

## STUDENTS' EMOTIONAL EXPERIENCES IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC AND POST PANDEMIC PERIOD

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### ABSTRAK

Pengalaman emosional siswa merupakan faktor penentu keberhasilan belajar, namun selama ini belum banyak dibicarakan di kalangan guru. Mayoritas guru di berbagai negara berfokus pada pengukuran hasil belajar, bukan pada pengalaman emosional siswa. Pembelajaran *online* sebagai strategi pembelajaran bagi siswa telah mendapatkan penerimaan global yang harus diimbangi dengan peningkatan kompetensi guru. Penelitian ini bertujuan untuk mengelaborasi persepsi siswa tentang pembelajaran akidah akhlak dan keterampilan mengajar secara *online* dengan pengalaman emosional siswa. Riset penelitian kuantitatif ini bersandar pada data kuesioner yang melibatkan 219 responden siswa madrasah aliyah di Pati, Jawa Tengah, Indonesia. Hasil penelitian menunjukkan bahwa pembelajaran *online* tidak menyenangkan bagi siswa, beberapa emosi negatif cenderung mendominasi pengalaman belajar. Bersamaan dengan itu hasil penelitian juga memperlihatkan adanya emosi negatif dikalangan siswa yang cenderung menghambat pembelajaran. Hasil penelitian ini merekomendasikan pentingnya kompetensi dan komitmen guru madrasah dalam pembelajaran *online* untuk meminimalisir munculnya pengalaman dan emosi negatif dikalangan siswa, sebaliknya menjadikan pembelajaran *online* sebagai budaya belajar gaya baru di era industri 4.0.

**Kata Kunci:** transformasi pembelajaran; pembelajaran online; pengalaman emosional siswa; partisipasi belajar siswa; keterampilan mengajar;

### ABSTRACT

*The emotional experience of students is a determining factor in learning success, but so far it has not been talked about much among teachers. The majority of teachers in different countries focus on measuring learning outcomes, not on students' emotional experiences. Online learning as a learning strategy for students has gained global acceptance that must be balanced with an increase in teacher competence. This study aims to elaborate students' perceptions of akidah akhlak (belief and moral) learning and online teaching skills with students' emotional experiences. This quantitative research*

*research relies on questionnaire data involving 219 respondents of madrasah aliyah students in Pati, Central Java, Indonesia. The results showed that online learning is unpleasant for students, some negative emotions tend to dominate the learning experience. At the same time, the results of the study also showed negative emotions among students that tended to hinder learning. The results of this study recommend the importance of the competence and commitment of madrasah teachers in online learning to minimize the emergence of negative experiences and emotions among students, while making online learning a new style of learning culture in the industrial era 4.0.*

**Keywords:** *learning transformation; online learning; students' emotional experiences; student' learning participation; teaching skills;*

## INTRODUCTION

The emotional experience of students is one of the determining factors in learning success, although so far it has not been talked among many teachers. Most of them focus on measuring learning outcomes, not on students' emotional experiences. Researches exploring conditions surrounding online learning reveal the importance of students' emotional states, especially the relationship between emotions and effective learning (Irawan, Dwisona, & Lestari, 2020; Shen, Wang, & Shen, 2009).

Writing about the consequences of online learning tends to address four things. First, writings that discuss students' compulsion in participating in online learning (Chia-ling Yang, 2020). Second, Tendencies of previous relevant researches may be categorized into problems faced by teachers (Arpius, 2020a; de la Rama et al., 2020; Nessipbayeva, 2019). Third, obstacles faced by parents (Wardani & Ayriza, 2020). Fourth, writings that talk about the impact on satisfaction in the online learning process (Napitupulu, 2020). There

have not been any writings that discuss factors of students' emotional experiences may directly or indirectly also play an important role in a student's success or lack of success in online learning. This research topic has become very important to uncover the emotional problems that occur in students due to the change of online learning to face-to-face learning.

This paper aims to fill in the gaps in the discussion about the urgency of students' emotional experience factors as a determining factor for student success in online learning. For this reason, three questions are answered in this paper.

This paper is based on the argument that online learning should be a way of learning the new style of millennial students. In Finland online learning is a choice of learning models in addition to offline learning. Students have the freedom to choose their preferred mode of learning, online learning or face-to-face learning. Result (Dağ & Geçer, 2009; Liu, Chen, Sun, Wible, & Kuo, 2010; Loukomies, Petersen, Ramsaroop, Henning, & Lavonen, 2021) reinforcing that online

learning is a learning tradition for today's and future generations of alpha students. In line with that, the emergence of various problems among students in Indonesia during online learning tends to be triggered by several factors which include: the unawareness of technological literacy and digital literacy cognition, in addition to the implementation of online learning which is based on the compulsion factor (emergence) due to the Covid-19 pandemic.

The corona virus disease (covid-19) pandemic has resulted in the learning process having to be carried out from home. Therefore, it is necessary for the teacher's ability to apply appropriate learning media and the ability of students to accept the learning material (Herliandry, Nurhasanah, Suban, & Heru, 2020). It is also necessary to prepare student learning media, especially in the subject of *akidah akhlak* (belief and moral). Today, online learning is considered the fastest growing sector in distance education at all levels of education (Dhawan, 2020). Online learning accomodates a wide range of technology applications and learning processes such as computer-based learning, web-based learning, virtual classrooms and digital collaboration (Code, Ralph, & Forde, 2020; Keengwe & Kidd, 2010).

According to Atika, Machmud, & Suwatno, (2020) dan Jamiandani et al., (2020), there are two types of online learning approaches: 1) Full online learning, it is referred to as e-learning or distance learning, and 2) blended learning, it is an approach to education that combines online

educational materials and opportunities for interaction online with traditional place-based classroom models.

Basic teaching skills are specific skills (the most specific instructional behavior) that must be possessed by teachers in order to carry out teaching tasks effectively, efficiently and professionally (Reimers, Schleicher, Saavedra, & Tuominen, 2020). Teaching skills include knowledge, skills, and values that must be demonstrated by the teacher in order to successfully complete the teacher education program (Nessipbayeva, 2019).

In order for online-based learning to run well, a teacher needs to master the following skills (Reimers et al., 2020; Williams, 2003): 1) *Designer/planning role* includes teacher's skills in planning, organizing, directing and controlling learning, 2) *Social Role* includes teacher's skills related to influencing the student's relationship with the teacher and with other students. 3) *Cognitive Role* deals with mental processes related to perception, learning, information storage, memory, thinking and problem solving. 4) *Technological Domain* relates to supporting service knowledge, multimedia knowledge, knowledge base technology, technology access knowledge and software skills, and data analysis skills. 5) *Managerial Domain* is learning that allows the teacher to develop and adapt planned actions, respond to expectations, motivations and learning needs, manage online classes, provide knowledge from various sources (for example, textbooks, articles, the Internet,

personal experiences), manage spaces and communication channels in other words, and supervise and adjust on going processes.

According to John Locke, experience is the origin of all ideas, while the mind is considered a tabula rasa (Edwin A. Locke, 2013, p. 15). Dewey said that experience is a central category, both observation and reasoning occur in the experience and together form it (John Dewey, 2008, p. 27). Experience is a state of consciousness such as in feeling, doubting, and trusting. It is a direct understanding of certain people or objects, not understanding through books and the results of contemplation. Emotions are feelings consisting of thoughts and psychological changes, and expressions as well as output attitudes (Jan De Houwer, 2018, p. 5).

Emotions are complex experiences of consciousness, bodily sensations, and behaviors that reflect the personal significance of a thing, event, or circumstance, otherwise will result in an action (Robert C. Solomon, 2004; Zulfika, 2020). Students' emotional experience is a broad spectrum of emotions in the academic sphere (Pekrun, Goetz, Titz, & Perry, 2002). This perspective deals with academic learning, classroom instruction, and achievement (e.g., comfort learning, pride in success, or repeat-related anxiety). Emotional experience is closely related to a person's psychological well-being in the current state (Supiani, Rafidiyah, Yansyah, & Nadia, 2020). Online learning has an

impact on students' psychological i.e., a saturation of online learning, worry about parental income, and emotional disorders (Irawan et al., 2020).

Indicators of emotional experience, including efficacy and excellence, determination and vigilance, pride, successfully, frustrated and anxious, confusion and annoyed, struggle, and excited (Saariluomaand & Jokinen, 2014). Correspondingly, Zulfika (Zulfika, 2020) mention that the types of emotions include angry, afraid, worried, anxious, frustrated, depressed or stressed, happy, joyful, laughing, smiling, disappointed, sad, crying, jealousy, envy, and hate. A form of emotion and feeling possessed by an individual is also subjective so that each individual will have a different meaning depending on his passion and experience.

This type of research is correlational research, which examines a problem of a phenomenon, and looks at the possible relationships between variables in a specified problem (Patricia Leavy, 2017, p. 87). This study aims to complement the shortcomings of previous studies that examine the problems that arise due to online learning. It analyzes the relationship patterns of the three variables: the emotional experience of the student (Y), the perception of learning (X1) and the teacher's learning skills online (X2). Researchers used regression analysis to determine the relationship of variables X1 and X2 to variable Y. The three questions on which all the analyses were based were (1) what

is the student's perception of the online learning process? (2) what was the student's perception of the teacher's teaching skills? (3) What are the implications of student emotional turmoil in online learning? The sampling technique uses propositional cluster sampling. The population of this study was all MA (Madrasah Aliyah = Islamic Senior High School) students in Pati Regency. The sample size of the study was determined using the Isaac & Michael table. Based on the table obtained a sample size with an error rate of 5% at a confidence level of 95%.

**DISCUSSION**

Data of the research illustrates the correlation between two variables and one Y variable. X<sub>1</sub> students' perception of online learning of *akidah akhlak* subject variable X<sub>2</sub> is a students' perception of the teacher's learning skills online, and; variable Y is the emotional experience of the students. These data were collected through a questionnaire given to students as the recapitulation of the research results below.

Tabel-1

Recapitulation of Variable Statistics X<sub>1</sub>, X<sub>2</sub>, dan Y

Variable	Average Scores	Lowest Score	Highest Scores
X1	28,39	15	49
X2	51,99	30	71
Y	37,73	16	55

The results showed the average of the variable X<sub>1</sub> of 28.39, the lowest score of 15 and the highest

score of 49, while the variable X<sub>2</sub> averaged 51.99, the lowest score was 30 and the highest score was 71, while the average variable Y was 37.73, the lowest score was 16 and the highest was 55.

The first data analysis tested hypothesis 1 i.e. do students' perceptions of online learning correlate to students' emotional experiences? The data is calculated using SPSS as below:

Tabel 2.

Correlation Between Variables X<sub>1</sub> and Y

Correlations			
		X <sub>1</sub>	Y
X <sub>1</sub>	Pearson Correlation	1	,567**
	Sig. (2-tailed)		,000
	N	219	219
Y	Pearson Correlation	,567**	1
	Sig. (2-tailed)	,000	
	N	219	219

The results of the correlation coefficient of students' perceptions of online learning of *akidah akhlak* (X<sub>1</sub>) with students' emotional experiences (Y) were obtained (r<sub>y2.1</sub>) = 0.567 and p-value = 0.000 < 0.005 or "H<sub>0</sub>" rejected., which means that there is a positive relationship between students' perceptions of online learning of *akidah akhlak* subject and students' emotional experiences.

Each student's perception of the learning environment is a unique experience, given that each participant is at a different stage of their journey through online learning. Students find an environment that is mentally demanding because they read a lot

of content, with little support from teacher guidance (Azhar, 2022). Despite these challenges, so many students show the capacity to adapt to new learning. The students internalize the incentives to persevere and accept that to succeed they must adapt to the learning environment. Some learners find the overall experience to be rewarding, while others state that the online environment is boring compared to face-to-face.

Emotions as a learning center (Dirkx, 2018), can hinder or motivate learning. Therefore the online learning environment must take into account the affective domain and the role it plays in positive learning outcomes. Therefore, social interaction should have a place in the development of the curriculum. The students are disappointed in themselves, and this has to do with the awareness of oneself; in addition, they are disappointed by the lack of leadership displayed by teachers who do not actively support learning and their teachers who ignore their need for interaction. The identification of strengths and weaknesses in this online learning environment must be assessed constantly to avoid tension in the learning process.

Hypothesis 2 analysis: do students' perception of the teacher's online learning skills correlate to their emotional experience? The results of the analysis using the SPSS method are as below.

Tabel 3.  
Correlation Between Variable X<sub>2</sub> and Variable Y

Correlations			
		X <sub>2</sub>	Y
X <sub>2</sub>	Pearson Correlation	1	,390**
	Sig. (2-tailed)		,000
	N	219	219
Y	Pearson Correlation	,390**	1
	Sig. (2-tailed)	,000	
	N	219	219

The correlation coefficient of students' perceptions of teacher's online learning skills (X<sub>2</sub>) with students' emotional experiences (Y) contained in the table above is obtained ( $r_y^2$ ) = 0.390 and p-value = 0.000 < 0.05 or H<sub>0</sub> is rejected. It can be concluded that there is a significant relationship between students' perceptions of teacher online learning skills and students' emotional experiences.

In addition to reaching agreement on the definition of roles and domains required by madrasa teachers in an online learning environment, it also requires an explanation of the types of tasks they perform in their diverse roles, as well as a specificity of the teaching environment in which they conduct teaching (Code et al., 2020). In general, from all the results of this study we can conclude that there are attempts to respond to the need to clarify and/or approve the necessary learning roles and skills by teaching in distance learning that combines the use of ICT (Reimers et al., 2020) and, above all, to obtain a rational relationship between the identified learning roles and skills.

An important discussion of the three hypothesis analysis is the result

of an analysis using the SPSS method as shown in the table below.

Tabel 4.  
Correlation of Variables X<sub>1</sub> and X<sub>2</sub> with Variable Y

		Correlations		
		X <sub>1</sub>	X <sub>2</sub>	Y
X <sub>1</sub>	Pearson Correlation	1	,378**	,567**
	Sig. (2-tailed)		,000	,000
	N	219	219	219
X <sub>2</sub>	Pearson Correlation	,378**	1	,390**
	Sig. (2-tailed)	,000		,000
	N	219	219	219
Y	Pearson Correlation	,567**	,390**	1
	Sig. (2-tailed)	,000	,000	
	N	219	219	219

learning skills together with students' emotional experiences reaches 35.8%. The above explanation of the analysis of hypotheses one, two, and three, will be the basis for discussing the findings of the study, with the following scheme.

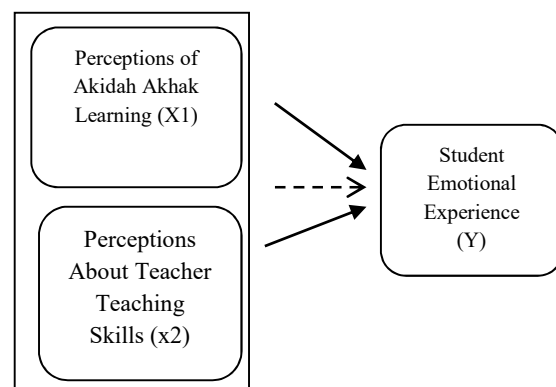


Figure 1.  
Relationship Scheme Between Varabel X<sub>1</sub> and X<sub>2</sub> with Variable Y

The correlation value of students' perceptions of online learning of *akidah akhlak* (X<sub>1</sub>) and teacher online learning skills (X<sub>2</sub>) with students' emotional experiences (Y) was obtained (ry<sub>1.2</sub>) = 0.567 and p-value = 0.000 < 0.05 or "H"<sub>0</sub> was rejected. The results of the coefficient of determination test of the relationship between students' perceptions of online learning of *akidah akhlak* (X<sub>1</sub>) and teacher's online learning skills (X<sub>2</sub>) with students' emotional experience (Y) were shown by R Square = 0.358 which means that 35.8% variability of students' emotional experience variables can be explained by students' perceptions of online moral learning (X<sub>1</sub>) and teacher competence (X<sub>2</sub>). So it can be concluded that the relationship between students' perceptions of online moral learning and teacher

The scheme above explains that the variable (X<sub>1</sub>) is the relationship between students' perceptions of moral akidah learning with variables (Y), namely students' emotional experiences reaching 32.2% while the relationship of variables (X<sub>2</sub>) namely students' perceptions of teacher learning skills with variables (Y) namely students' emotional experience reaches 15.2% and variables (X<sub>1</sub>) namely students' perceptions of online moral akidah learning and variables (X<sub>2</sub>) namely teacher learning skills together with variable (Y) i.e. student emotional experience of 35.8%.

The low perception of students about online learning, combined with the low perception of students about teacher skills in online learning, appears to have a strong

influence on the low learning motivation as a form of students' emotional experience. This shows that in the application of the new learning model, the teacher as a learning designer must have adequate competence including mastery of the material, methods and media. The work of Reimers et al. (2020) states that online-based learning can work well, if a teacher masters the material and delivery skills. Nevertheless, Arpius (2020) admits that improving teacher competence cannot appear instantly but must be fostered gradually through real efforts. Students must also be mentally prepared to accept new learning models that are more challenging to their independent learning. The results of this study support the opinion of Chia-ling Yang (2020) which states that online learning is perceived negatively by students, which in turn decreases their learning motivation compared to that in face-to-face learning. The problems of online learning are not only felt by teachers and students, but also by parents who suddenly have to provide tutoring (acting as teachers) for their children (Wardani & Ayriza, 2020). Most of these parents are not only unable to serve as study guides, but also because they are busy working outside the home.

### **Conclusion**

The results showed that; emotional experiences in learning situations include full of psychological internal emotional states that involve behavior. Emotions are always present in any educational setting and are an integral part of learning, neither

parallel nor opposite, since all students learn in an attempt to obtain any education as emotionally embodied beings. Learning with a new environment will give rise to new perceptions for students. Students' negative perceptions of the online learning lead to students' negative emotional experiences.

This research is expected to strengthen existing theories in previous studies, add information, insight into thoughts, and knowledge in online learning. The idea of the functioning of the teacher in an online environment is in principle an extension and/or transfer of the roles necessary to teach in an online environment (Lockee, 2021; Yan, Wu, Iliyasu, Kawamoto, & Hirota, 2022). The face-to-face context seems clear that changing the nature of the environment requires new learning skills. Online teaching and learning requirements are not limited to just knowledge and experiential assets, the challenges teachers face are closely related to interacting and communicating online.

The limitations of this study include; (1) a short research time and in a pandemic situation that implements social restrictions, so that it requires a long time and observation, (2) the research was conducted in Pati Regency and the findings of this study are only limited, so as to allow further research to be carried out outside Pati Regency, (3) this study only examines students' perceptions of online learning and teacher learning skills, so that it is possible to influence variables such as the influence of parental attention,



motivation and other variables, (4) this study uses questionnaires to obtain research data that is distributed online through goegle forms, where answer choices are limited, so it takes a long time for the questionnaire to be filled out completely by respondents and does not close there may be alternative answers from respondents as an explanation of the statement, (5) although the data from this study have been tested for validity and reliability, there are still weaknesses in filling out the questionnaire, such as difficult-to-understand questions and dishonest answers in filling out the questionnaire.

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