

## Students' Alienation in Online Learning: A Phenomenological Study in Sociology Subject

Sarwono<sup>1</sup>, Sudarmiani<sup>2</sup>, Nurhadji Nugraha<sup>3</sup>

<sup>1</sup> Universitas PGRI Madiun, Indonesia; anton.tirat@gmail.com

<sup>2</sup> Universitas PGRI Madiun, Indonesia; aniwidjiati@unipma.ac.id

<sup>3</sup> Universitas PGRI Madiun, Indonesia; nurhadjinugraha@unipma.ac.id

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### ABSTRACT

This research aims to describe and analyze the alienation phenomenon experienced by students in dealing with online learning in the sociology subject. This study uses a phenomenological study. The research was conducted at a senior high school in Ponorogo Regency. The technique used to determine the subject in this study is purposive sampling. Data collection techniques used observation, interviews, and documentation. Meanwhile, the data analysis technique used is the interactive analysis of Miles and Huberman. The results show that students experience maladjustments in the use of technology that is beyond their control and hinders their creativity. These conditions lead to the phenomenon of alienation. The alienation experienced by students includes alienation from their productive activities, alienation from learning goals, alienation of students from fellow students, and alienation of students' potential. Manifestations of alienation symptoms experienced by students are lazy, heavy, and do not want to know or are indifferent to the online learning process. As a result, alienation conditions experienced by students affect the powerlessness in learning participation. Thus, learning is not a priority (meaninglessness), their actions not based on the value of usefulness and norms that they already understand (normlessness), isolated (social isolation) from the status carried as a student, and students experience alienation (self-estrangement) with their activities and roles.

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#### **Corresponding Author:**

Sarwono

Universitas PGRI Madiun, Indonesia; anton.tirat@gmail.com

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### 1. INTRODUCTION

The industrial revolution 4.0 or the cyber physical system has a major influence on the world of education because it requires every element in the field of education to be able to adapt to any changes in

the education digitization system. In addition, the era of the industrial revolution 4.0 makes distance and regional boundaries not an obstacle for every human being to seek information and provide educational services. The industrial revolution 4.0 in the world of education has a positive impact on the progress and development of the learning system. However, it also has a negative impact on the world of education if it is not able to answer the challenges that arise (Rohman & Ningsih, 2018). This condition has consequences such as two sides of a coin. On the one hand, it opens opportunities to advance and facilitate the development of science, technology, and information to advance education. On the other hand, globalization with all its facilities actually has consequences on the shaky existence of character education development in schools. The shaky existence of character education is motivated by a mindset that tends to be opportunistic, permissive, and pragmatic as a latent cultural danger that is ready to attack massively on the younger generation with student status. The conditions become a challenge for suburban schools in carrying out character education, one of which is a state senior high school in Sooko.

Mindset often leads to resignation, lack of achievement motivation, and a lack of competitive spirit. Not to mention that due to economic reasons, many parents of students, both father and mother, have to migrate to other regions and even many even go abroad. This also contributes to the problem of the character of the child, because the function of socialization and affection in the family does not work perfectly. Mindsets and conditions that have an impact on hypocritical ways of thinking as obstacles to the educational process in the era of the industrial revolution 4.0. Hypocrite is the nature of pretense or self-hypocrisy that has a bad impact on the social environment (Viani, 2019). Indications of students' hypocritical ways of thinking can be seen in the orientation that going to school is only an obligation rather than not attending school. In schools where students are less enthusiastic in learning, the use of information technology tools they have is not appropriate, and the teaching and learning process is ineffective. This phenomenon occurred while they were still in normal learning conditions. You can imagine the tremendous impact it had on students when the Covid-19 pandemic emerged.

The demands of rapid change that require online learning by utilizing information technology are very influential in learning sociology as a subject taught by researchers. Because it is fully online in learning sociology, students are difficult to be conditioned. Previously, researchers as teachers had tried to use blended learning to face the demands of 21<sup>st</sup> century competence by combining face-to-face learning in class and online evaluation using quiz, google form, and socrative. Even so, there are still many students who do not work optimally even though they are accompanied and supervised by the teacher in class. When online learning is full, it is clear that many problems arise, ranging from students' attendance which are only an average of 50%, the use of online learning applications that cannot be maximized, to learning evaluations that are difficult to implement.

The problem of students' attendance in sociology learning is only an average of 50% obtained from attendance via WhatsApp (WA) and google form. This attendance is done to see the readiness of students to take online learning according to a predetermined schedule. But the reality is that when the learning process takes place, there are still around 50% of students who are not present even though they are only present. There is no presence, let alone accessing and participating in learning with the application provided by the teacher, it is clearly far below.

The lack of students who make attendance has an impact on the use of online learning applications that cannot be maximized. This can be seen from the author's efforts as a sociology teacher who has tried several applications which are expected to be one of them that can be run optimally. The applications that were tried included Edmodo, Google Classroom, Showbie, and LMS in the form of Moodle. However, what happens is that students are increasingly confused and find it difficult to adapt to one of these applications. Finally, all focus on using WhatsApp (WA) for communication and learning. Even then, there are still many obstacles such as student attendance and activity.

When the presence and activity of students encounter many obstacles, of course this greatly affects the collection of assignments and assessments. Students who collect assignments are very minimal below the number of students who make attendance. Efforts by telephone and WhatsApp (WA) personally as well as home visits were also carried out so that students could take part in the assessment and submit

assignments. However, what happens is that the teacher still has difficulty getting students' grades. Even teachers are willing to plead and always provide motivation in various ways. A paradigm shift where the impression is that teachers who need the value of learning outcomes are no longer students.

Seeing the constraints before and during online learning, there are actually two things that are the focus of the problem in this research. These two things are infrastructure (physical) facilities in online learning and cultural lag (behavior) when doing online learning. Infrastructure facilities (physical) are all things related to technological tools such as smartphones that support. Tools that become the basic capital of students can take part in online learning activities. The term cultural lag can be interpreted as an unequal condition between rapid technological developments and behavioral advances. In the phenomenon of the problem of online learning for sociology subjects at a state high school in Sooko, students are still unable to adapt to learning carried out through applications or learning management system (LMS) learning portals. Although infrastructure (physical) facilities can be fulfilled, students' behavior experiences a cultural lag which makes learning unable to be carried out optimally.

A paradox occurred in the phenomenon of online learning for sociology subjects at the school. While online learning from home can be used as a moment of independence training in learning by utilizing information technology media that is owned without direct assistance and supervision by the teacher, they often get out of control to do other activities that are far from the context of learning. Positions like this make students experience conditions of alienation in learning. As a phenomenon that makes students away from learning activities because they lose motivation to learn, be creative, or lose control of the learning activities that are undertaken, so that it can inhibit the potential of the students themselves. The current study about students' alienation in learning was found in the work of Wong (2022) which explored how students' instrumentalism in higher education can be conceptualized as students' alienation. While previous study investigated the phenomenon of students' alienation in higher education, the focus of the recent study is in the high school setting. This gap is taken since the study's area in this context is still limited to explore.

## 2. METHODS

This study uses a phenomenological approach because it is supported by the fact that: (1) the data in this study are latent data, meaning that the facts and data that appear on the surface, including the daily behaviour patterns of students (behaviour in participating in online learning) as actors being studied are only a phenomenon of what is hidden in the students' "self" where students still need understanding and meaning, (2) in terms of depth, this study reveals the alienation of students, and (3) the focus of the research is on how students are alienated in online learning of sociology subjects at a state senior high school Sooko.

The technique used to determine the subject in this study is purposive sampling. The data sources in this study are primary data sources and secondary data sources. Primary data were obtained through interviews with 7 students of class XI IPS who have had experience in getting online sociology learning, 2 homeroom teachers, and 2 parents. They have supporting facilities, but they cannot follow the lesson well. Instead, learning makes them alienated from their lives as students. The interview process in this study was carried out after students received online sociology lessons in class XI IPS. Field data obtained using the type of participatory observation.

The interviews conducted in this study were semi-structured interviews conducted in depth (in-depth interviews). Semi-structured interviews are carried out when the researcher makes an interview guide which consists of several main issues which will then be explored during the interview and the issues that must be covered without specifying the order of questions, maybe even without the form of explicit questions. Miles and Huberman (1984) suggest that activities in qualitative data analysis are carried out interactively and continue until they are complete, until the data is saturated. These activities are data reduction (data reduction), data presentation (data display), and conclusion drawing/verification (Sugiyono, 2014).

In this study, the data obtained in the form of a description obtained from interviews. The data that has been obtained is then processed and interpreted so that researchers can find and understand the implied meaning of the state of the subject. Perform systematic data processing and analysis so that the data obtained is of high quality. The analysis process is not done once, but interactively, going back and forth between reduction, presentation and conclusion drawing or verification activities during the research period. After doing the verification, conclusions can be drawn based on the research results presented in the form of a narrative. Drawing conclusions is the final stage of data analysis activities. Drawing this conclusion is the final stage of data processing.

### 3. FINDINGS & DISCUSSION

#### *Online Learning as a Social Change*

Social change according to the concept of William F. Ogburn is a change that occurs in the elements of material and immaterial culture (Ariyani & Nurcahyono, 2014). Changes that occur in the material elements greatly affect the immaterial elements. Technology as a material element encourages humans to try to adapt to an ever-evolving society. Materially, students already had the basic capital of technological tools in the form of smartphones which actually already supported positive activities digitally. They started owning a smartphone in middle school, elementary school, and some even have it since kindergarten. An illustration that shows that students from an early age have tried to adapt to social developments in the era of digital technology disruption. Because smartphones are a must-have tool in the technological transformation of the era of disruption.

The reasons students have smartphones in the context of behavioral adjustment can be categorized into two forms, namely a lifestyle to show self-existence and the existence of instrumental values in smartphones. Lifestyle for showing self-existence is related to the acquisition of social status when following the trends of the times. This means that having a smartphone is considered not to be left behind with the lifestyle of society in general and is said to be a modern person (Nwachukwu & Onyenankeya, 2017). Therefore, the transformation of digital technology in the form of smartphones owned by students has an effect on the transformation of needs that distort student behavior in using the technology. The teachers stated in the interviews that there has been a behaviour change during the online learning.

*Teacher NP* : "During the online learning, students tended to be more passive. They looked doubtful to express their ideas. As a result, their activeness in the classroom lessened compared to the situation in the offline learning."

*Teacher HB* : "A big challenge for me is how to make students adjust with the learning situations which are truly different from the former ones. The most vivid change is in their behaviour which is harder to direct."

Behaviour that is formed from the habituation process of technological developments is not all based on proper science. behavior that is not based on proper science has the effect of people being surprised to accept a new culture. It is not uncommon for people to use cultural functions in positions that are not supposed to. This is an indication that material culture tends to develop more advanced and leave first non-material culture (Suntari, 2017). So that it can be ascertained that if you respond to something that is not in accordance with the inner demands, knowledge, and social norms, it will harm yourself and others, it can even be pathological. This pathological condition is called maladjustment (Sunaryo, 2010). Students are supposed to use smartphones for their actual learning needs such as for communication tools and self-development. However, the orientation of smartphones is dominated by activities to seek self-gratification, which weakens them from their potential and self-development. So

that technological determinism has obscured the most basic needs of students, namely the need for competence, autonomy, potential development, and good social relations.

Appropriate adjustments to changes in information technology must continue to be made, including technology in the field of education. Especially in the learning process that is required to develop 21<sup>st</sup> century blended learning. Classical direct learning as character cultivation is very necessary, but e-learning is also absolutely used as an effort to create innovation and affectivity in the learning process. Online learning aims to provide good quality learning through an open network to reach more and wider people, especially in the era of the Covid-19 pandemic which demands social distancing (Sofyana & Rozaq, 2019). Online learning is carried out with direct involvement between educators and students virtually in the implementation process. This online learning is not limited by space and time as part of efforts to create effectiveness and adjustment in the era of disruption.

It is clear that information technology that can be used as an online learning tool is a vital value that students must have. Students can take lessons anywhere and anytime without being constrained by the need to continue face-to-face. With information technology tools, learning will be more effective and efficient, can build students' independence in learning, and of course can adapt to 21<sup>st</sup> century learning in the form of blended learning.

Smartphones that should be used as a tool to follow online learning. So far, it has been widely used for gaming, social media, and entertainment applications. These activities are carried out with the excuse of seeking self-gratification and eliminating boredom due to online learning. The way they do it is very manipulative and does not touch the most basic needs. The students actually know that they have potential that needs to be developed in various skills. However, they have not been able to use the ownership of technological tools in the form of smartphones to develop their potential.

By adjustment, the smartphone is a technology that was created to make it easier for humans to meet their needs and carry out activities as well as students in online learning. But sometimes its function changes to things that make students experience alienation due to maladjustment. The conditions that make the student become Forget about yourself and the time you have to learn and develop yourself. It can be concluded that students experience cultural lag in adjusting to technological developments. Where in fact students can learn more effectively and flexibly using technology tools for learning. However, the use of these tools actually makes them feel uncomfortable, artificially satisfied, difficult to develop their potential, and most importantly isolation from the online learning they are undergoing.

### *Online Learning in the Sociology Subjects*

Learning in sociology subjects emphasizes the practice of sociological knowledge rather than sociology as knowledge alone. The practice is directed at mastering sociological knowledge to solve social problems. Through the practice of knowledge, it is hoped that an attitude of religiosity and social ethics will grow in terms of students' responsibilities towards social problems around them (Kemdikbud, 2017). In the process of learning sociology subjects often take examples of social problems in society as a stimulus that needs to be analyzed and solved using the concept of sociology. Because basically this sociology subject is more likely to relate social phenomena that occur in the surrounding environment as a study of learning materials. Social presence is needed between educators and students related to the social processes in it (Soekanto, 2009).

New challenges arise when there are demands for 21<sup>st</sup> century learning and the Covid-19 pandemic. The community is actually directly near students as a source of learning; sociology is no longer the main object in learning, especially in the midst of the Covid-19 pandemic. Because all elements of education must apply learning from home (LFH) from their respective homes, except for urgent matters that force them not to comply, but social distancing must still be carried out.

Social presence is needed between educators and students related to all social processes including face-to-face interactions, an interaction will be formed if it meets the requirements of social contact and social communication (Soekanto, 2009). Social contact and social communication between educators

and students can have a positive and significant impact on increasing learning motivation in sociology subjects (Nismawati, 2017).

Without social presence between educators and students, online learning is very influential on the decline in students' learning motivation. As a result, students' understanding of sociology material during online learning is very lacking and far from the expected standard. During online learning, students rarely follow the process of optimally learning sociology because they are often absent and then left for other activities. Because there is no physical, social, and emotional bond between students and teachers as the basic capital to build understanding and practice of social problem-solving analysis in order to achieve learning objectives.

*Student IPL* : "I feel far from my friends and teachers so that it hinders me from doing intensive communication with them."

*Student AF* : "My friends and I sometimes contacted using WA, but it is different when I talked to them in person. There is less emotion involved when communicating."

*Student HD* : "Teachers explained more in online learning. The room of discussion is more limited because sometimes the signal did not support, and no students asked questions."

Online learning in its implementation tends to lead to one-way learning. The purpose of one-way learning is only from the teacher's side and students tend to be inactive. Students become less attentive, less understanding, and less able to master the material given by the teacher when invited to analyze and implement the material obtained (Putra et al., 2021). This type of learning affects students' learning styles and outcomes in sociology subjects. In addition to the paradox of the use of technology in its implementation, online learning also reduces the essence of the social presence of teachers and students to build habituation and understanding of the phenomena that occur. As a result, students experience alienation from themselves as students, alienation themselves from the learning process, and alienation from the surrounding environment. This alienation in social concepts can be said to be a phenomenon of alienation.

### ***Alienation in Online Learning***

The paradox of online learning has an impact on students' lack of understanding of sociological concepts. The concept is the basic capital in the practice of analyzing and solving social problems of society. This impact provides evidence that students experience alienation. This condition is depicted by the parents of the students.

*Parent GG* : "When monitoring my child in this online learning, I sometimes saw him doing self-arguments, like grumbling because he is not used to this learning situation."

*Parent OI* : "At the beginning, my child spent most of times in front of gadgets, sometimes with the laptop, some other time with the handphone. I rarely see him interact with the neighbor during the study time. He is always busy with himself. But lately, he is getting lazier and used the gadgets for playing games than for learning."

Alienation or alienation basically refers to a condition when humans are distanced or distanced from something, fellow humans, nature, culture, God, or even themselves. This term comes from the Latin word 'alienatio' and comes from the verb 'alienware' which means to make something belong to someone else (Schacht, 2005). Alienation was originally a term introduced by Karl Marx. Karl Marx represents alienation as a result of the capitalist system that creates barriers between humans and their work and from the social environment around them. Even more than that, capitalism has also separated humans from themselves (Arisandi, 2015). Humans lose individual habits because they have been usurped by the system that surrounds them. They do not have the time, energy, and desire of their own because they are imprisoned by the system which they accept as a reality (Arisandi, 2015).

Alienation is also the result of the individual's loss of control over his own creative activity and the resulting production. Work is experienced as a necessity for survival and not as a tool for humans to develop or express their creative abilities. Individuals feel themselves unable to develop themselves in a broad sense through their productive activities (Johnson, 1986). Conceptually and rules students understand their duties and responsibilities in participating in online learning. They understand the ethics of following the processes and attitudes that must be implemented in online learning. However, the understanding that students have is not positively correlated with the reality that is reflected in behavior. They are actually alienated from their status as students and do not show themselves as learning centers at school. They are surrounded by a sense of laziness, indifference, lack of discipline, and lack of responsibility in participating in online learning because of other activities that distance themselves from the learning process.

The behavior of students who experience alienation can be understood into four elements according to Marx's concept. First, humans are alienated from their productive activities. Humans do not produce something according to their creative ideas, but they work according to a system that represses and distorts their activities (Ritzer & Goodman, 2004). Although conceptually and rules students understand their duties and responsibilities. However, so far, they admit that they have not been able to be good in participating in online learning because they are lazy and feel heavy. It is evident from the number of their participation in online learning which is still below 50% of the total number of meetings. Feelings of being heavy and lazy in participating in online learning are feelings that they construct through actions that are not on a priority scale. They choose other activities that tend to be hypocritical, rather than the need for self-development activities and the potential for higher order thinking skills (HOTS). Students who only follow a lifestyle will be increasingly alienated from their productive activities. As a result, learning only becomes a boring and tedious activity. Because their orientation is constructed by a system that invites them to relax and not want to get out of their comfort zone.

Second, humans are not only alienated from production activities, but also alienated from the goals of these activities, namely the product. The products and results they make do not belong to them. However, it belongs to the owners of capital who are currently developing various games and digital products. (Ritzer & Goodman, 2004).

Indications of this phenomenon when students participate in online learning are often just absent and then left to do other activities such as sleeping, playing games, social media, or going out to play with friends. The actual activity is very repressive and distorts productivity as a student. They implicitly do not have the time, energy, and desire of their own because they have been imprisoned by the system that they accept as a reality. Third, humans are alienated from fellow humans. Humans basically need and want productive and cooperative activities to take what they need to live. However, the cooperative nature is confounded by the system and orientation. For the sake of pursuing pseudo comfort which actually prevents the development of cooperative relationships between humans (Ritzer & Goodman, 2004).

Alienation of students with other students occurs in communication to build cooperation. Communication that should be done to share material and fulfill tasks during online learning is rarely done. This condition occurs because the orientation and awareness of students is lacking in the importance of learning. This is influenced by the external system which makes them experience repression in participating in online learning. Some even experienced communication distortions with other friends because they promised not to take part in online learning.

Fourth, alienated humans of their potential. Their activities are no longer the fulfillment of needs but have changed functions and increasingly eliminate human nature itself. Human activities are like machines that have to work day and night. To the extent that his smile can be written because of the alienation. Finally, many humans cannot express their deepest and best qualities (Ritzer & Goodman, 2004). Students actually have the potential for self-development in various skills. Such as electronics, automotive, catering, and design. However, the ownership of technology capital in the form of

smartphones cannot be utilized to develop the potential they have. Instead, students spend a lot of their time playing games and social media in the smartphone, doing activities that manipulate and keep them from their potential.

### *Symptoms of Alienation in the Online Learning*

Alienation experienced by humans in social change is part of the cultural lag due to the maladjustment of the development of technological modernization. Developments that make individual consciousness change with the need for adjustment to the social environment and all its laws. Fromm (1995) explains that the development of technological modernization makes individuals try their best to follow (adjustment) the rhythm of life so that they can be recognized as part of the group by carrying out activities according to the rules. The efforts of students as teenagers to be accepted by their environment, without them knowing it resulted in maladjustment because they became addicted to friends and smartphones.

The development of educational technology in online learning cannot be fully followed by students. Rapid technological developments in the learning system are not matched by changes in behavior patterns and appropriate ways of adjustment. Conditions that indicate students manipulate meaningful access for themselves in self-development and carry out roles appropriately.

Following the influence of the surrounding environment and the digital environment to seek self-existence and comfort is the cause. The influence or invitation of the surrounding environment can be in the form of an invitation to gather together. Like hanging out during the day when they should use it for productive activities or hanging out late at night when they should use it for rest. While the influence of the digital environment is the influence of the virtual world they access. The form can be in the form of an invitation to play together (MABAR) online games or simply an invitation to create content on social media. This influence creates counterproductive conditions for students. On the one hand, they try to adapt technological developments based on environmental patterns and demands. On the other hand, these adjustments actually keep them from actively participating in learning.

There are various consequences that are received by students when they do not follow the invitations and patterns that exist in their environment. The consequences can be in the form of bullying, feeling uncomfortable, or feeling lonely wanting to hang out with friends. Finally, they try their best to avoid the consequences of the environment in order to be accepted. The students don't realize that big consequences are lurking. Consequences that make them not independent, far from themselves, depriving them of their potential, and away from the results that have been attempted. Conditions that show symptoms of alienation experienced by students when participating in online learning.

The learning process should be a meaningful and fun process and allow students to discover themselves. Not because of coercion or pressure from others (Hascher & Hagenauer, 2010). But what then happens in the world of education today when learning is done online makes the learning process for students a burden. Because apart from their paradigm that the school's goal is only based on values, in online learning the environment cannot create conducive conditions for learning. Students who should use smartphones to study are often used to playing online games or other activities that can eliminate the meaning of learning itself. Other values that become benchmarks for students change according to the rhythm and demands to survive in a social and digital environment. The rules in the online learning process from schools are difficult to fulfill. So that students lose their status implicitly as students at school.

Manifestations of alienation symptoms experienced by students are lazy, heavy, and do not want to know or are indifferent to the online learning process of sociology. They lose their spirit and commitment as a student. Become a stranger to his status as a student and not feel himself at the center of his world. They lose the impulse to build academic relationships, lose curiosity about knowledge, lose creativity, and lose control over their actions. This alienation phenomenon has changed students from creative subjects to passive objects in the social process.

### **Forms of Student Alienation**

Furthermore, according to Seeman (Kalekin-Fishman & Langman, 2013) the symptoms of alienation have several forms as follows:

1. Powerlessness (powerlessness) is an individual feeling that is controlled and determined by external power outside himself, not because of power or from an individual, but controlled by others.
2. Meaninglessness is a feeling that an incomprehensible event has occurred, so there is an assumption that everything that happens in the future will be difficult to predict.
3. Normlessness (no norms) is a feeling that goals that are not socially recognized are needed to achieve socially recognized goals. So, it appears that an individual does not have to be bound by the values and standards of morality that apply in his social environment.
4. Social isolation is a feeling of solitude, rejection and separation from group values or relationships between group members. So that it is possible to feel feelings such as making the individual concerned withdraw from his social life, and the absence of a sense of belonging.
5. Self-estrangement is a feeling that arises in the individual that all the activities he does do not benefit him, giving rise to the feeling that all the behavior that the individual does is not solely his own desire or also a feeling that is not himself and also the absence of personal satisfaction.

The powerlessness by students as a form of alienation is feeling lazy and heavy in participating in online learning. They cannot be themselves and develop critical thinking skills independently. Students are controlled and manipulated by external forces from society and the digital environment. As a result of this helplessness, students do not have an idea about the future and do not understand the steps to achieve post-school expectations.

The ambiguity of orientation regarding the post-school future makes students confused and uncomfortable with the rules regarding online learning. The feeling of confusion and discomfort is channeled in actions that are arbitrarily and at will during learning. Actions that show that learning sociology is an activity that is not a priority and is not important (meaninglessness). Because habituation and environmental influences are quite strong in shaping the student's action patterns.

The pattern of student actions that show meaninglessness in online learning is part of a hypocritical attitude. They actually understand that online learning is beneficial for them. Benefits in forming independence, building insight and critical thinking, and being able to actualize one's potential. However, ego, laziness, and environmental conditions do not support this understanding. As a result, students in undergoing learning are not based on the value of usefulness and norms that they already understand (normlessness). But based on environmental standards for them to get social recognition. Conditions that make students isolated (social isolation) from their status as students. In fact, they have actually refused, far from the value of learning, and separated from learning communication patterns with school friends. As a result, students experience self-estrangement from their activities and roles in online learning. Because technology and environmental demands neglect and make them powerless to become full-fledged students.

## **5. CONCLUSION**

The reality that occurs is that students experience cultural lag in adjusting to technological developments. There is a paradox of using technology in its implementation, online learning also reduces the essence of the social presence of teachers and students to build habituation and understanding of the phenomena that occur. Where in fact students can learn more effectively and flexibly using technology tools for online learning. However, the use of these tools actually makes them feel uncomfortable, pseudo-satisfied, difficult to develop their potential, and most importantly alienated from the online learning they are undergoing. As a result, students experience alienation from themselves as students, alienation themselves from the learning process, and alienation from the surrounding environment. This alienation in social concepts can be said to be a phenomenon of

alienation. Students who only follow a lifestyle will be increasingly alienated from their productive activities, alienated from the goals of these activities, humans are alienated from fellow humans, humans are alienated of their potential. Manifestations of alienation symptoms experienced by students are lazy, heavy, and do not want to know or are indifferent to the online learning process. This alienation phenomenon has changed students from creative subjects to passive objects in the social process. As a result of alienation conditions experienced by students affect the powerlessness in participating in learning, learning is not a priority and not important (meaninglessness), their actions not based on usefulness values and norms that they already understand (normlessness), isolated (social isolation) from the status they carry as students, and students experience self-estrangement with their activities and roles. This current study needs improvements in terms of numbers of respondents to provide larger descriptions in the data interpretation. Therefore, future researchers can add more respondents in their following studies.

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