



TECHNO PSYCHOLOGY IN DISTANCE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract. The purpose of this article is to describe the results of a psychological review analysis of shifting values in learning using a distance learning system. This article will review the learning process during the COVID-19 pandemic. Some students carry out learning with a feeling of anxiety, because of the fear of contracting Covid-19, which has an impact on the psychology of learning. Unstable motivation, because there is no offline interaction so that the learning process is carried out depending on one's own initiative. Discipline is difficult to implement, because opportunities for many disturbances that cause learning focus and low emotional control when encountering problems with damage and difficulty using technology media. Of these various problems, the need for technology integration as a learning solution is the right step. In uncovering these learning phenomena, this article uses descriptive qualitative research methods. The data collection techniques used were virtual observation techniques and online interviews, then the data were analyzed using the Mils and Huberman method. The results of this study, the authors try to offer a new alternative with the term Techno-psychology as an integrated product between the use of technology in distance learning and psychology on motivation, self-discipline, and emotion.

Abstrak. Tujuan artikel ini adalah untuk mendeskripsikan hasil analisis tinjauan psikologis terhadap pergeseran nilai dalam pembelajaran dengan menggunakan sistem pembelajaran jarak jauh. Artikel ini akan mengulas proses pembelajaran selama pandemi COVID-19. Beberapa siswa melaksanakan pembelajaran dengan perasaan cemas, karena takut tertular Covid-19 yang berdampak pada psikologi pembelajaran. Motivasi tidak stabil, karena tidak adanya interaksi offline sehingga proses pembelajaran dilakukan tergantung inisiatif sendiri. Disiplin sulit diterapkan, karena peluang terjadinya banyak gangguan yang menyebabkan fokus belajar dan pengendalian emosi yang rendah ketika menghadapi masalah dengan kerusakan dan kesulitan menggunakan media teknologi. Dari berbagai permasalahan tersebut, kebutuhan akan integrasi teknologi sebagai solusi pembelajaran merupakan langkah yang tepat. Dalam mengungkap fenomena pembelajaran tersebut, artikel ini menggunakan metode penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah teknik observasi virtual dan wawancara online, kemudian data dianalisis dengan menggunakan metode Mils dan Huberman. Hasil penelitian ini, penulis mencoba menawarkan alternatif baru dengan istilah Tekno-psikologi sebagai produk yang terintegrasi antara pemanfaatan teknologi dalam pembelajaran jarak jauh dan psikologi terhadap motivasi, disiplin diri, dan emosi.

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INTRODUCTION

Distance learning is learning where students do not always a manual face-to-face with educators (Kaplan & Haenlein, 2016; Honeyman & Miller, 1993). Another opinion says that distance learning is defined as learning that separates between human resources (educators and students) by using telecommunications systems as interactive media that can connect human resources and information sources (Flanagan, 2000). The main requirement that must be had in implementing distance learning is an interactive telecommunications system. This system can run in two directions which results in communication between educators and students. The system is certainly as a medium of discussion and problem solving together and also as storage of data and material resources, although the material can also be accessed outside the system.

Online media is one of the media that can facilitate learning interactions between students and educators. Online media platforms can be in the form of Whatsapp, Facebook, Youtube, Web blog, Email, etc. which basically these media can function in two-way interactions, as well as storing files as material. The model of distance interaction in distance learning can be used as an alternative to reduce physical interaction between humans when there is an infectious disease outbreak (Ahmed, Zviedrite, & Uzicanin, 2018).

Global conditions in early 2020 were hit by the coronavirus disease 2019 (COVID-19) which began in China at the end of 2019, then spread to other countries. The World Health Organization has established COVID-19 as a pandemic. The spread is very fast through various media which is infested with the virus if touched by other humans be infected. There are two ways in which a virus is spread, the first is physical contact between healthy humans and humans exposed to the COVID-19 and humans with media or objects containing the COVID-19 from humans. In early 2020 the spread of the COVID-19 began to spread in the Southeast Asian region, one of which was the country of Indonesia. Various anticipatory steps have been taken by

the Indonesian government, including in the field of education (Setiawan & Ilmiyah, 2020). Online learning can be used as a solution as a social distance in preventing the spread of coronavirus at the university level. However, students' responses to the use of a variety of distance education systems, there are those who are ready to implement and there are those who encounter many obstacles when doing distance learning.

The Indonesian Child Protection Commission (KPAI) received a number of complaints from students due to the hard task of educators during the online study at home after the spread of COVID-19. KPAI asked educators not to focus on providing online assignments but instead prioritized online interactions between educators and students. KPAI received complaints from students who claimed that their blood pressure had risen because they received many assignments via mobile phones. Blood pressure went up because facing the cellphone screen continuously for hours to do the work learning. He complained that the assignments given online were more than studying in the classroom. KPAI asks education policymakers to develop guidelines for educators so that the home learning process can be fun and meaningful. Not a burden that not be in favor of students could even affect physical and mental health. This only makes them anxious and burdened, which affects the weakening of the immune system, and making it more susceptible to viruses.

Distance learning should be used by educators as an opportunity to foster student curiosity, motivate, strengthen relationships, and make each other happy. It was inversely proportional when there were complaints from students who said that starting at 06.00 WIB had started staring at the notebook to obey the teacher's orders that would give assignments at that hour. Not just one task, other educators also provide different assignments with short processing time. As a result, the child was only able to eat in the afternoon. So that such techniques can reduce children's immune effects of fatigue and late eating.

From the things mentioned above, it can be seen that the psychological side has a



very large influence on the success or failure of the distance learning process. However, this is often forgotten by the parties involved in the implementation of distance learning. As a result, the resulting system pays little attention to the psychology of students and does not facilitate the learning process. As a result, students cannot utilize the distance learning system that is used effectively. This article will discuss issues that are considered important from the perspective of students, namely their psychological side in following lessons through distance learning systems. This becomes the most important issue because students are the most important actors in distance learning. In this section, the motivations, self-discipline, and emotions are three things that will be discussed to analyze distance learning from the Techno-Psychological perspective.

METHODS

This research was conducted with the aim of describing the results of the psychological review analysis of the shift in values in learning using distance learning systems. The method used in this research is a descriptive qualitative method. The method used in this study is the condition of natural objects where the researcher is a key instrument (Cox, 1990; Ken Peffers et al., 2007). The data collection technique is done by triangulation. The research data was collected through virtual observation techniques with online interviews and documentation obtained from distance learning phenomena conducted by students in Yogyakarta Indonesia. The form of documentation in the form of distance learning is done on online social media. data analysis is inductive and qualitative research results emphasize more on meaning than generalization and then critically analyze.

RESULT AND DISCUSSION

Distance learning must be prepared carefully, and accurately, especially in terms of the media that will be used in learning interactions. students must be sure to be able to operate learning media, can use the learning media smoothly. Various media that can be used are not a problem, as long as students agree and are familiar with the media.

Distance learning from the perspective of learning psychology is the study of various ways and phases of the learning process based on learner's facts. The learning system uses distance learning, it requires the features of educational technology. The human desire to know something in a consistent way requires three attitudes that are sustainable; motivation, emotions, and self-discipline (Fahrurrazi & Novriansyah, 2018). Technology is very meaningful for education. As an alternative to studying distance learning from the perspective of psychology, this article offers the term Techno-Psychology.

Motivation

Motivation greatly affects the success or failure of someone in doing something. Motivation also functions as an individual driver to start and continue his activities. Distance learning as an activity also requires students to have strong motivation if they want to succeed in the learning process that they follow (Han & Yin, 2016; Ozen, 2017). Moreover, the distance learning system is a system that requires effort from individuals, so self-motivation must be strong. The impact of the COVID-19 outbreak, the desire of students to immediately study together with their teachers and friends at school must be kept in their hearts and minds. This has an impact on student motivation.

Techno-Psychology can provide alternative stages to arouse student learning motivation. The initial stage will lead to delirium. A mental state characterized by confusion, uncontrolled imagination, hallucinations, and unable to concentrate (Thom et al., 2019). Delirium's attitude is in the form of declining social relationships. This is due to the implementation of distance learning actually more and more tasks that must be done by students. Many lecturers think that the more assignments given to students will make it more difficult for students' social movements. However, if it is not prepared carefully then this online learning will damage the psychological construction of students. His cognition will experience stiffness and his affective abilities will be distorted by the pressure of unstructured learning and the number of



assignments that must be completed by students (Grover & Avasthi, 2018). So that the final results many students whose motivation is decreased and the results of their assignments are done only to fulfill obligations and the answers to these assignments do not use serious thinking. The next step is Affiliation. A Need to create close relationships with others (Cullum, O'Grady, & Tennen, 2011). This is intended to get social support, assistance, and protection. At this stage, students use social media for a variety of learning experiences. Learning constraints faced are discussed with colleagues and lecturers. The final step after affiliation is rationalization by creating a plausible reason (Henricks, 2016; Cushman, 2018). If online learning motivation is low, the ability to know the material will be low and the results of the learning evaluation value will be low. So, the logic of rationalist thinking is to keep the spirit to study online to get the material and the final results of the evaluation. Rationalization will certainly arouse student motivation.

Emotion

Emotion has an important role in the learning process that uses online learning (Iliya & Ifeoma, 2015). Whatsapp social media is an online learning media that is highly loved by both lecturers and students. This is because the use of Whatsapp is very easy, anyone is very familiar with Whatsapp. In contrast to campus e-learning, users sometimes have difficulty using it. The learning system using Whatsapp is simpler, unlike university e-learning. Whatsapp is made into learning groups for each course, the member is educators and students. Educators do not design in detail every meeting such as E-Learning, but only use design in general. Like every meeting, students send discussion material in the form of word/pdf/ppt, then are given time to read and study the material then all members discuss. Discussions that occur in Whatsapp if no one guides the discussion, then there will be discussion chaos. Because the chat system on Whatsapp each user's discussion history is difficult to track. So if at the same time there are 10 discussions, the discussion history that was previously invisible and difficult to find. This is also due

to the limitations of Whatsapp's appearance, while the sentences used for discussion are on average long. So that in just 1 hour of discussion there were hundreds of discussion messages. Of course, it is very confusing for the user to associate question 1 with other questions and answers. With the lack of use of Whatsapp media, students are often unable to control their emotions.

In addition to the causes of emotions above, emotions also arise because the e-learning system makes participants feel isolated from the others because of the gap between students and students, and between students and educators. Structuring the place of learning at home also affects emotional levels (Pekrun, 2014). The situation at home meets the rules of learning that are quite, adequate lighting of the room, adequate air circulation, a density that does not cause noise, and chaos. The results of observing the distance learning emotion level of students from the perspective of Techno-Psychology consist of four phases.

First frustration, the reaction to obstructed one's efforts in getting something desired (Jeronimus & Laceulle, 2017). Feeling isolated often causes frustration in distance learning users (Liu, et al., 2013; Ndiku Makewa et al., 2014). Besides that fear also arises because of a lack of communication and control over situations and conditions in distance learning. Shame sometimes also arises as a result of the very open nature of the distance learning environments. Negative emotions like this can ultimately reduce student motivation in distance learning (Stern, 2018). The mistake that is often made by students, is not focused when doing distance learning. During online learning, there are a lot of distractions that interfere with the learning process. The temptation to watch videos, access social media, to read news content impulsively is often done without prior plans. Therefore, it is important for students to try to focus and be consistent during the specified study time. Avoid all kinds of distractions that have the potential to interfere with the learning process.

The second phase in emotional balancing is sublimation. By channeling



negative emotions obtained by carrying out positive activities (Ghazvini et al., 2010; Freud, 2015; Tavares & Hashimoto, 2016). Students who do distance learning sometimes when they feel their emotions are out of control because the impact of distance learning will divert other activities. Examples of sublimation behavior: casual behavior, sports, or playing games. The third phase observed is adaptation. A behavior adjusts a person / an organism to the environment (Garnezy, 1985; Ulya & Ahmad, 2018). The form of distance learning adaptation in the form of students looking for the root problems faced. For example, getting used to using E-learning.

Every university mostly has E-Learning learning media. At the time of COVID-19 pandemic, university e-learning which was previously rarely used, with the distance learning policy became a lecturer solution to carry out learning with a distance learning system. Campus e-learning on average still uses written features, even though there are campuses that have E-Learning video models. The campus e-learning model is educators do is design each meeting on the E-learning page. Each meeting has a guide to learning activities. Written discussions are held at each meeting, educators monitor the discussion. Discussion duration in E-learning is not limited to face-to-face schedule. If the discussion is still interesting, the discussion will continue until the next meeting. This is different from the video-based E-Learning system where the discussion system adjusts to the face-to-face clock duration schedule. When the face-to-face time is over then the discussion will finish, if there will be another discussion then wait for the next meeting, but with a different topic. In addition to the above media, online learning that is also used in Indonesia is Google Classroom, Edmodo, and Quipper. The three media learning systems are almost the same, educators can design in detail the activities of each meeting on these media features. The use of Google Classroom, Edmodo, and Quipper in Indonesia today is not as much as using campus E-learning, Zoom, and Whatsapp. When students are unable to operate the E-Learning used in distance learning, the behavioral adaptation is

done by learning the guidelines for using e-learning.

During the pandemic, distance learning systems also used video-based media provided by major platforms in the world such as Zoom, Google Hangout Meeting, Skype, Whatsapp and Facebook messenger. The media is very familiar to be used in distance learning in Indonesia during the COVID-19 pandemic. The video-based distance learning system is almost the same as face-to-face manual learning, it's just that students and educators are in their respective places. Media-based video face to face above in addition there are free, there are also paid. For example, the free zoom version limits the number of members who can do a video conference, if you want unlimited members, then you have to pay. Whatsapp and messenger free, but conference members are limited. Youtube's social media can also be done as a video-based learning media, but it is only one-way, cannot interact directly via video. If you want to interact, it can only be done by writing comments in the comments feature. The use of video-based learning media requires a strong network connection. When the internet connection level is low, try to use other internet network service providers that have strong signals and can reach all terrain in the high and lowlands. For those who are not accustomed to distance learning, they must adjust to be constantly visible and communicate responsively with educators or other classmates. If needed, a special group should also be held to discuss the task. Although it does not have to be done face-to-face, communication must be well established to avoid misunderstanding. Use moments like this to hone online communication skills. If not sure of the results of the work done immediately contact the lecturer. Do it as soon as possible to show the commitment that students are serious about learning. Even though many students find it difficult to do distance learning, if they are used to it, this instead gives their own freedom and flexibility, which is not found in teaching and learning activities in the classroom.

The fourth step after adaptation is hardiness. In psychology, hardiness is the ability to adapt. In everyday life, people with



high hardiness are able to maintain self-control, emotions, and a high level of activity (Azarian, Farokhzadian, & Habidi, 2016; Thompson, 2017). Distance learning does not only cause negative emotions. If the participants can adapt themselves with distance learning, positive emotions can arise, such as high enthusiasm and pride in their achievements. For that, what is needed is the right strategy from the student's side to deal with the conditions and situations of distance learning, so that it will increase the effects of positive emotions and reduce the effects of negative emotions. Another preparation which is also important is the learning material. Educators in providing learning material must be disciplined by referring to the learning syllabus that has been prepared and has been socialized to students at the beginning of the semester. educators should not improvise that is too far from the syllabus or lesson plan, causing inconsistencies. If inconsistencies occur then students will be confused and become hesitant in executing their study assignments.

Self-Discipline

Self-discipline is the key to success in learning (Zachos, Delaveridou, & Gkontzou, 2016; Stanley, 2014). Moreover, learning by using a distance learning system really requires good discipline. Regarding self-discipline, what needs to be considered is the nature of the distance learning system that gives participants the freedom to choose the way of learning that best suits the student's personality. This certainly can bring benefits to students. However, participants must be able to keep themselves disciplined in following the learning process properly and consistently. Students learn independently and make their own decisions about what are their assignments. Some students can maintain self-discipline by establishing distance learning as a daily routine. After it is determined, then make the best effort to realize distance learning. Focus on distance learning is also done by students With focus, students can always remember self-discipline to follow Distance learning. Getting used to time management. Manage study time regularly (Asare et al., 2015). Work with the focus of the assignment charged by students.

Students must arrange their own study schedules. For people who are not accustomed to independent learning, will usually do assignments at the last minute deadline set. Therefore, getting used to learning and doing assignments at the beginning of time is a skill that must be instilled in students doing distance learning.

CONCLUSIONS AND SUGGESTIONS

During the COVID-19 pandemic, distance learning was a very useful solution for creating a culture of social distance. This is to reduce the rate of spread of the virus. Distance learning is carried out by universities using written based media: university E-learning, Whatsapp, Google classrooms, Facebook messengers. Edmodo, Quipper. Then video-based media: Zoom, Google Hangout Meeting, Skype, Whatsapp. Lecturers who initially could not operate online learning media, with the distance learning policy, then gradually began to learn and be familiar with distance learning. Some distance learning problems encountered include; Internet networks are difficult in certain areas, low levels of concentration, and focus of learning because it coincides with other activities. With a lot of problems, Techno-Psychology offers a solution for smooth distance learning. In increasing motivation, there are three stages namely, delirium, affiliation, and rationalization. The emotional phases found in this study are frustration, sublimation, adaptation, and hardiness. In terms of self-discipline found a variety of attitudes, including consistent, routine, target, and set the time.

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