

## An Analysis Of Students Emotions On Online Learning During Pandemic Covid-19

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### ABSTRACT

Students are very vulnerable to emotional changes especially during this online learning method that caused by pandemic Covid-19. This change of learning method has resulted to students that students have to adapt to a new learning method that had several challenges in its implementation that caused some emotional unstable condition such as anxiety, stress, and depression. This issue becomes contemporary research in this area. Therefore this research paper is conducted to analyse the college students' emotion on online learning during pandemic Covid-19. This research is a qualitative research with analytical descriptive approach. The research sample consisted of 6 students, the research was conducted in June 2021 on a sampling of 6 students from various state universities in Indonesia. The research instrument used a questionnaire from the google form website. The data were analyzed descriptively. The results showed that the majority of emotional problems experienced by students in the online learning process were anxiety. A total of 5 students experienced anxiety and stress, 3 students experienced depression. As a suggestion, several efforts can be made by students, families, and the government in reducing students' unstable emotional conditions.

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### Abstract

*A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The Abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and point out major findings and conclusions. The Abstract should be 100 to 200 words in length. The abstract should be written in the past tense. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. The keyword list provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can locate our article (10 pt).*

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*Internasional*



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## 1. INTRODUCTION

Pandemic Covid 19 have a big impact in every sector in human society, one of them is education. In March 2020, WHO has declared Covid-19 or SARS-CoV-2 as a global pandemic. To prevent the spread of Covid-19, the physical distancing policy is implemented in Indonesia. This situation means all of the academic activities were shifted from face-to-face method to Online Learning method. The Minister of Education and Culture issued a Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 which stated that online learning from home for students in Indonesia.

This change of learning method has resulted to students that students have to adapt to a new learning method that had several challenges in its implementation. One of them is the internet connection that are not stable enough especially to they that lived in village. This condition caused the unclear of delivering of lecture material than face-to-face learning. In addition to problems that are directly related to the lecture process, there are also a number of emotionally unstable from the students' daily lives themselves. The impact of the changes of learning experienced by students during the COVID-19 pandemic has the risk of causing an emotional problems. Emotional problems that are increasing during this pandemic are stress, anxiety, and even depression. For students, this pandemic causes stress and anxiety related to changes in the lecture process and daily life.

This issue becomes contemporary research in this area, with the goal of rousing to contribute to the growing empirical literature on emotions in online learning environments. This special issue highlights contemporary research in this area, with the goal of rousing other investigators to contribute to the growing empirical literature on emotions in online learning environments.

Along to this condition, college students are they who have experienced the emotional unstable condition during online learning. This paper is conducted because the author want to show the emotional issues that happens to some college students in Indonesia. Hopefully, this research could be the reminder for everyone that students also have anxiety and unstable emotion on online learning during pandemic Covid-19. Also educational institutions, government, and parents should take responsibility towards students emotional condition.

## 2. LITERATURE REVIEW

In recent years, several scholars have called for more inquiry on the role of emotions in education. This issue becomes contemporary research in this area, with the goal of rousing to contribute to the growing empirical literature on emotions in online learning environments.

While the dynamics of the emotions that emerge during online learning may be difficult to observe, limited evidence suggests that, not unlike traditional classroom instruction, emotions have important affects on learning, engagement, and achievement in online settings. This special issue highlights contemporary research in this area, with the goal of rousing other investigators to contribute to the growing empirical literature on emotions in online learning environments.

Previous studies (Waxman, Lin, & Michko, 2003) suggest that teaching and learning with technology has a small, positive, nonsignificant effect on students' affective outcomes when compared to traditional instruction ( $p > .05$ ). Furthermore Bowlby said that Emotions are phases of an individual's intuitive appraisals either of his own organismic states and urges to act or of the succession of environmental situations in which he finds himself. It is provides the definition of emotion most amenable to understanding in reference to learning.

## 3. RESEARCH METHOD

This research is a qualitative research with analytical descriptive approach. In this research, the researcher use questionnaire to collect the data to combine it with the previous study named "Impact of Distance Learning on Student Stress and Anxiety Levels during The COVID-19 Pandemic". There are six interviewees from different State University in this research. Due to stay at home policy, the researcher do the interview using google form to collect the data from the interviewees.

The six interviewees are:

1. First interviewee is from UIN Syarif Hidayatullah Jakarta
2. Second interviewee is from UIN Sunan Gunung Djati Bandung
3. Third interviewee is from University of Jenderal Soedirman
4. Fourth interviewee is from State University of Jakarta (UNJ)
5. Fifth interviewee is from University of Singaperbangsa Karawang
6. Sixth interviewee is from State University of Yogyakarta (UNY)

All of the interviewees are welcomed and allowed the researcher to do this research. The researcher choose different kind of University and major to have a good data from the different perception and background. All of the interviewees are on the sixth semester except Aulia who is in the fourth semester. The researcher only use sample data collection because the lack of her sosial life.

According to Cohen(2013) a ‘*questionnaire*’ is the instrument for collect the primary data. McNamara (2009) stated that specifically in qualitative research, interviews are used to pursue the meanings of central themes in the world of their subjects. Thus the main assessment in interviewing is to understand meaning of what the interviewees convey. This method is very suitable for use in this research.

Furthermore, here are the question for the data collection:

1. In your opinion, is online learning more effective than offline learning?
2. Do you enjoy online learning?
3. Do you have difficulty during online learning? If so, what are the difficulties?
4. Have you ever felt anxious or worried as a result of this online learning? If so, what are the caused of them?
5. Do you often feel anxious and stressed when studying online?
6. Do you experience stress while online learning? If so, what are the cause of them?
7. Have you ever wished for this online learning to end soon and go back offline?
8. Perhimpunan Dokter Spesialis Kedokteran Jiwa Indonesia (PDSKJI) conducted a survey on mental health through an online self-examination through the PDSKJI website and the results of the self-examination conducted by 4,010 respondents (71% women and 29% men) showed that 64.8% of respondents experienced psychological problems with a proportion of 64.8% experiencing anxiety, 61.5% experienced depression, and 74.8% experienced trauma. Whats your opinion about this?
9. What activities do you do if/when you experience stress, anxiety, or depression while online learning?

All of the interviewees are allowed the researcher to share their answer for the purpose of this research. The answers from these interviewees are later be collected and analyzed with data from previous research.

#### 4. RESULT AND DISCUSSION

In this section, the results of the research are explained and at the same time a comprehensive discussion is given. The results can be presented in the form of images, graphs, tables and others that make it easy for readers to understand [2, 5]. The discussion can be carried out in several sub-chapters.

##### 4.1.Result

From the results of interviews conducted, the following data were obtained in table 1.

No	The Answer
1	From the question number one on the interview, all of the interviewees’ answer are online learning is not more effective than offline learning.
2	From the question number two on the interview, one of the interviewee enjoys online learning. Meanwhile another one does not enjoy online learning. And the rest of the interviewees answered that they not really enjoy the online learning.
3	From the question number three o the interview, most of them answered that their difficulties while online learning is the bad internet connection while doing online meeting using teleconference like Zoom app. Another common answer is the difficulties to the course that should be doing in practice and cannot be done online especially for them who with

	engineering majors. The atmosphere at home that is not conducive also becomes their difficulties.
4	From the question number four of the interview, one of the interviewee answers that she does not feel anxious while doing online learning. Meanwhile the five others answered that they do feel anxious while online learning. They feel anxious for how they would be in the future with this uneffective learning method, for not gaining any social contact with friends, and for internship activities that quiet hard to do in this situation.
5	From the question number five of the interview, 50% of the interviewees answered that they don't feel depressed with online learning, while the other 50% are depressed with online learning because the lack of direct interaction with college friends. One of them answered that they got less than optimal learning but maximum results are demanded for them.
6	From the question number six of the interview, four of them feel they are often feel more anxious while online learning than offline learning. Meanwhile two of them are not feel anxious.
7	From the question number seven of the interview, all of them answered that they hope the learning activities can be normal back.
8	From the question number eight of the interview, their respons of the statement is that they relate to the condition that online learning is really stressful.
9	From the question number nine of the interview, usually they do their hobby to reduce their anxious or when thei fatigue. It can be like wasting time with family, watching movie, cooking, eating their favorite food, and get enough rest.

**4.2.Discussion**

Based on the results of interviews conducted, all of the interviewees are agree that online learning is not an effective learnig method and offline learning is more effective than online learning. 90% of the interviewees does not enjoy the online learning. All of the interviewees are having their difficulties while learning online. The difficulties are; (1)bad internet connection while doing online meeting using teleconference like Zoom app; (2) the difficulties to the course that should be doing in practice and cannot be done online especially for them who with engineering majors; (3) the atmosphere at home that is not conducive. This is in line with the statement from Vibrianti (2020) which states that several universities in Indonesia are not ready to use learning technology with online systems. Some of the problems that arise are related to the online learning system in the form of student readiness, mastery of technology, short time, many tasks, number of quotas, and internet signal conditions. This kind of situation greatly affect the mental and emotional health of students.

In line with one of emotional condition of college students: anxiety. According to Nursalam (2012) anxiety is a form of response to certain stimuli that do not desired that can happen anywhere and which is difficult to observe directly but this anxiety can be identified through behavior change. From the result above, 90% of the interviewees are do have anxiety while learning online. Students feel anxious for how they would be in the future with this uneffective learning method, for not gaining any social contact with friends, and for internship activities that quiet hard to do in this situation. This is in accordance with the previous study which state that students are faced with a large number of stressors including internal and external demands.

From the result above, 50% of the interviewees are depressed because learning online while 50% others are not. From the research results of Maia, Berta Rodrigues, Paulo César (2020) showed that students who were evaluated during the pandemic period showed significantly higher levels of anxiety, depression, and stress, compared to students in normal times. The results show that the pandemic has a negative psychological and emotional effect on students. In line with the statement, from the result of the interview, about 80% of the interviewees are often feel more

anxious while online learning than offline. This emotional condition of students can be reduced by some effort both from the students, students' family environment, university, and the government.

## 5. CONCLUSION

The Covid-19 pandemic and its accompanying impacts have become a burden that causes emotional unstable condition such as stress and anxiety for students. Based on the result from this paper, all of the interviewees are agree that online learning is not an effective learning method and offline learning is more effective than online learning. 90% of the interviewees does not enjoy the online learning and do feel anxious while online learning. 50% of the interviewee admit to depression caused by online learning method that they have to adapt a new learning environment. This students' emotional unstable condition might be caused by that they got less than optimal learning but maximum results are demanded for them.

This emotional condition of students can be reduced by some effort both from the students, students' family environment, university, and the government. Students can do things that can prevent and reduce stress and anxiety, such as exercise or physical activity, get enough rest, do hobbies, keep socializing even though virtually, and if stress or anxiety feels heavy and disturbing, do not hesitate to tell people who trust or seek professional help. Meanwhile students' families should be able to apply a healthy home environment, both physically and psychologically, to reduce stressors for family members. The university is also responsible for the mental health of its students, so it can contribute by paying attention to the mental health condition of students and providing services. As for the government, it is also recommended to focus more on mobilizing resources on mental health problems which have increased considerably during this pandemic to realize effective handling efforts.

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The researcher hopes that this research paper will give contribution to English learning. None is perfect and neither this research. Any comments, correction, critics and suggestion for the betterment of this research are always wholeheartedly welcome.

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