

Students' Psychological Factor in Learning from Home during Pandemic Covid-19: Identifying the Impact

Bahrhun Amin¹, Farisha Andi Baso², Linda Pajarwati³

¹ Universitas Muhammadiyah Makassar, Indonesia ; bahrhunamin@unismuh.ac.id

² Universitas Muhammadiyah Makassar, Indonesia ; farishaab@fkip.unismuhmakassar.ac.id

³ Universitas Muhammadiyah Makassar, Indonesia ; lindapajarwati0@gmail.com

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ABSTRACT

Since the COVID-19 attack in Indonesia, schools have switched from face-to-face learning to learning at home. Due to the challenges of social distancing training, the classroom has been relocated online. The students' sense of self-worth is impacted. The study indicated that students' mental health negatively affects their ability to learn English at home during the COVID-19 pandemic. It is evident from the fact that the questionnaire data on the five psychological components of English language learners is highly relevant. Aspects of one's personality that were shown to be significant were as follows: intelligence (74.37%), motivation (62.29%), interest (64.79%), emotion (70.20%), and attitude (63.125%). Students' comments in the interviews indicate that independent study is ineffective. Students struggle to learn due to a number of factors, including a lack of time to devote to online study, an inability to communicate with classmates in real time, an unstable connection, challenging subject matter, an abundance of assigned reading, and a preference for in-person instruction. The psychological element of students learning English at home during the COVID-19 pandemic can thus be said to have a very harmful effect.

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Corresponding Author:

Bahrhun Amin

Universitas Muhammadiyah Makassar, Indonesia; bahrhunamin@unismuh.ac.id

1. INTRODUCTION

Since the coronavirus disease time or the covid-19 attack in Indonesia in March 2020, this pandemic has affected all sectors: culture, economy, society, and education. There are many ways that the government has taken as form action to prevent the spread of covid-19. One of the government's solutions in following up on the problem of the spread of covid-19 is to issue a policy in the field of education, through a circular of the Ministry of Education and Culture of the Directorate of Higher Education No. 1 of 2020 about preventing the spread of Corona Virus Disease (Covid-19) in the education level from elementary school, junior high school, senior high school, and college. The Ministry of Education and Culture instruct that the manifestation of offline learning moves to online learning or, we can say, learning from home.

One of the best ways for schools to help stop the spread of covid-19 is by allowing students to do some or all of their schoolwork from home. Until yet, this method's use has been nonexistent. This situation has the potential to make kids feel overwhelmed by their schoolwork. Research by Rosdiana & Hastutiningtyas (2021) suggests that students who engage in at-home learning are more likely to suffer from mental and emotional instability, reducing their performance in the at-home learning process. Duan and Zhu (2020) argue that the COVID-19 pandemic not only causes death or illness but also disrupts people's mental and physical health.

English is one of the world's top five most-spoken languages. So, in this age of globalisation, it is essential that young people be taught the English language. In the United States, secondary school students must take English as a required course. It is not proper for a teacher and student to have a close relationship while studying English together during a pandemic. Findings from (Riyati, 2020) indicate that most high school students still have difficulty learning English due to a lack of facilities like a signal network or quota, as well as a lack of interest, motivation, and an attitude of not paying attention to the teacher's explanations and material methods, which are seen as less suitable for students' needs in learning English. While it may be necessary, having students learn English at home during a pandemic is inefficient. Students' mental health suffers when there are fewer possibilities for social interaction and the educational environment is altered.

Due to the long-term nature of the learning-at-home policy, students may have difficulties, such as a decline in student-teacher relationships due to the absence of face-to-face contact. In addition, the situation deteriorates when there are many academic expectations but little time to complete them all. According to the findings of (Siregar, 2021)'s study, students who engage in home-based education often experience increased stress and confusion as a result of the large number of assignments given by teachers. As a result, their mental health may suffer, sometimes leading to symptoms of anxiety. Students struggled with the content and lost motivation to study at home during the epidemic because teachers did not provide sufficient background information or explanation. covid-19. Based on the reason above, the researcher is interested in conducting research under the title Identifying the impact of students' psychological factors in learning from the home policy during the COVID-19 pandemic in learning English.

2. METHOD

The research was conducted using a descriptive quantitative approach and purposive In this procedure. The researcher collects quantitative data by using questionnaires and interviews. The sample was selected by using the purposive sampling technique. The prerequisites for the subject of this study call for a student who has taken part in their education from the comfort of home. Thirty students made up the sample for this study. The questionnaire data was examined statistically to reveal hidden patterns of thought, feeling, and behaviour (Creswell, 2008). Three undergraduates were interviewed for this study, and their responses were examined.

Items on the questionnaire were written in Indonesian and English for clarity. The survey relies on a closed-ended, Likert-scale questionnaire. The questionnaire used in this study is closed, meaning that the researcher has already decided on the possible responses. In this study, a closed-ended questionnaire was used to collect data. Strongly agree (SA), disagree (DS), agree (A), and disagree (SDS) comprise five aspects of student psychological factors, including intelligence, motivation, interest, emotion, and attitude in learning; these factors were adapted from various sources, including aspect of intelligence according to (Slameto, 2010); motivation in learning according to (Putri, 2021). (Abidin, 2012). According to Arikunto, (2010), the following formula was used to derive the results:

$$P = \frac{F}{N} \times 100 \%$$

Statistics were used to figure out the percentage by looking at the data from a questionnaire. There were descriptive statistics done to find the frequency score of each question item and the total

score of student answers. The total score of the student's psychological factors in learning English from home during the pandemic is put into four categories: very low impact (0–24.99%), low impact (25%–49.99%), high impact (50%–74.99%), and very high impact (75%–100%). Also, in the data analysis, we used open-ended interviews with Rahmawati (2015) and asked the students questions in Indonesian. This made it easier to answer the question about the policy for learning at home. In this study, interviews were done with the students to get their answers. These answers will be used to back up what the students said in their answers, which were recorded. The researcher then put the students' words into the sentence based on what they had said. The transcription was looked at to see if it was similar to the other information from the questionnaire.

3. FINDINGS AND DISCUSSION

In this study, the researcher used a questionnaire and an interview to collect information. There are 20 questions in the written survey and 5 in the interview portion. Thirty college-level students participated in the survey.

3.1 *The analysis of the data collected through a questionnaire*

SPSS Statistic 24 is used to handle the data analysis results. Twenty-five items were included in the study. Each scored out of four points (indicating a student's intelligence, motivation, interest, emotion, or attitude toward learning English at home during the COVID-19 pandemic).

Table 1. Frequency item answer in terms of intelligence in learning English

No	Aspect	Number of question	score	percentage	Description
1.	Intelligence in learning English	4	357	74.37 %	High impact
2.	Motivation to learn English	4	299	62.29 %	High impact
3.	Interest in learning English	4	311	64.79 %	High impact
4.	Emotion in learning English	4	337	70.20 %	High impact
5.	Attitude in learning English	4	299	63.125 %	High impact

The survey results show that 74.37 % of respondents rated the aspect of intelligence in learning as important. 62.29% rated the aspect of motivation in learning as important. 64.79 rated the aspect of interest in learning as important, 70.20% rated the aspect of emotion in learning as important, and 63.125 rated the aspect of attitude in learning as necessary. Students feel that the learning from the home policy significantly impacts their psychological factors when it comes to learning English at home during the COVID-19 Pandemic.

3.2 *Students' intelligence in learning English from home during a pandemic*

Based on the result, the data obtained in the questionnaire show the highest frequency, with a percentage of 74.37 % agreeing with the questionnaire. Students feel that the policy of studying at home significantly affects their ability to acquire English. When students are ill with the COVID-19 pandemic, they have trouble following lectures, coming up with creative solutions to problems, remembering what they've learned in class, and keeping their focus on English lessons and policy discussions. The high rate clearly demonstrates this. It follows that the policy of allowing children to complete their schoolwork from home significantly affects their ability to acquire and use English. This reserach result in line with the theory of Zhang et al., as cited in(Rahman:2021), states that Psychologically, students also suffered a decline in learning motivation, emotional and social engagement, and the drive to attain superior learning results. Even worse, the psychological effects of implementing education during the Covid-19 pandemic, such as anxiety, depression, and stress, have been seen.

3.3 Students' motivation in learning English from home during a pandemic

The survey statistics reveal the highest frequency, with 62.29% of respondents agreeing with the questions. Students agreed that the policy of learning at home had a significant negative effect on their motivation to learn English at home, as evidenced by their apathy toward the subject, their dissatisfaction with the learning process, their doubts about their ability to succeed, and their dissatisfaction with the value they received. The high rate clearly demonstrates this. A significant detrimental effect on pupils' motivation to study English as a result of the learning-from-home policy can be inferred. The explanation above is supported by Marshall, as cited by Abarwati (2021), motivation is a multifaceted psychological process involving emotion, behaviour, cognition, biological factors, and decision-making. Motivation is one of the crucial aspects of the learning process that has a significant impact on students' academic progress. Maintaining a high level of motivation can be the most effective strategy to make the entire learning process more successful.

3.4 Students' interest in Learning English From Home During Pandemic

The survey figures reveal the highest frequency, with 64.79% of respondents agreeing. The statistics show that students are in agreement that the learning-at-home approach has had many negative consequences. When they are at home, they are more motivated to study English because of me. They don't like studying at home, don't care about improving their English skills at home, don't pay attention in class, and don't contribute to classroom discussions. Elzainy et al. (2020) provide an explanation that is related to the preceding assertion. To ensure that the effects of online learning activities, like those of offline learning activities, contribute to the overall aims of delivering education, the development of online learning methods must be a part of the planning for the development of the education system. The large sum clearly demonstrates this. Students' motivation to study English improves dramatically when they are given the opportunity to do so in their homes.

3.5 Students' emotion in Learning English From Home During Pandemic

According to the findings, 70.20% of respondents agree with the questionnaire's findings. Students agree that the learning from the home policy significantly negatively affects their emotional state as they learn English from home; these students report being unhappy, anxious, and bored while studying English from home during the COVID-19 Pandemic. This is in line with the statement from Camacho-Zuñiga et al. (2021) report that pupils' minds have been profoundly affected by COVID-19, leading to improved emotional steadiness. This unfavorable circumstance is compounded by worries about one's health and future prospects. As a result, many students experience strong negative emotions such as frustration, boredom, exhaustion, worry, tension, sadness, and anger. As a result, it's safe to say that students' dispositions toward their English studies suffer greatly when they're required to study at home.

3.6 Students' attitude in Learning English From Home During Pandemic

A total of 63.125% of respondents agreed with the questionnaire's findings, making it the survey's most popular finding. Students agree that learning from the home policy significantly negatively affects their motivation to learn English while at home. This disinterest extends to their discussions with peers and teachers, punctuality in completing English-related homework assignments, and willingness to review previously covered material. The high rate clearly demonstrates this. Because of this, we can infer that the "learning from home" policy significantly demotivates students' motivation to study English.

As can be seen from the results above, the COVID-19 pandemic has had a severe effect, particularly on the educational system, which has seen losses in human resources, investments in building the online system for smart classrooms, and the use of technology to provide data and information. According to these findings, (Suti and Oznacar, 2016) argue that students' mental health can be

negatively impacted by online education due to variables such as worry, disinterest, boredom, inability to focus, reluctance to review previously covered content, and lack of motivation. This is because education during the pandemic epidemic was particularly challenging. Teachers should provide context and explanation for the content they assign, but time constraints, a lack of a reliable communication system, and limited internet access make this difficult. Those who spend a lot of time alone at home and keep their distance from others may find it challenging to develop their social skills. Students grow apathetic as a result, and if this trend persists over time, they may develop antisocial tendencies. It could be due to a lack of education.

3.7 *The analysis of the data collected through interview*

Conversational interviews were conducted to elicit information that would be utilised to corroborate students' responses to prompts. Discussions are captured on tape or other audio/video. Rahmawati (2015) states that if you want to find out what students think about learning-from-home policies during the COVID-19 epidemic, you should ask them in Indonesian so they can respond more easily. Based on student interviews, many students believe that the school's policy of allowing them to do schoolwork from home is ineffective because of the many barriers they face when attempting to do so. These include, among other things: a lack of internet access or a slow connection, difficulty grasping the subject matter, and a lack of face-to-face interaction with teachers and classmates.

4. CONCLUSION

The data analysis led to the conclusion that anxious feelings were connected to concerns about COVID-19, the containment of the epidemic, and the number of confirmed cases and fatalities. Based on the statistics and discussion in the previous chapter, we can say that the students' psychological aspect in the home policy during the outbreak of COVID-19 in Learning English has a substantial negative impact on their learning. Students complained of boredom and anxiety when learning English from home because they cannot engage directly with friends or teachers due to a stable network, not having a handphone, or not having enough quota to access the internet. The results of the interviews show that students would rather have a teacher in front of them than do self-paced learning because of the social features of the latter. The results of this study can be used as a benchmark for educators introducing online education. To fully grasp the core ideas behind online learning, which is supported by technology devices, university lectures must take into account specific features of student behaviour. Teachers that have a deep understanding of their students' learning histories and personalities are better able to help their students feel at ease and comfortable while they are enrolled in online learning. Furthermore, each session needs to incorporate suitable learning strategies alongside suitable technological media, and the many technical applications used must be based on the needs of the students. The negative psychological effects of Covid 19 on student learning are not fully explored in this study due to time restrictions and the researcher's inability to acquire adequate material. This constraint can still be refined by examining various factors and actors, such as the home learning environment and parents. Future researchers are suggested delve even further into how exactly COVID-19 enhances education and, more crucially, student success.

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