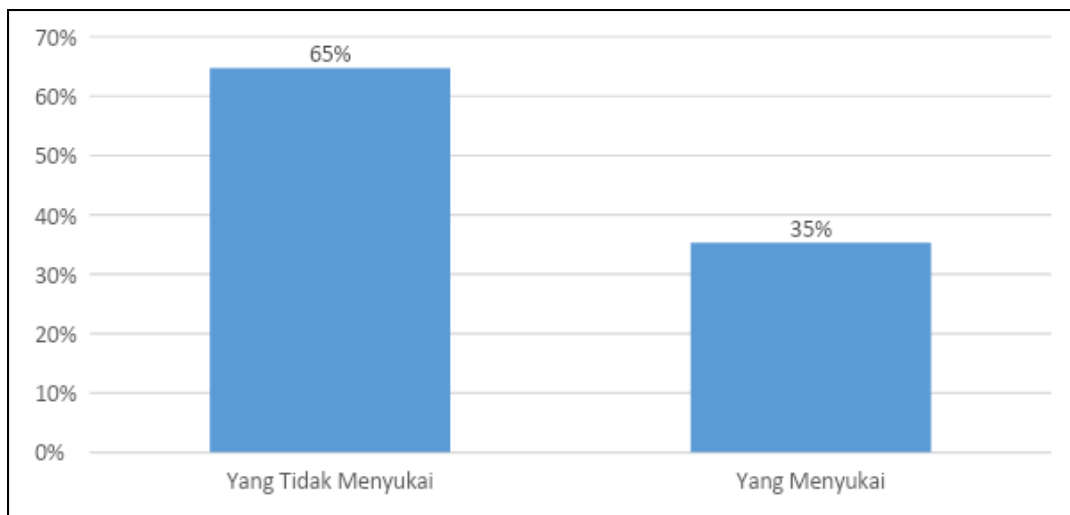
*Figure 1. Distribution of Research Subjects by Class*

Figure 1, shows the period of time the subjects who filled out the online operating questionnaire and gave the most responses were students in Class D10 , which is as much as 22.3%.



**Figure 2.** *Distribution of Research Subjects Based on Semesters*

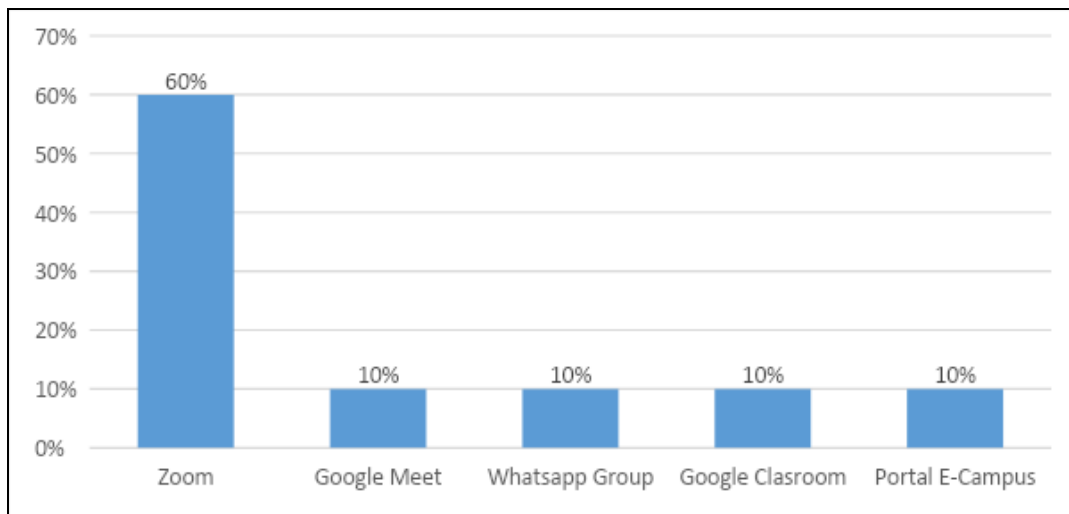
Figure 2, shows the number of subjects who filled out online questionnaires and gave the highest number of 3rd semester students, as many as 52.3%. The implementation of bold learning evaluations from college preparation, evaluation of each subject and also a student (Rusdiana, E., & Nugroho, A. 2020). The indicators of courageous learning in this study include, subjects that are liked or disliked by bold learning, reasons the subject does not like bold learning, brave learning applications used by the subject, the type of internet connection used by the subject during courageous learning, things learned during courageous learning , things that were observed during the brave learning, the understanding of the material presented by the lecturer during the brave learning, the execution and collection of assignments during the online learning, the difficulties or obstacles experienced during the learning. courageous learning, the way the subject overcomes difficulties during courageous learning, the effectiveness of brave learning, the subject's complaints about courageous learning, suggestions for courageous learning, and the negative psychological impact experienced by the subject during courageous learning.



**Figure 3.** *The Number of Subjects who Like and Dislike Learning*

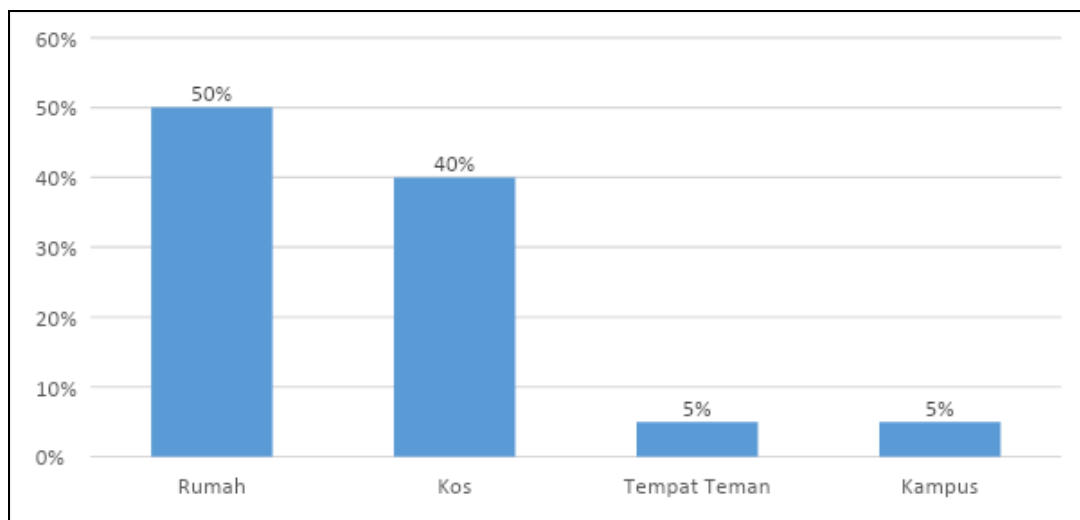
Figure 3, shows the number of subjects who like learning from as much as 35.3%, while subjects who don't like learning from the open 64.7%. the subject does not like bold learning, namely it is difficult to understand the explanation of the material presented by the

lecturer, the internet network connection is inadequate (not supportive), the limited data quota, and the giving of very many assignments from the lecturer which makes bored, confused, bored, panicked, and frustrated stress.



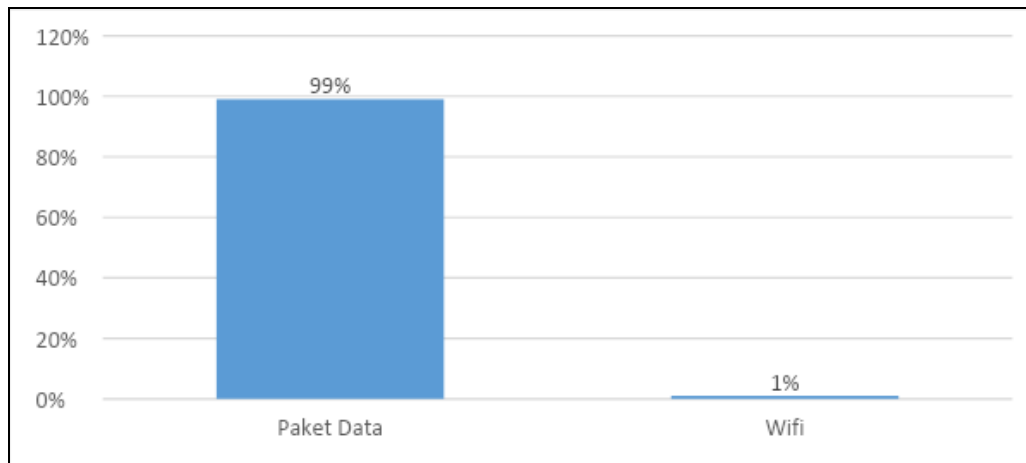
**Figure 4.** Online Applications Used by Online Learning Subjects

From Figure 4, it can be seen that online applications used by online learning subjects include *Zoom* (60%), *Google Meet* (10%), *Whatsapp Groups* (10%), *E-Campus Portals* (10%), *Google Classroom* (10%). The application that is most widely used by research subjects as a bold learning medium is the *Zoom* application, because the application is very easy and practical to use.



**Figure 5.** Locations of Subjects who have Participated in Online Learning

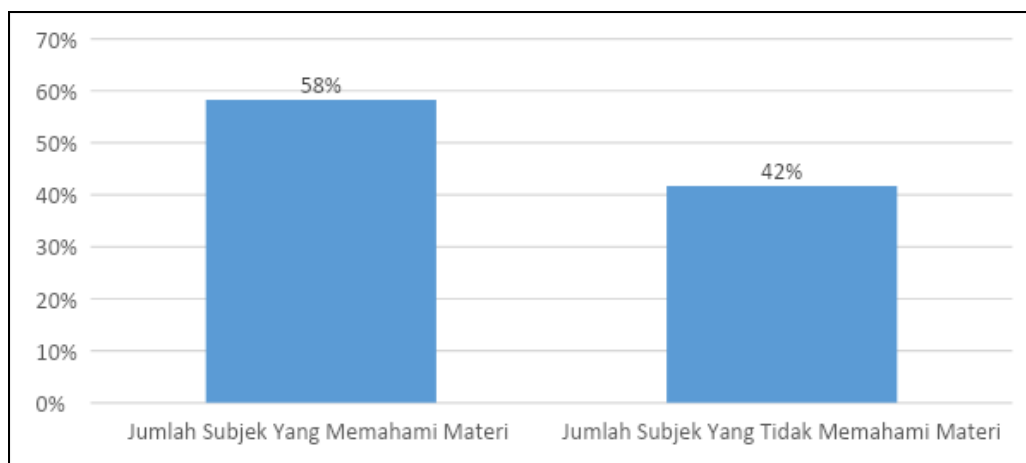
Figure 5, shows that after participating in learning the subjects dared to do it in various places, including, home (50%), boarding house (40%), friends' place (5%), campus (5%) . In this condition, it can be seen that there are more subjects who take courageous learning from home (*stay at home*). This is a form of compliance with health protocols and prevention efforts against the COVID-19 pandemic.



**Figure 6.** *The Type Used by the Subject during Connection Learning*

Figure 6, shows that the type of internet connection used by the subject during the daring lesson, includes the number of Data Packages (99%), and the number of Wifi (1%). These results provide an illustration that internet data packet connections are more chosen and used by, because they are flexible, compared to wifi which is limited in nature. The use of data packets makes the subjects more than always connected to the internet connection at any time and depends on them being located, whereas if using wifi then they must be in a coverage area that is connected to a wifi signal, so this can limit their activities and mobility.

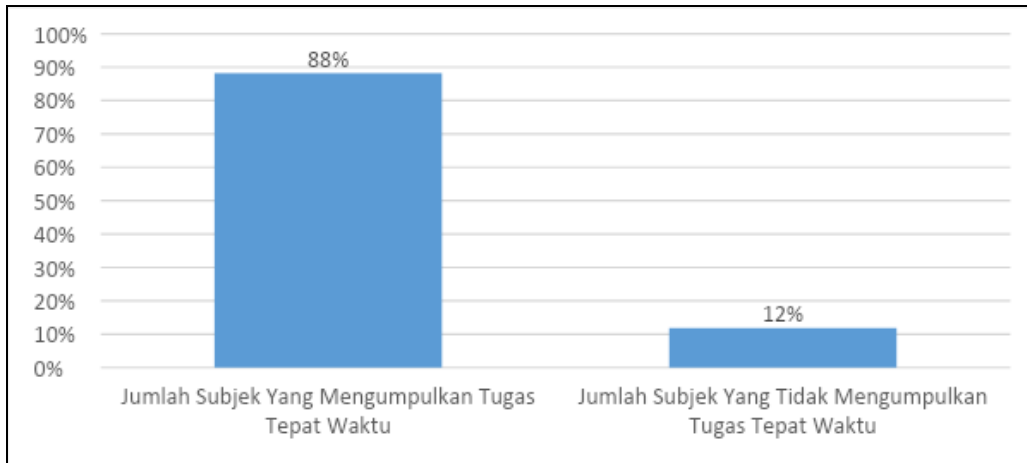
The things that are felt during the daring learning are bored, confused, anxious, panicked, stressed, restless, restless, bored, and uncomfortable, while the bad things during the daring learning are the difficult network (bad internet connection), very bad data quota limited time, learning to use various online applications, lecture materials that are difficult to reach and piling up assignments with a very short time limit.



**Figure 7.** *The Number of Subjects who understand the Material during the Bold Lesson*

Figure 7, shows that the subject who does not understand the material presented by the lecturer is more, namely 58.3% compared to the subject who can understand the material presented by the lecturer during the brave lesson which amounted to 41.7%.

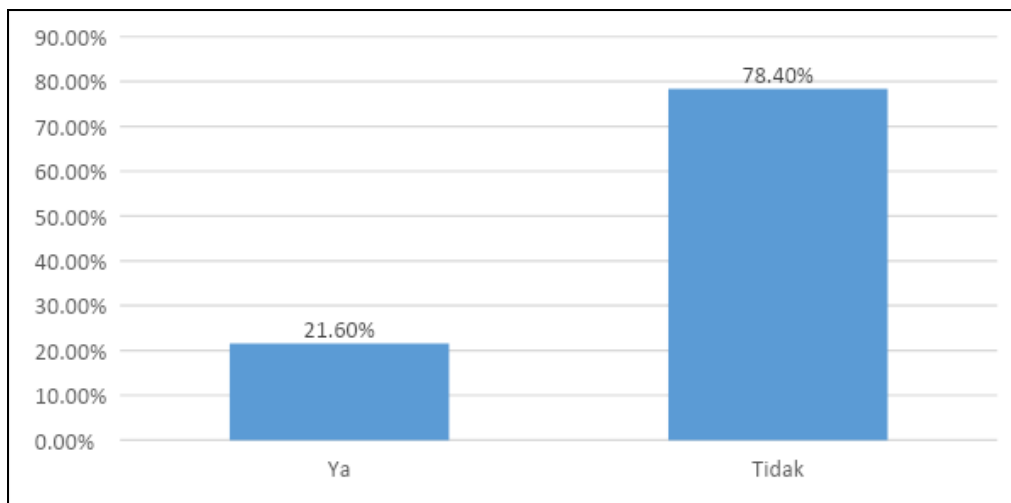




**Figure 8.** Number of Subjects who Collected Assignments from Lecturers on Time

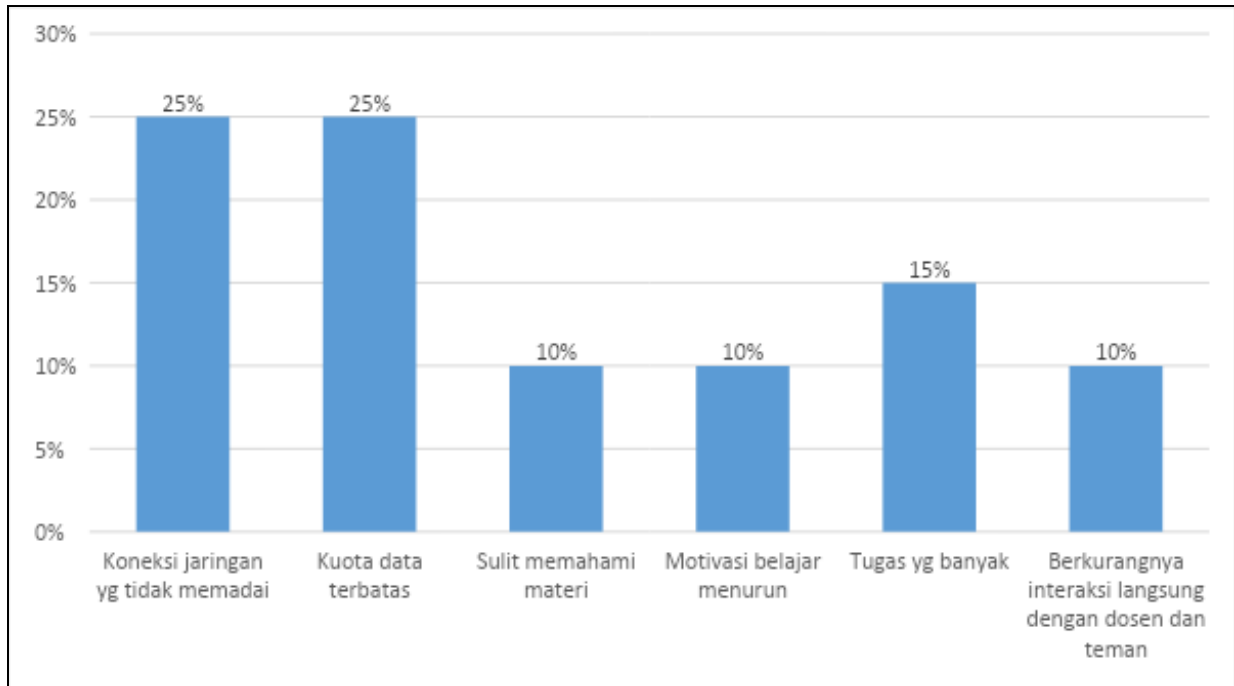
Figure 8 shows that subjects who collect assignments from lecturers on time are 88.2%, while those who do not collect assignments from lecturers on time, which collect 11.8%.

The problems faced by the subject during the daring learning are the network that is not supported (inadequate), the limited quota, the difficulty in using the brave learning application, and the difficulty in understanding the material presented by the lecturer. Efforts made by the subject to overcome difficulties/obstacles while participating in learning boldly, namely looking for a good network location or internet connection, looking for free wifi networks, reading books, asking friends or seniors.



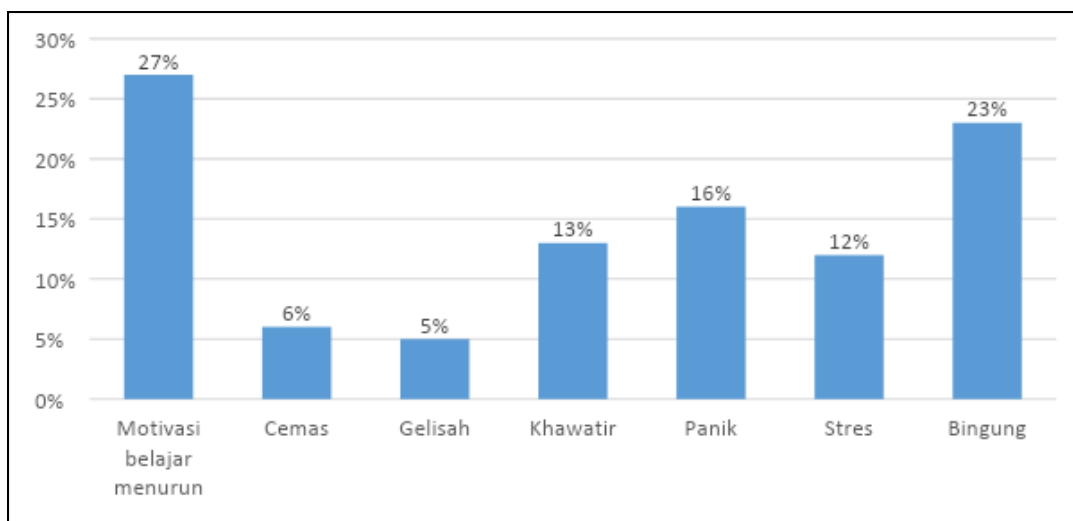
**Figure 9.** The Effectiveness of Bold Learning

Figure 9, shows that bold learning activities are declared ineffective at 78.40% and effective at 21.60%. The ineffectiveness of online learning is caused by the difficulty of understanding the material presented by the lecturer, insufficient internet network connection (not supporting), very limited data quota, lack of direct interaction with lecturers and friends, stress because the lecturer gives too many assignments, anxious, anxious, and panicked because of the deadline for the work, as well as the collection of very short assignments, making them lazy, bored, confused, and bored in studying.



**Figure 10.** Complaints of Subjects after Participating in Brave Learning

Figure 10, shows that the complaints of subjects after participating in brave learning, namely insufficient internet network connection (25%), limited data quota (25%), difficulty understanding the material presented by lecturers (15%), low learning motivation (10%), stress due to too many tasks with time limit collection of very short assignments (15%), and reduced direct interaction with lecturers and friends (10%).



**Figure 11.** The Negative Impact of Psychological Subjects during Learning

Figure 11, shows that the negative psychological impacts experienced by subjects during courageous learning are learning motivation (27%), anxiety (6%), anxiety (5%), worry (13%), panic (16%), stressed (12%) and confused (23%) due to unsupported network, data quota runs out during brave learning or when collecting assignments, does not understand the material presented by the lecturer, too many assignments are given and very short collection times.

The advice given by research subjects for bold learning is that it is better to do less daring learning compared to learning *offline* or face-to-face which is given more, you should be more creative in delivering learning materials and also use bold learning applications, you should give reduced tasks so as not to make students feel bored, anxious, nervous, worried, panicked, stressed, and confused, lecturers should pay more attention to time when giving bold lessons and must be adjusted to the advance lecture schedule.

### 3.2 Discussion

Bold learning initially received a positive response from students, but as the learning process progressed, many students experienced several difficulties, namely, inadequate internet network connection, difficulty understanding the material, very limited data quota packages, assignments given by lecturers, and many other limitations. The feeling of students during the learning process from students felt heavy and difficult to understand the lecture material. Many students feel that learning from requires students to learn more actively independently during online classes, in contrast to face-to-face learning which can make it easier for students to understand the material presented by the lecturer.

Failure to achieve the expected targets and environmental pressures that require students to be able to learn independently and creatively, must be able to use online learning applications, must achieve targets, must focus and concentrate high on paying attention to lecturers' explanations who are often constrained by internet network connections, so that voices are heard. not heard clearly or intermittently, stress with piling tasks given as an evaluation during daring learning, the amount of spending to buy data quota credits makes students experience negative impacts during courageous learning.

One of the difficulties or obstacles to learning is the availability of internet services. Some students access the internet using cellular data package services, and a small proportion use the service wifi. When the bold learning policy was implemented, most of the students chose to return home. During the brave lessons in their respective areas/home locations, they have difficulty accessing a good internet network, even though they manage to get a signal, sometimes the signal is unstable. This is an obstacle as well as a challenge in implementing bold learning. Bold learning has weaknesses when the service or internet connection is insufficient (not supportive) and the material delivered by the lecturer is lacking or even unreachable by students.

Another obstacle or learning obstacle is the limited data quota. Students stated that in order to take part in the brave learning, they had to spend quite a lot of money to buy internet data quota. According to them, learning in the form of zoom and video *conferences can* be done through a lot of data quota, while online discussions on instant messaging applications, such as *WhatsApp* do not require a lot of quota. In addition, another difficulty or obstacle is the number of assignments given to students in a very short period of time, causing physical impacts such as fatigue and exhaustion. In addition, difficulties or obstacles experienced by students also have an impact on their psychological conditions, such as decreased learning motivation, anxiety, worry, panic, stress, and confusion.

This is in line with Widiyono's research (2020) which states that in its implementation, learning has an optimal impact, especially in understanding the material presented by lecturers and also too many assignments are given to students, so that bold learning is less effective. In addition, Firman and Rahayu's research (2020) states that bold lectures cause difficulties for students, especially in understanding lecture material. Students cannot understand the lecture material thoroughly, and students assume that they are not quite satisfied with reading the material and doing coursework. Students need face-to-face contact, so that they can get verbal communication explanations about lecture material from lecturers, such as when conducting face-to-face lectures in class. Discussions conducted in group chat

discussion media were not able to provide a thorough explanation of the lecture material described.

Dabbagh (2007) explained that there are several things that must be prepared by students in the online learning process in order to anticipate negative psychological impacts, namely (1) *spirit* learning, namely high enthusiasm for independent learning. Students have knowledge and understanding of the material independently. (2) *Literacy Technology*, namely students learn to master technology as a medium in conducting online learning. (3) The ability to communicate interpersonally, namely students learn to be able to interact with other students as social beings, even though the online learning process is carried out independently. (4) Collaborating, namely the importance of effective collaboration between students in the online learning process, collaboration with lecturers and also the surrounding environment. (5) Skills for independent study, namely students to be able to learn independently and skillfully. Where while doing online/online students learn to try to find, find, and conclude the material they are learning independently.

#### IV. Conclusion

Courageous learning during the COVID-19 pandemic has had quite a negative psychological impact on students. The negative psychological impact occurs because of the change in the face-to-face learning process instantly to bold learning by using various applications online. Where independent students are more active in their academic activities to achieve optimal results. There are many difficulties and obstacles faced by students during daring learning, namely internet connection disturbances, limitations of internet data packages, lack of understanding of the material presented by lecturers, piling up assignments and also a very short deadline for collecting assignments. This is what causes negative psychological impacts which include low learning motivation (27%), anxiety (6%), anxiety (5%), worry (13%), panic (16%), stress (12%) and confusion (23%) experienced by 3rd semester and 7th semester students of Makale class of PGSD Study Program, Indonesian Christian University Toraja.

In addition, learning also demands student skills, especially in using various online applications as a benchmark to achieve the target of academic success. National education goals can be implemented through a bold learning process, but it is still necessary to prepare and improve operational systems to support the implementation of an optimal learning process, especially so that bold learning does not have a negative impact on students' psychological conditions. Learning success should not only focus on the student aspect, but also should pay attention to several aspects, namely aspects of facilities, aspects of infrastructure, and aspects of the skills of lecturers as facilitators in supporting the brave learning process.

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