

**AN ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON  
STUDENTS' COGNITIVE PSYCHOLOGY DURING THE PANDEMIC**

*(A Descriptive Qualitative Research)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of the  
Requirement for the Degree of Education of English Department*

**DELLA**

**105351117817**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2023**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LEMBAR PENGESAHAN**

Skripsi atas nama **Della** NIM **105351117817**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 317 Tahun 1445 H/2023 M, tanggal 01 Safar 1445 H/17 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Selasa 5 September 2023**.

Makassar, 20 Shafar 1445 H  
5 September 2023 M

**Panitia Ujian:**

- |                  |   |  |
|------------------|---|--|
| 1. Pengawas Umum | : Prof. Dr. H. Ambo Asso, M. Ag.          |  |
| 2. Ketua         | : Erwin Akib, S.Pd., M.Pd., Ph.D.         |  |
| 3. Sekretaris    | : Dr. I. Baharullah, M.Pd.                |  |
| 4. Dosen Penguji | : 1. Dr. Radiah, M.Pd.                    |  |
|                  | : 2. Dr. Eka Prabawati Rumi, S.Pd., M.Pd. |  |
|                  | : 3. Dr. Farisha Andi Baso, S.Pd., M.Pd.  |  |
|                  | : 4. Awafia Azis, S.Pd., M.Pd.            |  |

Disahkan Oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar



**Erwin Akib, S.Pd., M.Pd., Ph.D.**  
NBM/ 860 934



MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 289 Makassar  
Telp. : 0411-860807/091213155247  
Email : [prodiibg@unismuh.ac.id](mailto:prodiibg@unismuh.ac.id)  
Research Service  
[researchibg@unismuhmakassar.ac.id](mailto:researchibg@unismuhmakassar.ac.id)  
Website: [bkip.unismuh.ac.id](http://bkip.unismuh.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**APPROVAL SHEET**

**Title** : An Analysis of the impact of online learning on students' cognitive psychology during the pandemic

**Name** : Della  
**Reg. Number** : 105351117817  
**Programmer** : English Education Department Strata 1 (S1)  
**Faculty** : Teacher Training and Education

Makassar, 31 Agustus 2023



Approved By

Consultant I

Dr. Radjih, M.Pd.  
NIDN. 0911117004

Consultant II

Dr. Eka Prabawati Rum, S.Pd., M.Pd.  
NIDN. 0912088894

Dean of FKIP  
Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.  
NBM. 860.934

Head of  
English Education Department

Dr. Umami Khaerati Svam, S.Pd., M.Pd.  
NBM. 977.807





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**COUNSELLING SHEET**

Name : Della  
 NIM : 105351117817  
 Department : Pendidikan Bahasa Inggris  
 Title : AN ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON STUDENTS' COGNITIVE PSYCHOLOGY DURING THE PANDEMIC  
 Consultant 1 : Dr. Radiah, S.Pd.

Day / Date	Chapter	Note	Sign
Thursday 6 July, 2023		- Add more discussion with the results of previous related studies - Revise Conclusion & Suggestion	
28 July, 2023		- some corrections - still revise discussion - revise also the suggestion	
30 July, 2023		- still revise the discussion - rangum & cantumkan jawaban untuk do questioner, jawaban	

Makassar, *Agustus 2023*

Approved by:  
 Head of English Education Department



*5 August 2023*  
 Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
 NBM. 977807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**COUNSELLING SHEET**

Name : Della  
 NIM : 105351117817  
 Department : Pendidikan Bahasa Inggris  
 Title : AN ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON STUDENTS' COGNITIVE PSYCHOLOGY DURING THE PANDEMIC  
 Consultant I : Dr. Radiah, M.Pd.

Day / Date	Chapter	Note	Sign
31 July, 2023		<p>yg berbahasa Indonesia itu dianalisis, di-hubungkan dgn teori &amp; hasil penelitian yg dahulu di Bab 2 &amp; dibahas Inggrisnya</p> <p>- ok</p> <p>- learn your thesis well &amp; prepare yourself to be examined</p> <p>- Make Power points to be explained by your own words, NOT READ</p>	

Makassar,

15 August 2023

Approved by:  
 Head of English Education

Department



15 August 2023

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
 NBM. 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**COUNSELLING SHEET**

Name : Della  
 NIM : 105351117817  
 Department : Pendidikan Bahasa Inggris  
 Title : AN ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON STUDENTS' COGNITIVE PSYCHOLOGY DURING THE PANDEMIC  
 Consultant II : Eka Prabawati Rum., S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
19/6/23		Referensi proyek - Duta Wisata - Discursh	<i>[Signature]</i>
10/7/23		- Discursh - gambar	<i>[Signature]</i>
28/7/23		Referensi proyek - Discursh - gambar	<i>[Signature]</i>

Makassar, *15 August 2023*

Approved by:  
 Head of English Education  
 Department

*15 August 2023*  
 Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
 NBM. 977.807

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Della**

Nim : 105351117817


Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **An Analysis of the impact of online learning on students' cognitive psychology during the pandemic**

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri, bukan hasil ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 31 Juli 2023



DELLA



## SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Della**  
Nim : 105351117817  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai menyusun skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 31 Juli 2023

Yang Membuat Perjanjian

DELLA



## MOTTO AND DEDICATION

*There is always hope for those who always pray*

*There is always a way for those who always try*

*(Selalu ada harapan bagi mereka yang selalu berdo'a  
Selalu ada jalan bagi mereka yang selalu berusaha)*



**This thesis is dedicated to :**

*“My beloved parents, sister and sisters’ from another mother, my big family  
and all of the people who always support me”*

## ABSTRACT

**Della, 2023.** *Analysis of the impact of online learning on students' cognitive psychology during a pandemic (A Descriptive Qualitative Research in Muhammadiyah University of Makassar).* Thesis of English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Radiah Hamid and Eka Prabawati Rum.

The objectives of the research to find out that study was to determine the impact of online learning on students' cognitive psychology especially in 3 aspects, namely emotions, learning processes and student perceptions.

This study uses descriptive qualitative research as a design method because it is comparable to collecting data on the impact of online learning on students' cognitive psychology and provides a questionnaire to collect data. Data was collected from the sixth semester who had studied using online learning. The sample of this research is 14 students. To collect data, researchers used an open questionnaire with a total of 10 questions, 3 questions about student perceptions, 3 questions about the learning process, 3 questions about student emotions and 1 general question during online learning.

The findings of the research showed the results of the answers from students that most students feel that online learning has had a big impact on their cognitive psychology. Where initially learning was carried out face-to-face then switched to online learning, making students surprised. This is because changes in the learning system affect 3 cognitive aspects of students, namely student emotions, learning processes and student perceptions. Where from the results of the questionnaire, students said that during the online learning process they feel bored, fed up and feel anxious or worried and there was no interaction between students after the class during the online learning process. The researcher implicates that if the teacher use interesting method that make students feel interested and actively involved during the learning process so that students do not feel bored and stressed during learning.

**Key words:** Online Learning, Impact of Online Learning, Cognitive Psychology



## ABSTRAK

**Della, 2023.** Analisis dampak pembelajaran online terhadap psikologi kognitif siswa selama pandemi (Penelitian Deskriptif Kualitatif Pada Semester 6 Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar. Dibimbing oleh Radiah Hamid dan Eka Prabawati Rum.

Tujuan dari penelitian ini adalah untuk mengetahui dampak dari pembelajaran online terhadap psikologi kognitif siswa terkhususnya pada 3 aspek yaitu emosi, proses pembelajaran dan persepsi siswa.

Penelitian ini menggunakan penelitian kualitatif deskriptif sebagai metode desain karena sebanding untuk mengumpulkan data dari dampak pembelajaran online learning terhadap psikologi kognitif siswa dan memberikan kuesioner untuk mengumpulkan data. Data yang dikumpulkan dari semester enam yang pernah belajar menggunakan pembelajaran online. Sample penelitian ini 14 siswa. Untuk mengumpulkan data peneliti menggunakan kuesioner terbuka dengan total pertanyaan sebanyak 10, 3 pertanyaan tentang persepsi siswa, 3 pertanyaan tentang proses pembelajaran, 3 pertanyaan tentang emosi siswa dan 1 pertanyaan umum selama pembelajaran online.

Temuan penelitian menunjukkan hasil jawaban dari siswa bahwa Sebagian besar siswa merasa pembelajaran online ini sangat berdampak terhadap psikologi kognitif mereka. Yang dimana awalnya pembelajaran dilakukan secara tatap muka kemudian beralih ke pembelajaran daring sehingga membuat siswa kaget. Hal ini dikarenakan perubahan sistem belajar sehingga berpengaruh terhadap 3 aspek kognitif pada siswa yaitu emosi siswa, proses pembelajaran dan persepsi siswa. Dimana dari hasil kuesioner, siswa mengatakan bahwa selama proses pembelajaran online berlangsung mereka merasa bosan, jenuh dan timbulnya rasa cemas atau khawatir serta tidak ada interaksi yang terjalin antar siswa setelah kelas selesai selama proses pembelajaran online. Peneliti mengambil kesimpulan bahwa rata-rata mahasiswa mengharapkan dosen menggunakan metode pembelajaran yang membuat siswa merasa tertarik dan terlibat aktif selama proses pembelajaran sehingga tidak membuat siswa merasa bosan dan tertekan selama pembelajaran berlangsung.

**Kata Kunci :** Pembelajaran Online, Dampak Pembelajaran online, Psikologi kognitif.



## ACKNOWLEDGEMENT



*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Alhamdulillah rabbi 'alamin. Deepest gratitude would like to express my highest appreciation to the almighty Allah SWT, who has given the mercy and blessing for me in completing this thesis. Salam and shalawat to our prophet Muhammad SAW will always be an obligatory deed for considering themselves as ummah of prophet Muhammad SAW who has brought Islam to our civilization.

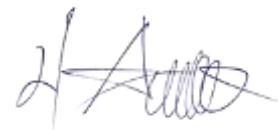
As the researcher, i want to offer my gratitude, respect, and admiration to the individuals listed below for their support in completing this thesis. The first to my beloved parents, Hamka and Jumaeda who suport me until today and encorage me when i fell down in every situation

1. Prof. Dr. H. Ambo Asse, M.Ag. as the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd., M.Pd., Ph.D. as Dean of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as Head of English Education Department, Muhammadiyah University of Makassar.
4. Dr. Radiah Hamid, M.Pd. as the first advisor and Dr. Eka Prabawati Rum, S.Pd., M.Pd. as the second advisor who has guided and supported the researcher from the beginning to the end.

5. St. Asmayanti AM, S.Pd., M.Pd. as a lecturer academic advisor who always provide support and direction to the researcher.
6. All of friends and beloved people, who give the motivation, support, and help the researcher to finish the thesis.
7. The researcher best friends, who give much love, help, support and always stay for the researcher, specially Nur Alifia Andini, Reski Amelia, Ayusari, Firdayanti, Indah, Indri, Bahril, Andi Nazmin, Rahmiati Rahman, Nur Fajriah, and Nur Hafifa.
8. Her beloved Classmates (Famous Class 017) who always give a lot of motivation and incomparable happiness.
9. For everyone who has given the valuable suggestion, guidance, assistance, and advice to complete this thesis.

The researcher is fully aware that this thesis is still far from being perfect, for that the researcher expects constructive criticism and suggestions from the readers. Hopefully this research can be useful for readers and other researchers.

Makassar, July 2023



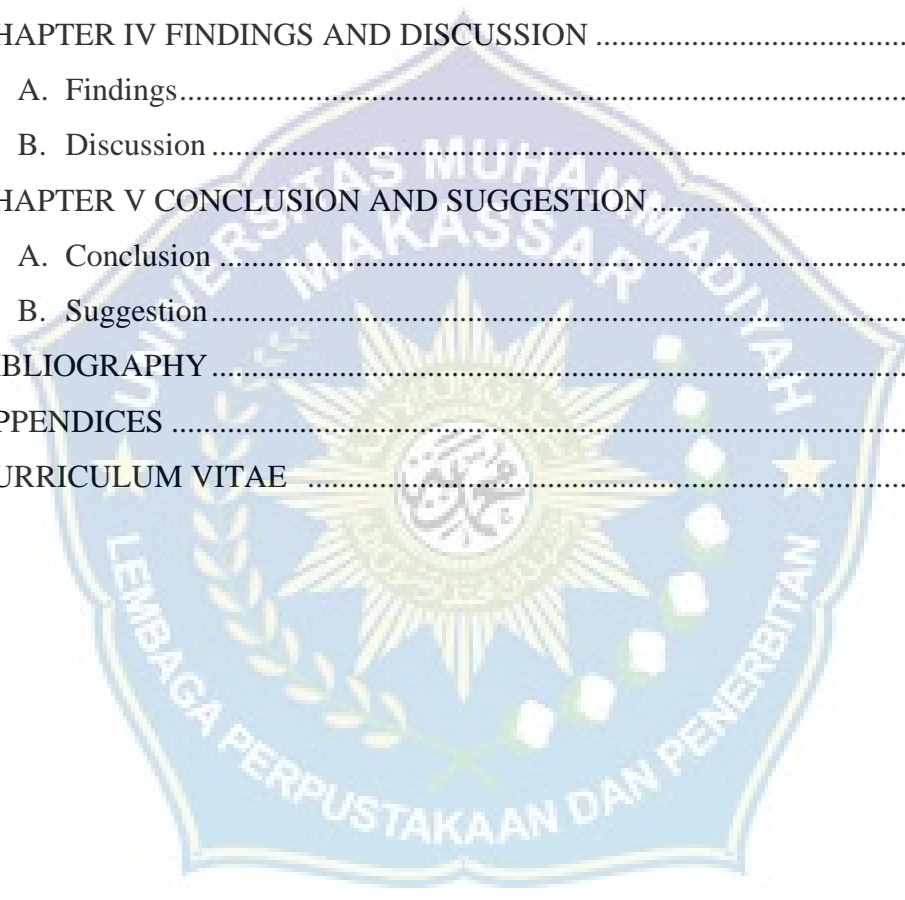
DELLA

## TABLE OF CONTENTS

COVER .....	i
LEMBAR PENGESAHAN .....	ii
APPROVAL SHEET .....	iii
COUNSELLING SHEET 1 .....	iv
COUNSELLING SHEET 2 .....	v
SURAT PERNYATAAN .....	vi
SURAT PERJANJIAN .....	vii
MOTTO AND DEDICATION .....	viii
ABSTRACT .....	ix
ABSTRAK .....	x
ACKNOWLEDGEMENTS .....	xi
TABLE OF CONTENTS .....	xiii
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Problem of the Research .....	5
C. Objective of the research.....	5
D. Significant of the Research .....	5
E. Scope of the research .....	6
CHAPTER II REVIEW OF LITERATURE.....	7
A. Previous of Related Study.....	7
B. Some Partinent Ideas.....	9
1. The Concept of Online Learning in Pandemic.....	9
2. The Concept of Psychology in Learning.....	21
C. Theoretical Framework.....	32



CHAPTER III RESEARCH METHODOLOGY.....	34
A. Research Design.....	34
B. Research Variable and Indicators.....	35
C. Setting and Subject.....	35
D. Research Instrument.....	36
E. Technique of Data Collection .....	37
F. Technique of Data Analysis .....	38
CHAPTER IV FINDINGS AND DISCUSSION .....	40
A. Findings.....	40
B. Discussion .....	49
CHAPTER V CONCLUSION AND SUGGESTION .....	54
A. Conclusion .....	54
B. Suggestion.....	54
BIBLIOGRAPHY .....	56
APPENDICES .....	60
CURRICULUM VITAE .....	72



## LIST OF FIGURES

Figure 2.1. Theoretical framework .....	32
Figure 3.1 Research Design .....	34



## LIST OF APPENDICES

Appendix 1 Questionnaire .....	61
Appendix 2 Questionnaire Transcripts .....	63



# CHAPTER I

## INTRODUCTION

### A. Background

In the continuous time of globalization, English has transformed into an indivisible piece of each and every field of life. English has transformed into the language of worldwide correspondence, business, science, school, information advancement, diversion, and others. In Indonesia, English has been viewed as a significant unnoticed vernacular since the 1980s and has encountered extremely quick improvement since the mid-1990s. This makes English one of the media of correspondence in Indonesia. Having a decent order of English is a vital expertise in this time of globalization.

English language capacities are required. The inspiration driving why English language capacities are called for in the continuous time is in light of the fact that learning English can make it more direct to search for business, work with social collaborations, further foster callings, simplify it to find data or add scrutinizing material outside the public degree to open up information into science, development, and various benefits. As a rule, has been seen as the standard vehicle of correspondence all around the planet and Indonesia can't be deserted. Some way or another or another, learning English can be seen as a vital piece of the Indonesian tutoring framework for a really long time. English accept huge part in tutoring and students should effectively use it.

Since the first case occurred in Wuhan, Hubei Province, China, at the end of December 2019, the 2019 coronavirus outbreak (COVID-19) has become an international concern. Coronavirus, also known as Covid-19, is a

virus that has claimed many lives. Given its widespread spread, WHO has declared it a pandemic. As a result, the majority of countries declared a state of emergency, and everyone, including those in the education sector, is required to work from home. Students have gone through a roller coaster of emotions as a result of the pandemic, transitioning from attending physical classes every morning to studying online.

Learning in the era of the Covid-19 pandemic has undergone a fundamental change from a face-to-face learning process to online-based learning to minimize the transmission of the Covid-19 virus. Online learning is basically a learning model with internet technology media, so that the learning process can be carried out even though it is in different places. These kinds of abrupt changes may have an impact on their mental health or well-being. According to Chung et al. (2020a), 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 and communication that can be achieved more effectively in class. On the plus side, the pandemic has created new opportunities for many people in a variety of fields, including teachers and students. According to Toquero (2020), the global pandemic has created opportunities for the country to update its current educational methods and shift its focus to utilizing technology. As a result, this paper reviewed the

literature on the psychological impact of the Covid-19 pandemic on students' online learning.

Online learning is defined as learning that is carried out remotely with the help of electronic devices, such as tablets, smartphones, laptops, and computers that require an internet connection (Gonzalez & Louis, 2018: 4). Before the Covid-19 pandemic hit Indonesia, online learning systems were still rarely used so that when schools or universities were required to conduct online learning, many parties were not ready, be it educators, students, or parents. Educators who do not master technology will find it difficult to provide good explanations and material so that they only give assignments or homework to students. This causes students to have difficulty understanding the material and makes them stressed with many assignments.

Psychology comes from the Greek word psychology which is a combination of the words psyche and logos. Psyche means soul and logos means knowledge. Therefore, it can literally be understood that psychology is the science of the soul. The word logos is also often interpreted as reason and logic. This logos word becomes knowledge that is evenly distributed and can be reached more simply. The word psyche has become an interesting discussion for psychology scholars. The term psyche or soul is still difficult to define because the soul is an abstract object, difficult to see its form, although its existence cannot be denied. Psyche is often termed the word psychic.

Psychology as a science must also have the properties possessed by science in general. Therefore, psychology has: a. Certain objects are an

absolute requirement in a science, because this object will determine further steps in the stripping of the field of science. Without an object, it can be assured that there will be no established discussion. b. Specific research methods. Without an orderly and certain method, the investigation or discussion will be less accountable from a scientific point of view. In terms of this method, it will be seen whether or not an investigation or discussion is scientific. c. Systematic order as a result of the approach to the object. The results of the approach to the object are then systematized so that it is an orderly systematic that describes the results of the approach to a particular object.

After conducting observations and brief interviews with several students of the Department of English Education, Faculty of Teacher Training and Education University Muhammadiyah of Makassar, some of them admitted that there were several aspects that hindered them in online learning that they felt. These aspects include the delivery of information or lecture material content that is not clear and sometimes there is not explained by the lecturer, the opportunity to interact between students and lecturers is not enough, the task is felt to be too much, the time for collecting assignments is too short, the learning time is uncertain so there are times that collide between courses, the availability of internet quotas that must be more, and internet signals that do not support. So that, students feel burdened and sometimes they feel stressed. Based on the background above, the results of this study are expected to be able to answer the problems that occur during online lectures and can provide

solutions to the implementation of online learning in the future if it is extended again. Therefore, the researcher conducted the study by the title “*An Analysis of the Impact of Online Learning on Students’ Cognitive psychology During the Pandemic at Students the Sixth Semester of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar*”.

## **B. Problem Statement**

The problem of this study is framed as follows, based on the study’s background was “How does the online learning affect the students’ psychology during pandemic in English learning activities at the Sixth Semester of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar?”

## **C. The Objective of the Research**

The objective of the research is to know the online learning affects to students’ psychology during pandemic in English learning activities at students the Sixth Semester on English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar.

## **D. The Significant of the Research**

In this research there are two significant of the research. The significance are as follows:

### **1. Theoretical Significance**

This study provided some useful information in terms of assigning assignments to students. This research is expected to be used as a reference



for other researchers to conduct research on the impact of online learning on students' psychology during pandemic in learning English activities. Hopefully the results of this research are useful for students, teachers, and all readers.

## 2. Practical Significance

- a. For Teachers, the results of the research can be used as a new reference to learn how to give assignments to students when they become a professional teacher so that they do not become a burden for students.
- b. For English teachers, this finding is expected to be a useful contribution in terms of assigning assignments to students.

- c. For Other Researcher

The finding of this research are useful for others researcher. It can help them to know about the impact of online learning on students' psychology during pandemic.

## E. The Scope of the Research

Scope of research based on the problems above, this research focuses on the impact of online learning on the students' cognitive psychology. Especially on students' perception, learning processes and emotion during pandemic in English learning activities at Students Class B of the Sixth Semester in English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Previous of Related Study**

There are several study findings that are relevant to this study and the researcher discovered four studies as present in the following. Firstly, Irawan. (2020) stated that, students' mental health is greatly affected when faced with a public health emergency, and they need attention, help, and support from the community, family, and tertiary institutions. It is recommended that the government and schools should collaborate to solve this problem by providing psychological services. Psychologists and counselors can work to offer online services to overcome the effects of COVID-19. The psychological impact of students on online learning during the COVID-19 pandemic, namely (1) students are bored with online learning after the first two weeks of learning from home, (2) considerable anxiety on research subjects whose parents have low income, because they have to buy a quota to be able to take part in online learning, and (3) emotional disturbances are indicated by changes in mood or mood caused by too many assignments that are considered ineffective by students.

Secondly, Mahmudah (2020) in her research stated that, online learning is an alternative to replace conventional learning in the midst of covid 19. The application of social distancing to prevent the spread of covid 19. Social distancing is also applied in schools and universities. So schools and universities are also required to study at home with online learning. This has

an impact on the psychology of students due to social distancing, which should reduce social interaction, reduce effectiveness in learning. Not only are students psychologically affected by social distancing but also online learning is a burden for students because they have to use cellphones or computers too often, and it is not uncommon for students to become stressed because of the application of the online system. Online learning has become a complaint for students in the midst of this covid 19. So that it is not uncommon for students to become stressed because of many assignments at the same time and short collections. Therefore, the application of online learning is feasible, but not by giving very many assignments with short collections, it can be replaced with joint discussions because it can support learning effectiveness and focus on learning.

Thirdly, Argaheni (2020) also explained in her research that online learning has several impacts on students, namely online learning still astonishes students; students become passive, less creative and productive; information/concepts on students are less useful; students experience stress; as well as improving students' language literacy skills. This can be an evaluation so that bold learning can be well received by students without reducing the essence of education itself.

Fourthly, according to Andiarna. (2020) stated that, online learning during the COVID-19 pandemic has an impact on student academic stress. Academic stress occurs because of the rapid change in the face-to-face learning process to online learning where students play an important role in

their own academic progress. The independence and skills of students during the online learning process are the benchmarks for student academic success. The goals of national education can be implemented through an online learning process, but there is still a need for readiness and system improvements to support the online learning process so as not to have an impact on academic stress on students. The success of online learning is not only student-centered, but the infrastructure and skills of lecturers as facilitators are also very much needed.

Based on the previous studies, the researcher can conclude that this research has similarity with the previous research. The similarity of several previous researchers discussing the impact of online learning activities on student psychology during the pandemic. Then, the difference is that there has been no previous research on an analysis of students' psychology impact of online learning during pandemic in english learning activities at students of the sixth semester of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar.

## **B. Some Pertinent Ideas**

### **1. The Concept of Online Learning in Pandemic**

#### **a. Definition of Online Learning**

Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own

convenience. According to Collins (2002), Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students.

#### **b. Advantages of Online Learning**

According to Mehra & Mital (2007), instructional Technology is highly beneficial for students, especially students pursuing a professional course. Online learning is considered a boon due to the reasons given below:

- 1) **Accessibility:** Online learning provides accessibility due to which a student can learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It doesn't matter where a student lives and

what he wants to study- he can always find a suitable course or even a Degree Program that can be followed from home. Students learning options are not constrained by their geographic location.

2) Personalised Learning: Online Learning system enables a student to determine and process his/her learning style, content, aim, current knowledge and individual skills. Therefore, person - specific education could be provided through creating individual learning styles. E-Learning enables the individual to plan and direct his/her own learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICT skills.

3) Develops cognitive abilities: In a study, it was found that E-Learning may be effective in developing cognitive abilities of pupil teachers (Singh & Mishra, 2009). It was found that students of elearning program had higher achievement levels than their counterparts. A student can find unlimited information which he can access just by the click of a button. Many online programs are offered by some of the most prestigious universities from all around the world. The student can take such a course online which can be helpful for the development of his cognitive abilities.

### c. Disadvantages of Online Learning

While there are many advantages to online learning, it's important to also consider the disadvantages. Some disadvantages of online learning described by Nursalam (2008: 140) include the following:

#### a) Screen time

Staring at digital screens has a myriad of negative effects for both adults and children. These effects include eye strain, disrupted circadian rhythm, headaches, and neck and back pain. Completing online courses means adding to that screen time. Learners taking online classes need to take measures to avoid symptoms of too much screen time, especially if they are already working online in addition to taking classes. This can include things like blue light glasses (though the effectiveness of these glasses is debated), taking breaks to stretch and rest your eyes, and limiting screen time before bed. Online classes might not be a good option for those that are already feeling the negative effects of too much screen time.

#### b) Isolation

While online classes can actually be quite social in nature, the fact is that you're still usually completing them physically on your own. This can be a major disadvantage – especially for students that already spend a lot of time by themselves at home. Students can

combat this feeling of isolation by working on their online classes in coffee shops or libraries where there are other people. Additionally, they can sign up for classes that have thriving online communities to connect virtually with other students.

c) Technical equipment

At a minimum, students need a device with an internet connection to take online classes. Realistically students will need a device they can also type assignments on such as a laptop or tablet with a keyboard. It's costly to purchase these devices, especially if you have multiple children in online classes who each need their own devices to complete school work.

In-person classes have a responsibility to provide equipment so students can participate. This keeps class accessible for lower-income students. To circumvent this issue with online classes, some school districts provide laptops or tablets so students can participate even if they can't afford to purchase devices themselves. Unfortunately, this is in no way a global solution as many school districts don't have the funds to provide devices.

d) Focus

Online learning can certainly make focusing on the classroom a challenge. Students are no longer in an environment dedicated to learning and surrounded by distractions like phones, Xbox, or tasks like doing laundry or doing other work. The lack of structure



means students have to be good at managing their own time. This is an added challenge besides learning that students don't have to think about during face-to-face classes.

Students may also find that they experience challenges or do not understand the material while studying online. Hopefully, the instructor has prepared a way to contact them to answer questions, but if they don't, this can be frustrating for students and will likely cause them to lose focus on their studies.

#### **d. Psychological Impact of Online Learning**

The psychological impact that occurs on students when carrying out online learning is that the effectiveness of students in learning is reduced, interaction with their environment is also reduced and their learning focus is also reduced, causing students to feel bored, bored and have a sense of anxiety that arises during the online learning process.

Since March, 2020, at Muhammadiyah University, all face-to-face lectures have turned into online learning. These changes have implications for various kinds in the academic community, which allegedly could have an impact on psychological conditions. Some of the research findings that we found in the field are described in the form of subtitles below:

a) Frustration and online Learning: Frustration is the most pervasive emotion associated with online learning. Many learners

experienced frustration of one kind or another with one aspect or another of online learning. Much of the frustration is associated with the technology. Many time learners cannot log on. Sometimes links can be frustrating because the links do not work. For some the frustration is associated with a lack of clear instructions for locating the required site. The learner is aspired that the information would be available online, on the web page, but it is really difficult to find the page. Frustration may be associated with the administrative processes, with instructions that are unclear and obscure. It is also related with the design, structure and relevance of the website content and computer anxiety with the learning processes, especially discussion groups.

b) Fear, Anxiety, Apprehension and Online Learning: Online learning sometimes poses problems related to computer anxiety among the learners if they are not able to manage it properly. Computer anxiety is a fear of interacting with computers that is disproportionate to the actual danger of the situation. Computer anxiety leaves the user in an uncomfortable mental state in which one experiences debilitating physical and emotional symptoms.

c) Stress, Depression and Online Learning: Greater use of internet is also associated with increase in depression. There have been reports of internet related deaths, such as cardiac arrests resulting from sleep deprivation and lack of personal maintenance or suicide

due to net related stress. Online Learning is associated with behavior and impulse problems like over-involvement in online relationships and compulsive web surfing or database searches (information overload).

#### **e. Learning Activities**

Learning is a process, not a product or a goal, according to this definition. Learning includes not just remembering but also putting what you've learned into practice. Not only does mastery of the subject matter result in learning outcomes, but it also results in a shift in behavior. Learning is the process of a person's behavior changing as a result of their interactions with their environment. These behaviors include knowledge, comprehension, habits, skills, appreciation, emotional, social, relational, physical, moral, ethical, and other attitudes.

According to Krikpatrick (2007), the teaching of English in Indonesian schools and collages has been less than satisfactory during the last few decades. Lie (2007) reported a sense of 'failure' in TEFL in Indonesia. She stated that, although English is taught and used as a foreign language in Indonesia, and there have been many years of English instruction in formal schooling, the outcomes are unsatisfactory. Previous studies have identified several factor that impede the success of language learning and teaching in Indonesia, including large class sizes, less qualified teachers, a lack of teaching

facilities, and low salaries for teachers (Kirkpatrick, 2007; Sulistiyo, 2009; Yuwono, 2005).

Understanding learning activities in the teaching and learning process, activity is crucial. Physical, intellectual, and emotional activity are demanded of the learner. It must successfully process some of the teacher's knowledge and ideals. Learning activities should be undertaken as part of a student's endeavor to enhance their performance. Students have a duty to be active participants in their learning, according to Sardiman (2014), 95–96.

Douglass and Hamalik argued for the activity principle in 2009: 72, as follows: Certain neural functions in the brain, such as seeing, hearing, smelling, feeling, thinking, physical or motor action, can only be used to learn. Whether acquiring knowledge, a skill, an understanding, a habit, an ideal, an attitude, an interest, or the nature of the work, the learner must actively engage. Physical or mental learning exercises are available.

Learning, according to Gagne's perspective, is a change in a person's disposition or aptitude that is produced via action, as described in Agus (2013). Students' learning activities, according to Usman (2013), students' learning activities comprise both physical and mental activity. The following is a list of the many categories. First, Reading, writing, and experimenting are all visual activities. Second, story telling, conversation, and song singing are two oral

activities. Third, students participate in listening exercises by listening to a teacher's speech or material. Four, In writing exercises, jot down a note or a letter. Based on the aforementioned criteria, a learning activity may be defined as a physical or mental activity that includes obtaining information and altering all elements of behavior via experience or the learning process so that it can be implemented in the learning.

The opinion of Gagne and Brigs, that "learning is a cognitive process" which changes the nature of the stimulus from the environment into several stages processing the information necessary to obtain the necessary capabilities new "Gardner (in Syafaruddin 2005: 60).

Learning according to Skinner in Syafaruddin (2005: 60) is behavior when people learn by responding better, that is:

- 1) the opportunity that gives rise to the event that gives rise to the response learning,
- 2) the response of the learner and
- 3) consequences that strengthen the response. Amplifier there is a stimulus that uses the consequence. People who learning well is given a gift, those who are lazy to be reprimanded or given punishment.

Learning is a process of human life development. In learning, humans make individual qualitative changes so that his behavior

develops. All activities and achievements of life nothing but learning outcomes. Learning is not just an experience, but learning is a process, not a result. Therefore, learning should take place actively and integratively by using various forms of action to achieve a goal.

This is in line with the opinion Slameto (1987:2) which suggests that learning is a process the effort made by the individual to obtain a change entirely new behavior as a result of experience the individual himself in carrying out interactions with the environment. Furthermore, Sahabuddin (1999: 87) suggests that learning is a change in behavior as a result of experience.

Based on the opinion above, it can be concluded that learning is the process of changing behavior as a result of a person's interaction with environment with the aim of increasing knowledge, skills, attitudes and skills as provisions for a better life good.

Thus, learning is a change in behavior as a result of individual interactions with the surrounding environment. In order to learn to run well there must be an adjustment to the surrounding environment. These adjustments are expected to be able to build various skills and experiences of students so that they can achieve learning outcomes and achieve the learning objectives to be achieved.

A teacher who considers and selects learning activities based on the knowledge processes that those activities activate is thinking about the goal of those activities and the type of work she wants her

pupils to do and what sort of thinking-acting-being she wants them to do. These varied ways of working, as well as the educational purpose that these various ways of working involve, are referred to as "Knowledge Processes." This implies the teacher may select a learning activity depending on her pedagogical goals, allowing her to be more thoughtful and intentional in her planning.

#### **f. Types of Online Learning Activities**

According to Haughey (1998), there are three possibilities in the development of internet-based learning systems, namely as follows;

- a. Web course, is the use of the internet for educational purposes, in which students and instructors are completely separate and there is no need for face-to-face contact. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other word this learning model uses a distance system.
  1. Web centric course, is the use of the internet that combines distance learning and face-to-face (conventional). Some material is delivered via the internet, and some through face-to-face. Its functions are complementary. In this model the instructor can give instructions to students to learn the material through the web that has been made. Students are also given directions to look for other sources from relevant websites. In

the face-to-face session, students and instructors discuss more about the findings of the material that has been learned through the internet.

2. Web enhanced course, is the use of the internet to support the improvement of the quality of learning carried out in class. The function of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other sources. Therefore, the role of the instructor is to master the technique of finding information on the internet, guiding students to find and find sites that are relevant to learning materials, present material through the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills needed.

The development of online learning is not merely about online subject matter, but it must be communicative and interesting. The subject matter is designed as if students learn in front of the teacher through a computer screen that is connected through the internet network. To be able to produce interesting and attractive online learning, Onno W Purba (2002) requires three things that must be fulfilled in online learning design, which are "simple, personal, and fast".

## **2. The Concept of Psychology in Learning**



### a. Definition of Psychology

Literally psychology is generally understood as "the science of the soul". This understanding is based on the translation of the Greek words: psyche and logos. Psyche means "soul" or "life" or "tool for thinking". Logos means "study" or "study of". Thus, psychology is translated "the study of the soul". (Irwanto, 2002) Chaplin in the Dictionary of Psychology defines psychology as the science of human and animal behavior, the study of the organism in all its variety and complexity as it responds to the flux and flow of the physical and social event which make up the environment. (Psychology is the science of human and animal behavior, as well as the investigation of organisms in all their variety and complexity when reacting to currents and changes in the natural environment and social events that change the environment).

Psychology is a science that seeks to understand humans with the aim of being able to treat them more appropriately. Therefore, knowledge of psychology about students in the educational process is necessary and important for every educator, so it should be a necessity for every educator to have knowledge of educational psychology. So in essence educational psychology is needed by everyone. (Amin, 2005.P.25).

There are some definitions of psychology according to experts. Firstly, Murphy (1967) stated that psychology is the study of the

responses given by living things to their environment. Secondly, according to Morgan (1943), psychology is the study of human and animal behavior. Thirdly, Dakir (1993) developed an understanding of psychology, namely discussing human behavior in relation to its environment. The last, Syah (2001) stated his perspective that psychology is a science that studies open and closed behavior in humans, both as individuals and groups, in relation to the environment. Open behavior is psychomotor behavior which includes speaking, sitting, walking and so on, while closed behavior includes thinking, believing, feeling and so on.

From some of the definitions above, it can be concluded that the notion of psychology is the science that studies human behavior, both as individuals and in relation to their environment. The behavior is in the form of visible or invisible behavior, conscious and unconscious behavior. Psychology does not study the soul / mental directly because of its abstract nature, but psychology limits the manifestation and expression of the soul / mental in the form of behavior and processes or activities, so Psychology can be defined as a science that studies behavior and mental processes.

The debate about the meaning and definition of psychology continues to this day. Currently, there are so many definitions of psychology that it is difficult to say that there is one generally accepted definition. Some scholars want a more concrete definition

than the soul, or mental, so they define psychology as “mental activity” (John Dewey, Carr). But there are those who think that "mental activity" is still too broad. Hence the definition of psychology as an “element of introspection” (Titchener, Daellenbach), “reaction time” (Scripture), “reflection” (Pavlov), or “behavior” (Watson). The definitions of psychology developed towards an objective and measurable psychology, as an important requirement for a (post-renaissance) science. In general, psychology is the science that studies human behavior in relation to its environment.

#### **b. Psychological Studies**

Psychology is a broad and ambitious science, complemented by biology and neuroscience at its border with the natural sciences and complemented by sociology and anthropology at its border by the social sciences. Some of the psychological studies include:

##### 1) Developmental Psychology

Is a field of psychology that studies human development and the factors that shape a person's behavior from birth to old age. Developmental psychology is closely related to social psychology, because most development occurs in the context of social interaction. And also closely related to personality psychology, because individual development can form the distinctive personality of the individual.

##### 2) Social Psychology

This field has 3 scopes, namely:

- a. The study of social influences on individual processes, for example: the study of perceptions, learning process motivation, attribution (traits)
- b. The study of shared individual processes, such as language, social attitudes, imitating behavior and others
- c. The study of group interaction, for example: leadership, communication of power relations, cooperation in groups, competition, conflict.

### 3) Personality Psychology

A field of psychology that studies human behavior in adapting to their environment, personality psychology is closely related to developmental psychology and social psychology, because personality is the result of individual development since childhood and how the individual himself interacts socially with his environment.

### 4) Cognitive Psychology

A field of psychology that studies cognitive abilities, such as: perception, learning processes, memory skills, attention, language skills and emotions. According to cognitive psychologists, our brain is a place where thoughts arise or contain "thoughts" that allow mental processes to carry out activities such as remembering, making decisions (decision-making), planning (planning), setting goals, and being creative. Gluck et al, 2007. Cognitive psychology emphasizes the mental processes involved in how we know or identify, how we

direct attention, how we learn to perceive a stimulus, how we remember, how we think, and solve our problems. The following is an explanation of the 6 fields of psychology that study cognitive abilities:

### 1. Perception

The Perception from the Latin percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Goldstein (2009) all perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves. Barry (1998: 48) in his study reveals that perception is the set of the process by which we recognize, organize, response and make stimuli in our environment. The sky distinction between the two main theories of perception is emphasizing each give to the role of sensation and higher cognitive process perception. Slameto (2003:12) found that perception process to input message or information to the human brain by the human perception that continuously 17 makes relation with the environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

Perception is defined variously by different scholars as Chee and Phaik (2002) has stated that the perception of stimuli that

can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.

Lindsay and Norman (1977) state that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin. From the definitions above, the researcher concludes that all of them have certain things in common. All the definitions describe perception as the process or phenomenon by which a person perceives any object and interprets it. This involves our five sense organs and the brain, which help in interpreting and organizing the whole process.

Thus, all the definitions commonly define Perception as the process in which an individual receives information through the sense organs. The incoming stimuli interact with the stored information in brain (memory) to give rise to perception. It is the process by which an individual interprets various stimuli received and forms a picture of the world. The stimuli are received through the sense organs namely eyes, ears, nose, mouth and skin and are

organized by brain. It is then stored as information. While doing so the individual brain colours and tags the information using its own logic and previous memory and experience, if any.

## 2. Learning Processes

The learning process is a process of teaching and learning activities as well play a role in determining the success of student learning. From the learning process there will be a reciprocal activity between the teacher and students to get to a better goal. The learning process is a process in which there are teacher-student interaction activities and reciprocal communication that takes place in educational situations to achieve learning goals (Rustaman, 2001:461). In the learning process, teachers and students are two components that cannot be separated. Between the two components must be intertwined interaction that supports each other so that student learning outcomes can be achieved optimally. In the opinion of Bafadal (2005:11), learning can be interpreted as "all efforts or teaching and learning processes in the context of creating an effective and efficient teaching and learning process". In line with that, almost the same opinion was expressed by Winkel (1991: 200) "the learning process is a psychological or mental activity that takes place in active interaction in the environment, which results in changes in knowledge, understanding, skills and attitude values".

In the learning process, the interaction between teachers and students must be reciprocal, where there are actions and reactions between teachers and students that occur during the learning process so that not only students benefit, but also teachers get feedback on whether the material they convey is acceptable. students well.

From some of these opinions it can be concluded that the process learning is all joint efforts between teachers and students to share and process information, with the hope that the knowledge provided is beneficial to students and becomes the basis for sustainable learning, and it is hoped that there will be better changes to achieve a positive improvement marked by changes individual behavior for the creation of an effective and efficient teaching and learning process. A good learning process will shape intellectual abilities, critical thinking and the emergence of creativity as well as behavioral or personal changes based on certain practices or experiences.

### 3. Memory skills

Memory is a set of human mental processes, in which external information is acquired, retained, and used for the future. Many human functions require two mental processes that work together to perform these functions: memory and Perception. When a person receives new information and conducts a dialogue, he keeps



the information for a short period of time that is called temporary memory or short-term memory. The information is then transferred to permanent memory which is called long-term memory.

#### 4. Attention

Attention is the process of focusing the feeling on something exciting whether it is emotional or moral. It is the primary determinant of behavior. Attention is defined as an innate tendency inherited by the owner to recognize and focus on subjects of a particular category.

#### 5. Language Skill

Language skill is one of the most important things in cognitive psychology. It consists of actions, names, letters, syllables, and sounds. When a person speaks and is in contact with others, he needs to use his own dictionary that is stored. This process may be accompanied by some of the motor or physical reactions so that the information to be explained and communicated to the recipient in one way.

#### 6. Emotion

Emotion comes from the Latin word *emovere*, which means to move away. Where emotions are defined as reactions to certain situations carried out by the body. Things that usually have to do with one's thinking (cognitive) activity, namely the nature and

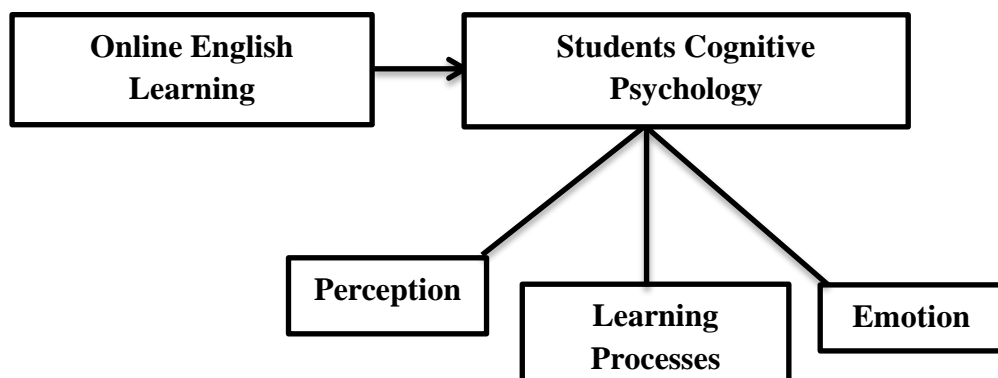
intensity of emotions, which are due to the result of the perception of the situation that occurs. Emotions are one aspect that has a major influence on human behavior so far. This is accompanied by two other aspects, namely the existence of thinking (cognitive) and psychomotor (conative), usually emotions are often known as the affective aspect, this is from determining attitudes, which is one of the predispositions of human behavior. Emotions are basically the urge to act, usually emotions are a reaction to stimuli from outside and within the individual. For example, happy emotions encourage changes in a person's mood, so that physiologically it looks like laughing, sad emotions encourage someone to cry. According to Darwis (2006: 18) defines emotion as a psycho-physiological symptom that has an effect on perceptions, attitudes, and behavior, and manifests itself in certain forms of expression. Emotions are felt psychophysically because they are directly related to the soul and body.

There are many kinds of human emotions, but broadly speaking emotions can be grouped into two types, namely pleasant emotions or positive emotions, and unpleasant emotions or negative emotions. (Gie. 1999). Goleman (2009: 411), emotion refers to a typical feeling and thought, a biological and psychological state and a series of tendencies to act. According to Goleman, the kinds of emotions are:

- a. Anger: Violent, raging, irritated, hateful, annoyed
- b. Sadness: Grief, somber, gloomy, melancholy, self-pity, despair
- c. Fear: Anxiety, nervousness, worry, anxiety, feeling very afraid, alert, uneasy
- d. Enjoyment: Happy, proud, happy, excited, joyful, satisfied.

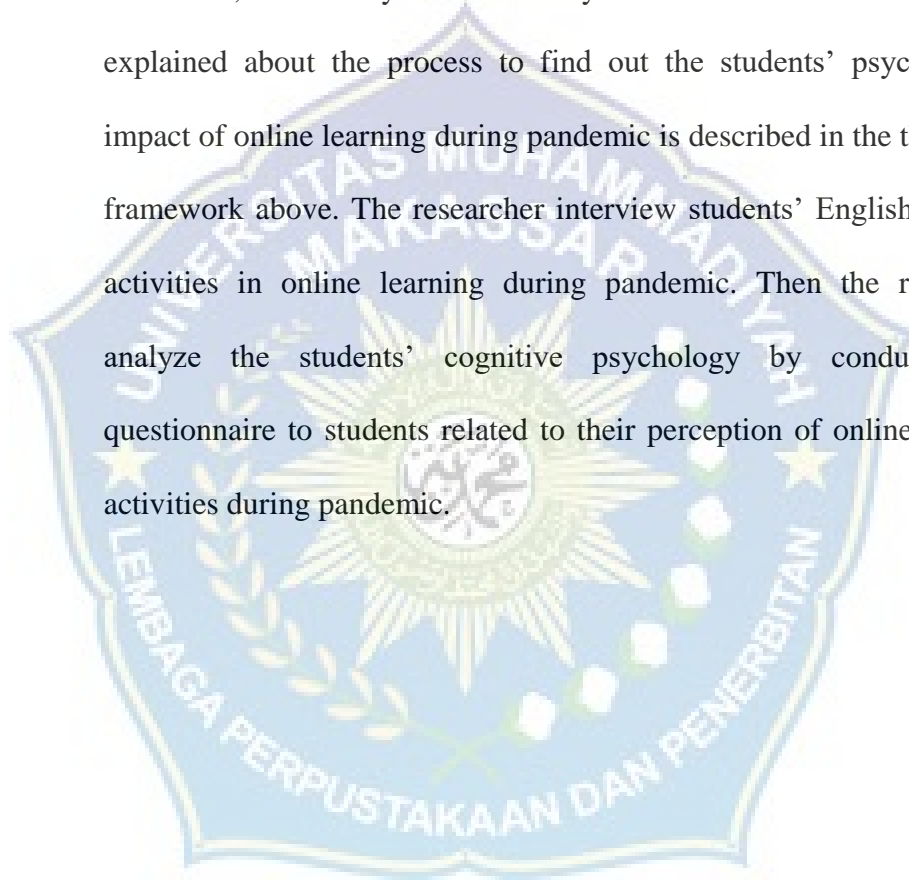
From the explanation above, the researcher focuses on 3 aspects in this research, namely perception, learning processes and emotion. In this study, the researcher will use an interview and questionnaire to validate whether in the research process the impact of online learning on students' cognitive psychology in learning English was proven to affect students' cognitive psychology. It must be recognized that students' perspectives on distance learning are important for the quality and improvement of distance learning. Future research should investigate students' perceptions of distance learning to further examine the potential challenges that might hinder the achievement of learning objectives and to make distance learning a better learning environment from their perspective, Gluck et al, (2007).

### C. Theoretical Framework



### **Figure 2.1. Theoretical framework**

This research conducted at students of the sixth semester of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar. This research explained about the process to find out the students' psychological impact of online learning during pandemic is described in the theoretical framework above. The researcher interview students' English learning activities in online learning during pandemic. Then the researcher analyze the students' cognitive psychology by conduct some questionnaire to students related to their perception of online learning activities during pandemic.



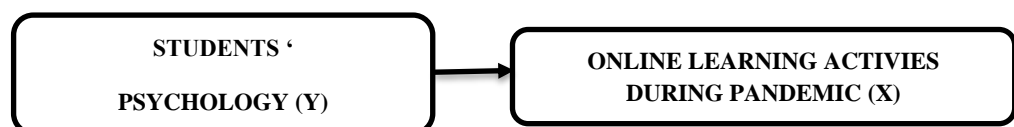
### CHAPTER III

## RESEARCH METHODOLOGY

#### A. Research Design

The research method that used in this research is descriptive qualitative research. The data is obtained by collecting data in the form of observations of individual behavior. This study was focus on the cognitive psychology of students. Descriptive qualitative research a study in which the main focus is on description, rather than examining relationships or associations, is classified as a descriptive study. A descriptive study attempts systematically to describe a situation, problem, phenomenon, service or programme, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue (Kumar, 2011).

This research described the impact of online learning activities during pandemic on students' cognitive psychology by students at sixth semester from English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar. In this study, the independent variable is students' psychology (Y), and the dependent variable is the online learning activities during pandemic (X). The design of the research variables were illustrated as follows:



**Figure 3.1 Research Design**

## **B. Research Variables and Indicators**

### **1. Research Variables**

There were two types of variables in this study, namely independent and dependent variables. The dependent variable in this study was students' psychology and the independent variable was online learning activities during pandemic.

### **2. Research Indicators**

The indicators of this research were the impact of online learning activities during pandemic affect students' psychology, especially on students' perception, learning processes and emotions. Online learning is very influential on the physical condition of students. This is due to the transfer of the learning process which was originally face-to-face in the classroom and then switched to online learning which made students feel surprised and confused by the new atmosphere or learning process so that this affected the physical condition of students.

## **C. Setting and Subject**

### **1. Setting of the research**

This research was taken place at English Education Department 2020, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.

### **2. Subject of the research**

This research used purposive sampling. Purposive sampling was used to select the object of this research, based on the researcher's

consideration. Researcher had several consideration in choosing a sample such us; students in class B have a criteria in this research, the students had passed the online learning, some students in class B have been interviewed by researcher, so the researcher was choose this class as sample to conduct more specific research on the impact of online learning on students' cognitive psychology. The researcher took students class B of the sixth semester from the English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, with a total of 14 students. With an explanation of the code as follows:

S.1.1	The first student question number one
S.1.2	The Second student question number two
S.1.3	The third student question number three
S.1.4	The fourth student question number four
S.1.5	The fifth student question number five
S.1.6	The sixth student question number six
S.1.7	The seventh student question number seven
S.1.8	The eighth student question number eight
S.1.9	The ninth student question number nine
S.1.10	The tenth student question number ten

#### **D. Research Instrument**

In this research, the researcher used instruments to collect data by conducting open ended questionnaires. So in this study the researcher used 10 question in the data collection process, which includes 3 question about

the students' perception, 3 question about learning processes, 3 question about their emotions and 1 overarching question during online learning. In this research, the instrument of questionnaire was modified by the researcher where the source of the question instrument is adapted from Gluk et al, (2007).

#### **E. Technique of Data Collection**

There were several steps to collect the data used by the researcher via google forms which were as follows:

- 1) The researcher contacted the head of class B in sixth semester of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar to provide information about students who meet the criteria. The researcher contacted the students from University Muhammadiyah of Makassar who was the research sample.
- 2) The researcher created an online group and invite the students to participate in answering the questionnaire.
- 3) The researcher explained the purpose of the questionnaire in order to avoid misunderstandings.
- 4) Questionnaire was given over several days regarding students' free time.
- 5) The researcher collected the questionnaire answer by the students.
- 6) The researcher analyzed the data and made a conclusion base on the problem of the research.



## **F. Technique of Data Analysis**

To analyze the data, the researcher used the technique of Miles and Hubberman (1992:16). They suggested that activities in analyzing qualitative data were carried out interactively and continued at each stage until they were completed, so that the data was saturated. There are three kinds of data analysis, namely data reduction, data display, and conclusion drawing/verification.

### **a. Data Collection**

To collect all the required data. The researcher needed some techniques. Techniques in collecting data in qualitative research used qualitative methods, namely observation, interviews or document review.

### **b. Data Reduction**

As already stated, the longer the researcher is in the field, the more, more complex and complicated the amount of data. For this reason, it is necessary to do data analysis through data reduction. Thus, the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection. This stage takes place continuously as the implementation of the research takes place. Intended to further sharpen, classify, direct, discard data not needed and organize it.

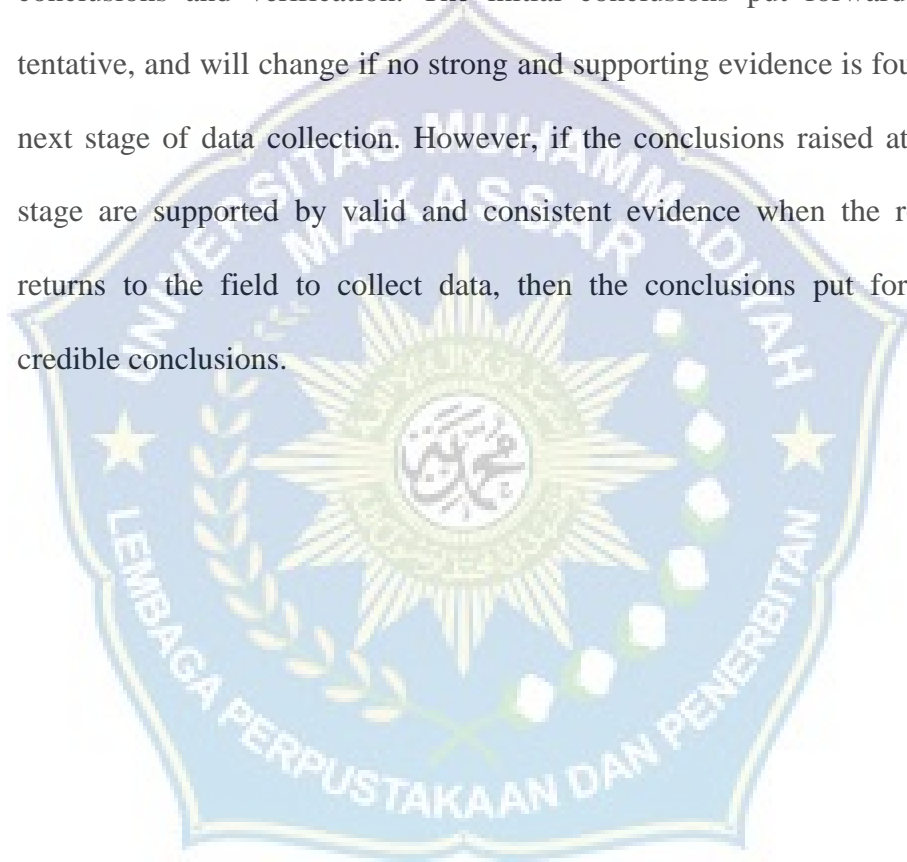
### **c. Data Display**

After the data is reduced, the next step is to present the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. The most

frequently used to present qualitative data is narrative text. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be easy to understand.

#### d. Conclusion Drawing/Verification

Next in the analysis of descriptive qualitative data is drawing conclusions and verification. The initial conclusions put forward are still tentative, and will change if no strong and supporting evidence is found at the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The researcher conducted the research at the University Muhammadiyah of Makassar in the sixth semester in academic year 2022/2023. The subject of this research was 14 students BG 6B in the sixth semester which have been learned using online learning in University Muhammadiyah of Makassar. The findings of the research based on the result of open-ended questionnaire. In finding the impact of online learning on students' cognitive psychology, there were several indicators to find out the impact including perception, learning processes and emotions.

##### 1. Students' Perception

To find out someone's perception about the impact of online learning, the researcher asked three questions and the respondent who would answer the researcher question should understand what online learning, then how do they respond when all courses are applied to online learning and whether they think it is effective or not. Because, when the respondent does not understand, then automatically the respondent or student is unable to provide an explanation or answer to the questions raised by the researcher.

However in research conducted by researcher, 14 students meet the criteria used as samples in this research. The intended criteria were

students who play an active role or always follow the online learning process throughout. In that study, the researcher asked the question about:

1) What is your understanding about online learning?

In the research question above, students can provide answers to question raised by researcher. From the answers given by students have diversity but have the same intention or understanding of online learning itself. Among the student, responses can be seen in Appendices with code S.1.1, S.5.1, S.7.1, S.9.1, S.11.1, S.12.1, S.13.1. From the results of the interview, it can be concluded that online learning is an alternative to learning even if it is long distance by using network-connected applications.

2) How do you respond when online learning is applied in all subjects than learning in the classroom/ face to face?

In the question above generate responses from students themselves, including the following:

**Extract 1**

**Code S.3.2** *“Kalau saya pribadi akan menolak, karena ada beberapa mata kuliah yang menurut saya akan lebih baik dan dapat dipahami jika adanya interaksi langsung dengan pengajar.”*

**Extract 2**

**Code S.5.2** *“In my opinion, online learning is not very effective because it is difficult to understand the material if only via zoom or google meet. I prefer face-to-face lectures over online learning.”*

For some other student responses regarding the above questions can be seen in the Appendices by looking at the following code that has links to the questions above: **S.1.2, S.2.2, S.4.2, S.6.2, S.7.2, S.8.2, S.9.2, S.10.2, S.11.2, S.12.2, S.13.2, S.14.2.**

This can be concluded from several student responses regarding application of online learning, that many students disagree if online learning is applied in all subjects because it is quite difficult to understand the subject matter.

3) Do you think online learning is effective? yes or no? please explain!

Based on the above question conducted by researcher on students sixth semester BG 6B in University Muhammadiyah of Makassar who have used online learning, responds as follows:

**Extract 3**

**Code S.4.3** *“sebenarnya tergantung dari bagaimana kita menangani metode pembelajaran ini, dalam artian bisa fokus dan serius memperhatikan. akan tetapi bagi saya kurang efektif karena saya perlu mendengarkan penjelasan langsung yang dilakukan dosen sehingga bisa bertanya dengan mudah.”*

**Extract 4**

**Code S.13.3** *“In my opinion, online lectures are ineffective because most students find it difficult to understand the material when learning is done online.”*

Some further student responses to the questions above can be in the Appendix coded as follows: **S.1.3, S.2.3, S.4.3, S.5.3, S.9.3, S.10.3, S.11.3, S.14.3.**

Based on the results of the questions it can be concluded that students have difficulty accepting material with online learning so that in their opinion online learning is not effective.

## 2. Learning Processes

The learning process is a process of teaching and learning activities as well play a role in determining the success of student learning. From the learning process there will be a reciprocal activity between the teacher and students to get to a better goal. The learning process is a process in which there are teacher-student interaction activities and reciprocal communication that takes place in educational situations to achieve learning goals (Rustaman, 2001:461). In this indicator, the researcher asked student questions about:

- ii. Do you feel it difficult to adapt to online learning? How do you handle it? Please explain!

The results of question by researcher were contained in the appendices with the following code: **S.1.4, S.2.4, S.3.4, S.5.4, S.6.4, S.7.4, S.8.4, S.9.4, S.10.4, S.11.4, S.12.4, S.13.4, S.14.4**. Here is one of the result interview of researcher at the students' sixth semester of BG 6B in University Muhammadiyah of Makassar:

### **Extract 5**

**Code S.13.4** "I find it difficult to adapt to online learning because the lack of good network is one of the factors in my difficulty adapting and it is difficult to be effective in online learning".

The conclusion from the results of the questions was that students find it difficult during the learning process because the network was less supportive and the task collection system.

- iii. Do you acceptance the material delivered by the lecturer properly when using online learning? Why?

In the question above, several responses were generated from students, one of them is as follows:

**Extract 6**

**Code S.5.5** “Sometimes. If the network is good and smooth, I can receive materials well. If the network isn't great, I usually just screenshot the content being displayed. However, I always do that whether the network is good or not.”

Some other student responses can be seen in the Appendices by looking at the code as follows: **S.1.5, S.2.5, S.3.5, S.4.5, S.5.5, 5.6.5, S.7.5, S.8.5, S.9.5, S.10.5, S.11.5, S.12.5, S.13.5, S.14.5.**

Based on student responses, most of all- students said that constraints on online learning are the network. It can be concluded that students found difficult to accept material using online learning when the network of students themselves is bad.

- iv. Is online learning able to build social interaction between students and other students? Why?

Based on the above question, some student responses can be seen in the Appendices by looking at the code as follows: **S.1.6, S.3.6, S.4.6,**

S.5.6, 5.6.6, S.7.6, S.8.6, S.9.6, S.10.6, S.12.6, S.13.6, S.14.6. One response was:

**Extract 7**

**Code S.13.6** “I don't think so because online learning makes students not interact with one another. With ongoing or after the completion of online learning, there is no social interaction that is built because each student has a busy life after doing online learning.”

Interaction can be developed between students and other students through approaches such as creating groups on social media to help them interact more.

### 3. Students's Emotions

Emotions are basically the urge to act, usually emotions are a reaction to stimuli from outside and within the individual. For example, happy emotions encourage changes in a person's mood, so that physiologically it looks like laughing, sad emotions encourage someone to cry. There are many kinds of human emotions, but broadly speaking emotions can be grouped into two types, namely pleasant emotions or positive emotions, and unpleasant emotions or negative emotions. (Gie. 1999).

Human emotions are very closely related to activity in the brain. Where if students experience positive emotions then brain activity will increase, so they can concentrate much better and vice versa if students



experience negative emotions it will reduce the level of student concentration.

- 1) From a score of 1-5, how much do you feel anxious/worried about lectures during this COVID-19 pandemic? (the bigger the number you choose, the more anxious/worried you are) explain why you chose that number!

Based on the above question conducted by researcher on students sixth semester BG 6B in University Muhammadiyah of Makassar who have used online learning, responds as follows:

**Extract 8**

**Code S.11.7** “*Skor 3. Karna perkuliahan di masa pandemi membuat kita merasa terkendala untuk dalam melaksanakan proses perkuliahan.*”

**Code S.5.7** “Maybe 3/4. Because yes the problem is only on a bad network which can make it difficult for us to understand the material provided.”

Some of the responses students more about questions above can be found in the appendices that code as follows: **S.1.7, S.3.7, S.4.7, S.5.7, S.6.7, S.7.7, S.8.7, S.11.7**. So it can be concluded that the average student feels a level of anxiety with a score of 3. It can be concluded that students feel anxious about online learning which are sometimes hampered due to bad network.

- 2) Do you feel happy or bored when online learning activities?

In the question above generate responses from students themselves, including the following:

**Extract 9**

**Code S.1.8** *“Iya. Saya jenuh belajar dengan hanya dengan suasana kamar saya.”*

**Extract 10**

**Code S.4.8** *“jenuh, susah untuk menyerap materi, dan susah berinteraksi.”*

For some other student responses regarding the above questions can be seen in the appendices by looking at the following code that has links to the questions above: **S.1.8, S.2. 8, S.3.8, S.4.8, S.5.8, 5.6.8, S.7. 8, S.8.8, S.9.8, S.10.8, S.11.8, S.12.8, S.13.8, S.14.8**. It can be concluded from some of the students' responses regarding the online learning activities, all of students feel bored during online learning.

- 3) How do you make stimulate yourself to be more interested in participating in online learning?

Based on the experience of BG 6B English students at University Muhammadiyah of Makassar, in response to this in online learning, some students provided feedback that there were problems experienced by the students themselves. However, the majority of students answered that self-motivation could stimulate themselves or foster a sense of interest in participating in the learning process. Student responses can be seen in the

appendix by looking at the following code: **S.1.9, S.2.9, S.4.9, 5.6.9, S.7.9, S.8.9, S.9.9, S.10.9, S.11.9, S.12.9, S.13.9, S.14.9.**

Based on the results of questions conducted by researcher, it can be concluded that by using online learning, students feel bored so as to stimulate themselves to participate in the learning process, students motivate themselves more and do positive things.

#### 4. Solutions for online learning going forward

Online learning is an alternative to replace conventional learning in the midst of covid 19. The application of social distancing to prevent the spread of covid 19. Social distancing is also applied in schools and universities. So schools and universities are also required to study at home with online learning. Based on the results of interviews conducted by researchers, all students provide suggestions regarding online learning going forward, including the following:

##### **Extract 11**

**CodeS.2.10** *“Saran saya, pembelajaran online dosen harus menggunakan metode pembelajaran yang tdk membuat siswa jenuh selama pembelajaran. menuntun mahasiswa agar lebih terlibat dan aktif dalam pembelajaran. dan dosen harus lebih memahami siswa karena belajar online biasanya terkendala dgn jaringan. hal ini yang membuat saya kurang menyukai pembelajaran online karena biasanya jaringan saya tiba<sup>2</sup> hilang pada absen padahal saya mengikuti pembelajaran dari awal sampai akhir. dan dosen jga terkadang tdk pengertian. Tapi ini bukan salah dosennya, tpi jaringan. Terimakasih.”*

**Extract 12**

**Code S.12.10** *“Sebaiknya, jika pembelajaran online akan dilakukan, ada baiknya untuk memperhatikan metode pembelajaran dan menyediakan media belajar yang lebih unik agar tidak menimbulkan rasa bosan dalam diri mahasiswa.”*

And for some the other student responses regarding solution in the future can be seen in the appendices to view the code as follows: **S.1.10, S.2.10, S.3.10, S.4.10, S.5.10, S.6.10, S.7.10, S.8.10, S.10.10, S.11.10, S.12.10, S.13.10**. From the interview results of the researcher, it produced several responses which can be concluded that online learning is a learning medium that can foster a student's desire to learn. Then the solution regarding online learning from student responses hopefully can be used as a reference for the application of online learning so that it is even better for subsequent application of online learning.

**B. DISCUSSION**

After analyzing the research data, it is necessary to explain and research results to explain in more detail the answers to the research questions. As mentioned in the first chapter, the research question is, "How does online learning affect student psychology during the pandemic in English language learning activities in Semester Six of the English Language Education Department, FKIP, University of Muhammadiyah Makassar?".

In this section the researcher wants to explain the discussion of the results of data analysis in accordance with the scope of research that has been discussed previously. This discussion aims to analyze the impact of online

learning on students' cognitive psychology. The results are based on an analysis of the questionnaires that have been answered by students, the researchers found the impact of online learning on student cognitive psychology. In finding the impact of online learning during the pandemic, there were several indicators including perception, learning processes and emotions. The researcher gives further interpretation and discussion as follow:

#### 1. Perception

Indicators of cognitive psychology are drawn from professional definitions of perception. As in the first indicator, Perception. The indicator is derived from Chee and Phaik's (2002) theory, which states that the perception of stimuli can be modified by an individual's mental awareness, prior experience, knowledge, motivation, and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. So based on the definition of Perception from Barry (1998: 48) According to his research, perception is the set of processes by which we recognize, organize, respond to, and create stimuli in our environment. The primary difference between the two main perception theories is that each emphasizes the function of sensation and higher cognitive process perception.

Based on the results of an analysis of the impact of online learning on students' cognitive psychology during pandemic, it can be seen that students have understood what is meant by online learning. That

was evidenced through the results of questionnaire that have been obtained by researcher.

From the responses of students have links with the theory of Collins (2002) which states that Online Learning is distance learning that connects teachers and students in the learning process using audio, video, computer, and network technology.

## 2. Learning Processes

The researcher employs the same theory as the previous indicator, namely Winkel's (1991: 200) theory, which states that "the learning process is a psychological or mental activity that occurs in active interaction in the environment, resulting in changes in knowledge, understanding, skills, and attitude values. On this indicator, produce student responses there is a link between Slameto's (1987:2) theories, which suggest that learning is a process in which the individual makes an effort to change entirely new behavior as a result of experience the individual himself in carrying out interactions with the environment.

## 3. Students' Emotions

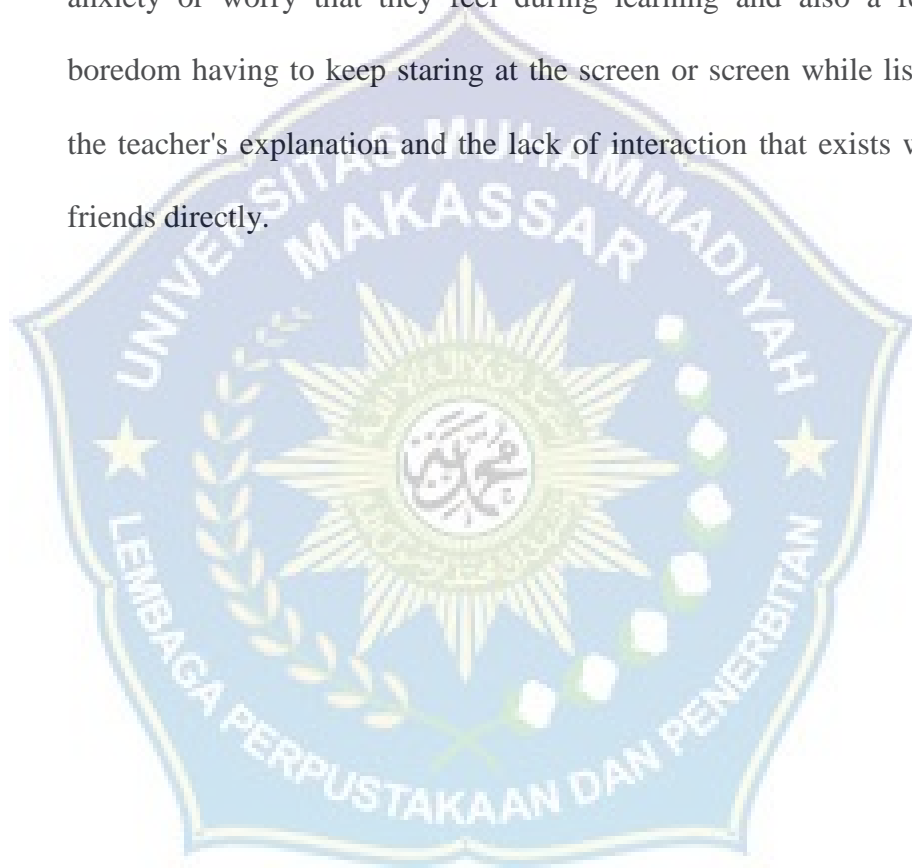
In this third indicator, researcher use the theory of Goleman (2009: 411), perspective, emotion refers to a normal feeling and idea, a biological and psychological state, and a succession of dispositions to act. It can be concluded that students' suggestions and expectations for online learning in the future are in terms of infrastructure such as the provision of support

networks and the quality of applications used in online learning and the way lecturers deliver material. Student responses can be seen from the results of the questionnaires that have been distributed to students where the results of students say that online learning affects their cognitive psychology which causes a lot of anxiety among the community, campuses, and so on. In addition, students also feel the impact, for example, having difficulty experiencing campus facilities and infrastructure because the learning process is only carried out online. and they sometimes feel bored because they are sleepy listening to the lecturer's explanation. especially if studying early in the morning.

This is related with the theory by Darwis (2006: 18) Emotion is defined as a psycho-physiological symptom that influences perceptions, attitudes, and behavior and presents itself in various forms of expression. Because emotions are directly tied to the soul and body, they are sensed psychophysically. Solutions for online learning going forward. It can be concluded that students' suggestions and expectations for online learning in the future are in terms of infrastructure such as the provision of support networks and the quality of applications used in online learning and the way lecturers deliver material.

As the result, the researcher drew the conclusion that the average student hoped that the lecturer will use learning method that make students feel interested and actively involved during the learning process so as not to make students feel bored during the lesson. Of the three cognitive

psychology, the dominant aspect is emotion. This can be seen from the students' responses, the average of their answers showed the result that the impact of online learning on students' cognitive psychology during the pandemic greatly impacted students' cognitive psychology. Where students feel that during the learning process they feel bored, there is a feeling of anxiety or worry that they feel during learning and also a feeling of boredom having to keep staring at the screen or screen while listening to the teacher's explanation and the lack of interaction that exists with their friends directly.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion that the impact of online learning on students' cognitive psychology during the pandemic in the sixth semester of BG 6B English Education Department in University Muhammadiyah of Makassar greatly impacted students' cognitive psychology, where students felt that online learning was less effective in the learning process which resulted in students feel boring, feel anxious/worried during the learning process and there is no social interaction built during after the class. It implicated that in online learning it should be decreased these impacts by looking for the solutions.

#### B. Suggestions

From the findings presented in chapter four, there were a number of suggestions as follows:

1. Lecturers are expected to be able to apply interesting learning method and media which is not boring and are supported by adequate infrastructure such as mobile phone, lots of quota and strong networks that support application from online learning and so on.
2. Students must increase their knowledge in the learning process and understand the media used by the teacher.

3. The results of this study can be used as a reference for other researchers regarding online learning because this research focuses on the impact of online learning on students' cognitive psychology by using a questionnaire research instrument.



## BIBLIOGRAPHY

- Alomyan, Hesham. "The Impact of Distance Learning on the Psychology and Learning of University Students during the COVID-19 Pandemic." *International Journal of Instruction* 14.4 (2021): 585-606.
- Amin, Safwan. "Pengantar Psikologi Pendidikan." Banda Aceh: Yayasan Pena (2005).
- Amir, M. F., Fediyanto, N., Rudyanto, H. E., Nur Afifah, D. S., & Tortop, H. S. (2020). Elementary students' perceptions of 3Dmetric: A cross-sectional study. *Heliyon*, 6(6), e04052.
- Andiarna, F., & Kusumawati, E. (2020). Pengaruh Pembelajaran Daring Terhadap Stres Akademik Mahasiswa Selama Pandemi Covid-19. *Jurnal Psikologi*, (vol. 16, no.2, p. 139-149). URL: <http://ejournal.uin-suska.ac.id/index.php/psikolog>
- Argaheni, N. B. (2020). A Systematic Review: The Impact of Online Lectures During the covid-19 Pandemic Against Indonesian Students. *PLACENTUM: Jurnal Ilmiah Kesehatan Dan Aplikasinya*, (vol. 8, no. 2, p. 99-109).
- Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools During a SARS-CoV-2 coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, (vol. 5, no. 4, p. 10). <https://doi.org/10.29333/pr/7937>
- Browning, Matthew HEM, et al. "Psychological Impacts from COVID-19 Among University Students: Risk Factors Across Seven States in the United States." *PloS one* 16.1 (2021): e0245327. DOI: <https://doi.org/10.1371/journal.pone.0245327>
- Chung, Ellen, Geetha Subramaniam, and Laura Christ Dass. "Online learning readiness among university students in Malaysia amidst Covid-19." *Asian Journal of University Education* 16.2 (2020): 45-58.
- Corbin, C. M., Downer, J. T., Ruzek, E. A., Lowenstein, A. E., & Brown, J. L. (2020). Correlates of change in elementary students' perceptions of interactions with their teacher. *Journal of Applied Developmental Psychology*, 69, 101144. <https://doi.org/10.1016/j.appdev.2020.101144>
- Gerritsen-van Leeuwenkamp, K. J., Joosten-ten Brinke, D., & Kester, L. (2019). Students' perceptions of assessment quality related to their

learning approaches and learning outcomes. *Studies in Educational Evaluation*, 63, 72–82. <https://doi.org/10.1016/j.stueduc.2019.07.005>

- Gonzalez, D., & Louis, R. St. (2018). Online Learning. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed.).
- Hadi, A. S., Ikhsan, F., & Engkus, K. (2017). Analisis Faktor yang Mempengaruhi Persepsi Mahasiswa terhadap Keberadaan Perda Syariah di Kota Serang. *Jurnal Penelitian Komonikasi Dan Opini Publik*, 21(1), 88–101. <https://www.neliti.com/id/publications/123770/factor-analysis-that-effect-university-student-perception-in-untirta-about-exist>
- Hariyati, S. (2020). An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School. *Retrieved from Repository. umsu. ac. id: http://repository. umsu. ac. id/bitstream/123456789/14162/1/Skripsi%20Sri%20Hariyati%20Fix-dikonversi. pdf.*
- Hasan, N., & Khan, N. H. (2020). Online Teaching-Learning During Covid-19 Pandemic: Students' Perspective. *The Online Journal of Distance Education and e-Learning*, (vol. 8, no. 4, p. 202-213).
- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological Impacts of Students on Online Learning During the Pandemic COVID-19. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 7(1), 53-60, ISSN: 2089-9955  
DOI: <https://doi.org/10.24042/kons.v7i1.6389>.
- Irwanto, 2002. *Psikologi Umum*, PT Prenhanllindo, Jakarta
- Khanova, Zoya G., Muslimat G. Akhmedova, and Olga I. Kaiasheva. "Distance Learning of Psychology Students in the Context of a Pandemic: An Analysis of the Experience Gained." *SHS Web of Conferences*. (Vol. 103), EDP Sciences, 2021.  
DOI: <https://doi.org/10.1051/shsconf/202110301002>
- Khanza Savitra. Psikologi Kognitif – Sejarah, Peranan, Ruang Lingkup, dan Penjasarannya <https://dosenpsikologi.com/psikologi-kognitif>, (accessed on July 30, 2022).
- Kristiyani, Titik. "Tekanan Psikologis Mahasiswa Saat Pembelajaran Jarak Jauh Selama Pandemi COVID-19." *SMART: Seminar on Architecture Research and Technology*. Vol. 5. No. 1. 2020. <https://doi.org/10.21460/smart.v5i1.151>
- Lubis, A. H., & Dasopang, M. D. (2021). Online Learning During the Covid-19 Pandemic: How is it Implemented in Elementary Schools. *Premiere*

Educandum: *Jurnal Pendidikan Dasar Dan Pembelajaran*, (vol. 11, no.1, p. 120-134), ISSN: 2528-5173.  
Doi: <https://doi.org/10.25273/pe.v11i1.8618>

- Maddie Martin on May 17, 2022. The Advantages and Disadvantages of Online Classes, <https://www.thinkific.com/blog/advantages-and-disadvantages-online-classes/>, (accessed on July 30, 2022).
- Mahmudah, S. R. (2020). Pengaruh Pembelajaran Daring terhadap Psikologis Siswa Terdampak Social Distancing Akibat Covid 19. *Jurnal Al-Mau'izhoh*, 2(2), 1-14.
- Mehra, P., & Mital, M. (2007). Integrating Technology into the Teaching-learning Transaction: Pedagogical and Technological Perceptions of Management Faculty. *International Journal of Education and Development using ICT*, 3(1).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative Data Analysis: A methods sourcebook*. Sage publications.
- Miranti, A. F., Warouw, M. P., & Wantasen, I. L. (2021). Persepsi Mahasiswa Terhadap Pembelajaran Daring Bahasa Inggris Pada Masa Pandemi Covid-19 (*Studi Deskriptif Pada Mahasiswa Jurusan Sastra Inggris Universitas Sam Ratulangi*, (Vol 25, 2021).
- Morgan, Clifford Thomas. *Brief Introduction to Psychology*. Tata McGraw-Hill Education, 1976.
- Nambiar, D. (2020). The Impact of Online Learning During COVID-19: Students' and Teachers' Perspective. *The International Journal of Indian Psychology*, (vol. 8, no. 2, p. 783-793), ISSN: 2348-5396. DOI: <https://doi.org/10.25215/0802.094>
- Nurliani (2016). *Studi Psikologi Pendidikan*. *Jurnal As-Salam*, (Vol. 1, No.2), ISSN: 2528-1402.
- Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, (vol. 8, no. 1, p. 133-141).  
DOI: <https://doi.org/10.1177/2347631120983481>
- Prasetyo, A. R., Nurtjahjanti, H., & Ardhiani, L. N. (2021). Impact of Changes in Teaching Methods During the COVID-19 Pandemic: The Effect of Integrative E-learning on Readiness for Change and Interest in Learning Among Indonesian University students. *International Review of Research*

*in Open and Distributed Learning*, (vol. 22, no. 2, p. 87-101), ISSN: 1492-3831. DOI: <https://doi.org/10.19173/irrodl.v22i2.5143>

Sari, I. F. (2020). Online Learning for English Language Teaching. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 216-230.

Scrivener, J. (2005). *Learning Teaching: A Guide Book for English Language Teachers*. Oxford, UK: Macmillan Education.

Steffens, I. (2020). A Hundred Days Into the Corona virus Disease (COVID-19) Pandemic. *Eurosurveillance*, 25(14), 2000550. DOI: <https://doi.org/10.2807/1560.7917>.

Sugiyono. 2016. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta CV

Syahputri, V. N., Rahma, E. A., Setiyana, R., Diana, S., & Parlindungan, F. (2020). Online Learning Drawbacks During the Covid-19 Pandemic: A Psychological Perspective. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, (vol. 5, no. 2, p. 108-116).

Toquero, C. M. (2020). Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context. *Pedagogical Research*, 5(4), em0063. <https://doi.org/10.29333/pr/7947>

Wang, C., & Zhao, H. (2020). The Impact of COVID-19 on Anxiety in Chinese University Students. *Frontiers in Psychology*, (vol. 11), DOI: <https://doi.org/10.3389/fpsyg.2020.01168>

Warouw, M. P. (2017). *ELT materials adaptation for multiethnic classrooms: a case study of tertiary education in Manado, Indonesia*. Monash University. Thesis. <https://doi.org/10.4225/03/58abc9e81d85f>

Watnaya, A. kusnayat, Muiz, M. hifzul, Nani Sumarni, Mansyur, A. salim, & Zaqiah, Q. yulianti. (2020). Pengaruh Teknologi Pembelajaran Kuliah Online di Era Covid-19 dan Dampak Terhadap Mental Mahasiswa. *EduTeach: Jurnal Edukasi Dan Teknologi Pembelajaran*, (vol. 1, no. 2, p. 153– 165), DOI: <https://doi.org/10.37859/eduteach.v1i2.1987>



# Appendices

## APPENDIX 1

### Questionnaire

#### A. Students' Perception

1. What is your understanding about online learning?  
( Bagaimana pemahaman anda mengenai pembelajaran online? )
2. How do you respond when online learning is applied in all subjects than learning in the classroom/ face to face?  
(Bagaimana tanggapan anda ketika pembelajaran online diterapkan disemua mata kuliah daripada pembelajaran didalam kelas/ tatap muka? )
3. Do you think online learning is effective? Yes or No? please explain !  
( Menurut anda apakah perkuliahan online itu efektif? Yes or No? Jelaskan?)

#### B. Learning processes

4. Do you feel it difficult to adapt to online learning ? How do you handle it? Please explain !  
( Apakah anda merasa kesulitan dalam beradaptasi terhadap pembelajaran online? Bagaimana cara anda mengatasinya? Jelaskan !
5. Do you acceptance the material delivered by the lecturer properly when using online learning? Why?)  
(Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa?)
6. Is online learning able to build social interaction between students and other students? Why?  
(Apakah dengan pembelajaran online mampu membangun interaksi sosial antara mahasiswa dengan mahasiswa lainnya? Mengapa?)

#### C. Emotion

7. From a score of 1-5, how much do you feel anxious/worried about lectures during this COVID-19 pandemic? (the bigger the number you choose, the more anxious/worried you are) Explain why you chose that number!  
(Dari skor 1-5, seberapa besar rasa cemas/khawatir Anda terhadap perkuliahan di masa pandemi COVID-19 ini? (semakin besar angka yang anda pilih, semakin cemas/khawatir anda) Jelaskan mengapa anda memilih angka tersebut!)
8. Do you feel happy or bored when online learning activities?  
(Apakah anda merasa bahagia atau malah jenuh saat kuliah daring? Jelaskan!)
9. How do you make stimulate yourself to be more interested in participating in online learning?  
(Bagaimana cara merangsang diri anda agar lebih tertarik dalam



mengikuti pembelajaran online?)

**D. Universal Question**

10. What is your solution about online learning the future?

(Apa solusi anda mengenai pembelajaran online kedepannya?)

(Adapted From Gluck et al, 2007)



## APPENDIX 2

## QUESTIONNAIRE TRANSCRIPTS



RESEARCH QUESTIONNAIRE AN ANALYSI

Pertanyaan Jawaban 14 Setelan

**A. Students' Perception**

Persepsi Siswa

1. What is your understanding about online learning?  
(Bagaimana pemahaman anda mengenai pembelajaran online?)

Pembelajaran jarak jauh menggunakan gadget dan internet

2. How do you respond when online learning is applied in all subjects than learning in the classroom/ face to face?  
(Bagaimana tanggapan anda ketika pembelajaran online diterapkan disemua mata kuliah daripada pembelajaran didalam kelas/ tatap muka?)

Cukup sulit, terlebih saya lebih paham jika di jelaskan secara langsung

3. Do you think online learning is effective? \*  
Yes or No? please explain !

( Menurut anda apakah perkuliahan online itu efektif? Yes or No? Jelaskan?)

No. Lebih suka secara offline karena bisa bertanya langsung tanpa kendala gangguan internet dan juga suasananya lebih nyaman



## RESEARCH QUESTIONNAIRE AN ANALYSI

Pertanyaan Jawaban 14 Setelan

### B. Learning processes

Proses pembelajaran

4. Do you feel it difficult to adapt to online learning? How do you handle it? Please explain!

(Apakah anda merasa kesulitan dalam beradaptasi terhadap pembelajaran online? Bagaimana cara anda mengatasinya? Jelaskan!)

Terkadang ada materi yang kurang saya pahami dari apa yang di jelaskan oleh dosen, jadi saya mengatasinya dengan belajar mandiri melalui internet juga (google).

5. Do you acceptance the material delivered by the lecturer properly when using online learning? Why?

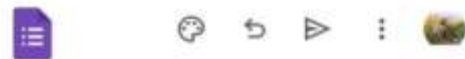
(Apakah anda menerima materi yang disampaikan oleh dosen dengan baik ketika menggunakan pembelajaran online? Mengapa?)

Saya akan paham dengan apa yang di jelaskan dosen ketika saya tidak terdistraksi dengan hal lain, contohnya dengan internet ataupun dengan suasana yang kadang membuat mengantuk

6. Is online learning able to build social interaction between students and other students? Why?

(Apakah dengan pembelajaran online mampu membangun interaksi sosial antara mahasiswa dengan mahasiswa lainnya? Mengapa?)

Saya fikir tidak. Karena pasti mereka hanya akan berinteraksi secara online tanpa mengetahui sikap sebenarnya dari mahasiswa lainnya



## RESEARCH QUESTIONNAIRE AN ANALYSI

Pertanyaan Jawaban 14 Setelan

### C. Emotion

Emosi

7. From a score of 1-5, how much do you feel anxious/worried about lectures during this COVID-19 pandemic? (the bigger the number you choose, the more anxious/worried you are) Explain why you chose that number!

(Dari skor 1-5, seberapa besar rasa cemas/khawatir Anda terhadap perkuliahan di masa pandemi COVID-19 ini? (semakin besar angka yang anda pilih, semakin cemas/khawatir anda) Jelaskan mengapa anda memilih angka tersebut!)

3. Saya cemas mungkin tdk akan terlalu paham dengan materi, tpI saya tga terkadang biasa saja

8. Do you feel happy or bored when online learning activities?

(Apakah anda merasa bahagia atau malah jenuh saat kuliah daring? Jelaskan!)

Iya. Saya jenuh belajar dengan hanya dengan suasana kamar saya

9. How do you make stimulate yourself to be more interested in participating in online learning?

(Bagaimana cara merangsang diri anda agar lebih tertarik dalam mengikuti pembelajaran online?)

Menyiapkan cemilan ataupun belajar sambil mendengarkan musik. Bagi saya itu masih jadi alternatif paling mudah untuk saya agar tidak mengantuk



## RESEARCH QUESTIONNAIRE AN ANALYSI

Pertanyaan Jawaban 14 Setelan

Menyiapkan cemilan ataupun belajar sambil mendengarkan musik. Bagi saya itu masih jadi alternatif paling mudah untuk saya agar tidak mengantuk

### D. Universal Question

Pertanyaan umum

10. What is your solution about online learning the future?

(Apa solusi anda mengenai pembelajaran online kedepannya?)

Semoga media pembelajarannya semakin menarik sehingga tidak terlalu membosankan pada saat belajar

23/03/23, 19.28 dikirimkan

# LETTERS



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0411-860837/081213155247  
Email : [prodidb@unismuh.ac.id](mailto:prodidb@unismuh.ac.id)  
Research Service:  
[research@bg.unismuhmakassar.ac.id](mailto:research@bg.unismuhmakassar.ac.id)  
Website: [bg.fkip.unismuh.ac.id](http://bg.fkip.unismuh.ac.id)

هي حرا لا نجهزها طلبا مسدب

## SURAT KETERANGAN

### PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA

Nomor : 0156/2017-BG-FKIP/Research/XII/1443/2021

*Assalamu Alaikum Warahmatullahi Wabarakatuh.*

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah **menerima** judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 21 Oktober 2021. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : DELLA  
Research Issue : Psycholinguistics  
NIM : 105351117817  
Dosen MK Seminar on ELT : St. Asmayanti AM, S.Pd., M.Pd.  
Judul Penelitian : ANALYZING OVERMUCH SCHOOLWORK AFFECTS STUDENTS' COGNITIVE PSYCHOLOGY IN ENGLISH LEARNING ACTIVITIES

Hasil Turnitin/Plagiarism Checker :

#### Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
26%	Merged	Merged	Merged

Pembimbing I & II:

1. **Dr. Radiah, M.Pd.**
2. **Eka Prabawati Rum, S.Pd., M.Pd.**

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan international terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley, Endnote, Refworks* atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate, Orcid, Academia.edu, Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*add*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 18 Jumadil Awal 1443 H  
23 Desember 2021 M

Menyetujui,  
Ketua Jurusan  
Prodi Pendidikan Bahasa Inggris



**Dr. Umni Khaerati Svam, S.Pd., M.Pd**  
NBM 977 807



Terakreditasi Program Studi B



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Tlp. (0411) 866972, 881593, Fax. (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Della  
Nim : 105351117817  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	8 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 28 Juli 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursini,  
NB. M. 98





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN-PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.0855972 Fax (0411)865588 Makassar-90221 e-mail lp3m@unismuh.ac.id

Nomor : 1034/05/C.4-VIII/III/1444/2023

28 Sya'ban 1444 H

Lamp : 1 (satu) Rangkap Proposal

20 March 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Dekan Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhamamdiyah Makassar

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor 13114/FKIP/A.4-II/III/1444/2023 tanggal 18 Maret 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : DELLA

No. Stambuk : 10535 1117817

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON STUDENTS' COGNITIVE PSYCHOLOGY DURING THE PANDEMIC"

Yang akan dilaksanakan dari tanggal 24 Maret 2023 s/d 24 Mei 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Abubakar Idhan, MP.  
NBM 101 7716





MAJELIS DIKILTIHANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat Sekolah: Jl. Sudiarta No. 229 Makassar  
Telp. : (0411) 4732191 (penerjemah)  
Email : ppend@ppmuhammadiyah.ac.id  
Web : http://www.ppmuhammadiyah.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : DELLA  
NIM : 10535117817  
Judul Penelitian : AN ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON STUDENTS' COGNITIVE PSYCHOLOGY DURING THE PANDEMIC  
Tanggal Ujian Proposal : 18 NOVEMBER 2022  
Tempat Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	20-01-2023	Pengajuan izin penelitian	Dr. Eka Prahawati Ram, M.pd	
2	25-03-2023	Meminta data penelitian mahasiswa	Dr. Eka Prahawati Ram, M.pd	



Yogyakarta, 18 April 2023



MAJELIS DIKILTIHANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat Sekolah: Jl. Sudiarta No. 229 Makassar  
Telp. : (0411) 4732191 (penerjemah)  
Email : ppend@ppmuhammadiyah.ac.id  
Web : http://www.ppmuhammadiyah.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

3	01-04-2023	Pengambilan data hasil penelitian pada mahasiswa	Dr. Eka Prahawati Ram, M.pd	
4				
5				

Makassar....., april., 2023

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar



Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM: 977 807

Pimpinan



Erwin Akib S.pd, M.pd., Ph.D  
NBM: 860 934

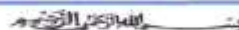


Yogyakarta, 18 April 2023



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Tirokko Arawiddu No. 294 Makassar  
Telp : 0411-844017 / 844122 (Pusat)  
Email : [info@unismuh.ac.id](mailto:info@unismuh.ac.id)  
Web : <http://www.unismuh.ac.id>



**SURAT KETERANGAN PENELITIAN**

Nomor : 0260/FKIP/05/A.5-VI/VII/1445/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Della  
NIM : 10535 11178 17  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2022/2023 terhitung sejak 24 Maret 2023 s.d 23 Mei 2023, dalam rangka penyusunan Skripsi dengan judul:

*"An Analysis of The Impact of Online Learning on Students' Cognitive Psychology During The Pandemic."*

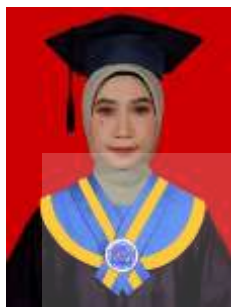
Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

13 Muharram 1445 H  
Makassar .....  
31 Juli 2023 M

Dekan,  
Unismuh Makassar,

  
E. Zaini Akib, M.Pd. Ph.D  
NPM. 860 934

## CURRICULUM VITAE



The researcher, **Della** was born on October 01, 1998 in Mappadeceng Masamba, South Sulawesi. She is the child of the marriage of her parents, Hamka and Jumaeda. She has three sister, Evayanti, Nur azizah, Ariqa fatima hamka and two brother, Sahdan, Muallim . She began her education in SDN 162 Minanga Tallu and graduated in 2011. She continued her study in SMP Negeri 2 Masamba and graduated in 2014, and then she continued her study in SMA Negeri 1 Masamba and graduated 2017. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2023 with the thesis under the title “An Analysis of the impact of online learning on students' cognitive psychology during the pandemic.