

**PSYCHOLOGICAL IMPACTS OF ONLINE LEARNING IN  
THE MIDST OF COVID-19 PANDEMIC ON THE 6TH  
SEMESTER ENGLISH EDUCATION STUDENTS OF  
SRIWIJAYA UNIVERSITY**

**A Thesis by:**

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**SRIWIJAYA UNIVERSITY**

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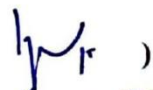
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## DECLARATION

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Certify that thesis entitled "Psychological Impacts of Online Learning in the Midst of COVID-19 Pandemic on the 6th Semester English Education Students of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **DEDICATIONS**

*This thesis is sincerely dedicated to:*

My beloved parents Bapak Sustoro and Ibu Faizah, S.Pd who I love the most in my life. May Allah grant you both endless rewards. Thank you for being a source of motivation and inspiration, and for always providing understanding, moral, spiritual, and emotional support.

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Palembang, 25<sup>th</sup> July 2022

The writer,



Tri Unilasari

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**ABSTRACT**

*Since the first COVID-19 cases were discovered, the offline learning system that was previously used as a learning method has been replaced with an online learning method. Teachers and students must adapt to the online learning method to ensure that it is carried out as usual, despite difficulties in a variety of ways. This has the potential to negatively impact students' psychological health, such as depression, anxiety, and stress. This present study aimed to find out the psychological impacts of online learning, the factors causing the psychological impacts of online learning, and to determine whether or not there was a significant association between the psychological impacts and the factors causing the psychological impacts of online learning. Furthermore, the qualitative and quantitative design was conducted on 39 participants through questionnaires and interviews. The first questionnaire used was DASS 42 and the questionnaire on factors causing psychological impacts on online learning. Questionnaires were analyzed by using the Chi-square test in SPSS. The result of this study found that online learning has a psychological impact on Sriwijaya University students which is influenced by several factors. It was also found that there was a significant association between psychological impacts and factors causing psychological impacts on online learning ( $p$ -value:  $< 0.05$  and asymptotic significance: 0.000).*

**Keywords:** *psychological impacts, stress, anxiety, depression, online learning, COVID-19 pandemic*

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents some introductory parts of this study namely: (1) background of the study, (2) problems of the study, (3) research objectives of the study, (4) significance of the study, and (5) limitation of the study.

#### **1.1 Background of the Study**

In late 2019, Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) popularly known as COVID-19, was first reported in Wuhan, China quickly spread to over 200 countries just within three months (Shen et al., 2020). This virus shocked the whole world and caused the deaths of millions of people. The World Health Organization (WHO) declared this virus as a global public health emergency on March 11, 2020 (Kapasia et al., 2020). Cases are increasing, and infections are resuming in some countries that have succeeded in containing previous outbreaks. To combat the spread of this deadly disease, governments around the world have been forced to use extreme measures such as quarantines, lockdowns, social isolation, and movement restrictions. The countries' mitigation measures have resulted in massive financial losses in almost every industry and country, as well as massive psychological consequences (Chinna et al., 2021). The pandemic of the COVID-19 virus has also had a significant impact on the economy, health, society, psychology, and education.

To prevent the virus from spreading, the majority of educational sectors have chosen to conduct online teaching-learning. According to Dhawan (2020), many academic institutions that had previously been hesitant to change their traditional pedagogical approach now have no choice but to completely transition to online teaching and learning. It is supported by Shahzad et al. (2020), the pandemic's effects are unpredictable and have an impact on the education system; most countries have had to adapt to new teaching and learning methods. The global pandemic has provided opportunities for the country to modernize its educational methods and shift its emphasis to the use of technology. The rapid transitions of the

COVID-19 pandemic have had a substantial impact on students and lecturers in higher education institutions or university. Chung et al. (2020a) mention that while online learning is undeniably the best solution to ensure consistency of learning in the era of the "new norm," there may be some drawbacks such as loss of human presence, detecting student incomprehension through facial gestures, cracking small jokes to lighten the mood, student participation (Khalid & Quick, 2016), and communication that can be achieved more effectively in class. These sudden changes may have an impact on their psychological.

The COVID-19 pandemic crisis has highlighted the psychological stress experienced by various affected populations. This pandemic affects not only adults but also students. According to Chung et al. (2020a) and Chung et al. (2020b), the psychological impact of the public health crisis lasts a long time. Pandemic fears typically dissipate after some time. The impact of normalizing new things, may have an impact on students' academic achievement. According to Kamaludin et al. (2020), as the pandemic nears its end, fear and the risk to a person's health will gradually fade. Nonetheless, the concept of the disease itself, as well as the desire to adopt a "new normal," will have a long-term psychological impact on the students. During the pandemic, students were unable to attend school, so the lesson was delivered entirely through online learning. Students frequently have little physical interaction with the outside world, and this has an impact on their psychological well-being. Also, teachers and students all over the world have faced numerous challenges when it comes to using online platforms for teaching-learning process. All of this has resulted in psychological stress and burnout among students and teachers alike. Less physical involvement and spending most of one's time at home have a significant negative impact on student performance (Chandra, 2020).

The most significant impediment to academic success is psychological pressure. Psychological stress can have an effect on students' motivation, concentration, awareness, and social interactions, all of which are considered critical factors in achieving academic success (Unger, 1998). The COVID-19 pandemic crisis has highlighted the psychological stress experienced by various affected populations. Due to the coronavirus, strict precautions and delays in

starting colleges and universities have been implemented to around the world that are expected to have an impact on students' mental health and well-being (Cao et al., 2020).

Although mental health has received much attention in the academic field during the COVID-19 pandemic, studies have focused on analyzing adverse mental states such as depression, stress, or anxiety, but a broader perspective on the emotional state of the students, including a wider range of emotions and considering positive emotions such as calm or trust, is still lacking (Balta-Salvador et al., 2021). Some of the documented psychological effects of COVID-19 on college students are highlighted in a recent review (Sankhi & Marasine, 2020). Many people experience increased stress, anxiety, and depressive symptoms as a result of university education's changed delivery and uncertainty, technological concerns about online courses, being away from home, social-isolation, decreased family income, and future employment. These impacts have been observed in universities all over the world (Aristovnik et al., 2020).

Some previously conducted studies also present the psychological impact of online learning in the COVID-19 pandemic. Hasan and Bao (2020) conducted the Impact of "e-Learning crack-up" perception on psychological distress among college students during COVID-19 pandemic: A mediating role of "fear of academic year loss". The result of the study showed that the perception of "e-Learning crack-up" has a significant positive impact on students' psychological distress, and fear of academic year loss is the critical factor responsible for psychological distress during COVID-19 lockdown. This study can help us understand how "e-Learning crack-up" and "fear of academic year loss" affect the mental health of college students. Fear of academic year loss and ineffective e-learning systems are the most crucial factors responsible for this psychological stress. Students showed high levels of anxiety due to e-learning during the lockdown.

Another study of the psychological impacts on online learning in the COVID-19 pandemic. Maulana (2021) concludes that the psychological impact of online learning during the COVID-19 pandemic: A case study on vocational higher

education. The study concluded that online learning in vocational higher education has a psychological impact, with 29 % of students experiencing above-normal depression, 70% experiencing above-normal anxiety, and 46 % experiencing above-normal stress. The gender of the student has no bearing on the psychological effect that students experience in the form of depression, anxiety, and stress. While the student's age has a significant relationship, it is very low in comparison to the student's level of depression.

From the explanation above, it could be concluded that online learning can cause students to experience psychological pressure, such as depression, stress, and anxiety, which can affect students' academic performance. Moreover, Rohman et al. (2020) mention that online classes increased academic pressure, which has a direct impact on students' health, decision-making power, psychosomatic complaints, sleeping difficulties, worrying about the future, anxiety, depression, workload, and so on.

In English Education Study Program at Sriwijaya University has been running online for more than a year due to the pandemic. Students have begun to adapt to this new normal as a result of many improvements and innovations in online teaching and the learning process over the last year. Sixth Semester English Education Students of Sriwijaya University enrolled in COVID-19-assisted online learning are facing numerous challenges. The difficulties that students encountered while learning online during the COVID-19 have the potential to cause mental health problems in the students.

Therefore, based on the description above, considered due to the latest phenomenon in online learning, the writer is interested to work on a study entitled *“Psychological Impacts of Online Learning in the Midst of COVID-19 Pandemic on the 6th Semester English Education Students of Sriwijaya University”*.

## **1.2 Problems of the Study**

Based on the background of the study, the problems of the study are formulated in the following questions:



1. What are the psychological impacts of online learning on the 6th Semester English Education Students of Sriwijaya University?
2. What are the factors causing the psychological impacts of online learning on the 6th Semester English Education Students of Sriwijaya University?
3. Is there any significant association between the psychological impacts and the factors causing the psychological impacts of online learning on the 6th Semester English Education Students of Sriwijaya University?

### **1.3 The Objectives of the Study**

1. To find out the psychological impacts of online learning on the 6th Semester English Education Students of Sriwijaya University.
2. To find out the factors causing the psychological impacts of online learning on the 6th Semester English Education Students of Sriwijaya University.
3. There is a significant association between the psychological impacts and the factors causing the psychological impacts of online learning on the 6th Semester English Education Students of Sriwijaya University.

### **1.4 The Significance of the Study**

This study is expected to bring benefits for:

#### 1) Students

The output of this research is expected to make students more aware of mental health conditions concerning academic context especially online during the pandemic.

#### 2) Teachers/Lecturers

This study is expected to help teachers/lecturers improve students' performance by deciding which learning strategies are suitable to be applied during the pandemic so that students do not feel overwhelmed and mentally disturbed.

#### 3) Future Researcher

This study is expected to provide more information, a model, or a reference for future studies. The researcher hopes that this research can be evaluated,

revised, modified, and reconstructed by other researchers for other levels of study and objectives.

### **1.5 Limitation of the Study**

This study focuses on to find out the impacts, the factors, and the significant association of the psychological impacts of students on online learning. In psychological impacts of online learning which have three types such as depression, anxiety, and stress. The factors causing the psychological impacts of online learning were categorized into three main factors. In this section, the researcher also conducts deep interview with respondents to get more information about the psychological impacts on online learning. The participants of this study is 39 students of English Education Study Program of Sriwijaya University in the sixth-semester.

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