

Conference Paper

Student Optimism Regarding Online Learning During the Covid-19 Pandemic

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Abstract

Optimism is a positive attitude towards a situation, looking at something from the good side, and the hope of getting the best results from the situation. This study aims to find an overview of students' optimism regarding online learning during the Covid-19 pandemic. The research subjects were high school students who were taught via online systems. The study is based on data analysis using descriptive statistics. The results showed that the optimism of female students was higher than that of male students. In terms of optimism, the most dominant trait was the personalization aspect and the weakest was the permanence aspect.

Keywords: Optimism, online learning, Covid-19 pandemic

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1. Introduction

The pandemic currently sweeping the world has had a tremendous impact in various sectors, especially in the field of education. This pandemic requires everyone to stay at home to keep their distance and avoid crowds. Schools and colleges with so many students and students if they have to go to school will create a new crowd so that the school is forced to close. Education must be maintained because it is impossible for children to be left without teaching. The solution offered is to carry out the education process online. This learning process is considered effective because students do not have to come to school but the teaching process can continue. Online learning is the use of electronic media for various learning purposes which consists of the learning process in conventional classrooms which is replaced by face-to-face online meetings (Guri-rosenblit, 2005; Mbangata & Eyono Obono, 2019). This teaching system has many obstacles, including the availability of facilities and internet access and the capability of human resources in implementing online learning. Some schools have changed the learning outcomes a lot, they have not even been achieved due to conditions that

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are not possible, for example to do outside learning. Implementation of learning that requires students to do learning outside the scheme will be changed so that it continues or is postponed. If the scheme is changed, there is a concern from students that the results will not be maximized when carrying out learning off line.

In this condition, it takes an attitude of self-acceptance and optimism for students. The problem that arises in online learning is how to understand the psychological condition of students so that it is appropriate for online learning. There are many obstacles at home when doing online learning. Based on the research results ("Permasalahan Kompleks Pembelajaran Daring, Mulai Siswa hingga Pengajar Temui Hambatan," n.d.) states that the world disaster resulted in the closure of schools and closed access to education so that as many as 1.5 billion students cannot go to school and 500 million students cannot do distance learning. These students are in areas that are not reached by the internet and the lack of tools in online learning. The learning process is carried out by taking assignments at school and a week later the assignments are delivered to school to be collected.

The online learning process can be done in various ways, including by e-learning, LMS, zoom meeting, goeple meeting or goeple classroom. Each on-line learning process has weaknesses and strengths and requires knowledge to operate it so that it requires students or parents to learn and adjust to the on line learning process. The E-learning application will provide convenience in the flexibility of teaching and learning schedules. Mbangata & Eyono Obono (2019) in their research states that the impact of e-Learning on academic performance depends on: The location of student demographics, the intensity of using e-Learning, their self-efficacy and learning approach, their sense of community and interactivity, their perceptions of e-suitability. Learning, and motivation.

Students who can access education with online learning also have their strengths and weaknesses. Pujiasih (2020) in his research states that the advantages of online learning are that students are more effective in learning, not tired, have fun and get new experiences. Whereas the weakness is the emergence of student boredom in online learning because educators are not able to improvise with fun online learning, the saturation of students must always be at home so that it is difficult to understand the material presented, poor internet access, inadequate online learning equipment and the ability of parents to assist students in online learning and in line with research conducted by this condition resulted in students being less optimistic about the results of academic achievement. There are some successes that are achieved, students get very good results because students have good abilities in capturing lessons, meaning that they are able to make adjustments to learning adjustments during the pandemic

and the next result is that the achievement of results is not good because besides no ability there is also no ability to follow online learning. The final achievement of the results is that students get good results but not the result of their real learning but the results of cheating even other people who do it. This condition makes students not optimistic about academic achievement.

There is a concern for students if what is being carried out is not in accordance with the Learning plan and any adjustments during the Covid pandemic will affect the achievement of academic success. Student academic performance is one of the methods used to predict and assess a person's success in participating in teaching and learning activities (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). With high optimism, it is expected that students' academic performance will be well maintained and be able to make adjustments. The results of a study conducted by Icekson et al (2020) state that although optimistic expectations often improve student academic performance, they can also lead to academic failure if they are related to unrealistic beliefs of success. High awareness can control the negative effects of high optimism, such as unrealistic expectations and overconfidence. The expected benefit from this research is to obtain a more adequate picture of student optimism by seeing the phenomena directly in the field regarding online learning. By knowing the level of student optimism, especially in its aspects, it will make a useful contribution in providing the right solutions with regard to the problems faced by students, especially those related to academic achievement during the covid pandemic.

2. Literature Review

Goleman (1996) states that optimism is a strong hope that everything in life will be able to be resolved properly, despite problems and frustrations. Optimism is an attitude that supports the individual so as not to fall into ignorance, despair, or experience depression when the individual faces difficulties. Optimism is a positive explanatory style that links positive events to personal, permanent, pervasive, and interprets negative events in specific external, temporary, and various situations. In contrast, pessimistic explanatory styles attribute positive events to external, temporary, and situation-specific causes, and negative events to personal, permanent, and pervasive ones (Seligman, 1992). In addition, Carver et al (Cs, Mf, & Sc, 2010) describe optimism as a general positive outlook that generates positive expectations globally. In other words, optimism is the hope of good things happening with a more general positive outlook.

Seligman (1992) states that there are 3 dimensions of optimism consisting of (a) permanence, that bad events are things that are not permanent and can be avoided at future opportunities, (b) pervasive, that there are things that are general and specific.. Bad events are only specific, while good and positive events are general, even in bad events there is still a positive side; and (c) personalization, that optimists think that the source of unpleasant problems comes from outside themselves, while the source of pleasant problems comes from within. Optimists feel more confident, comfortable, expressive and see the world from a positive perspective.

Research conducted by Yani at all, (in Sakti, Tentama, & Dewi, 2020) states that the weakest dimension that reflects optimism is personalization. The personalization dimension is illustrated by students' belief that failure comes from external factors and success comes from within. These valid and reliable indicators show that the causes of student misfortune have been themselves, and the perception that they got good grades by chance.

3. Research Method

This study aims to explore and describe information about optimism in students and the dominant dimensions of optimism. This research is a descriptive quantitative study using a survey. The measuring instrument used was a questionnaire consisting of 9 items. This measurement tool is prepared by researchers based on aspects of optimism. The reliability of the measuring instrument was 0.791. The item criteria were declared good by using the item correlation with a total of 0.246 to 0.608. The research subjects were high school students who were taking online learning. The number of subjects was 37 students. The analysis used is descriptive statistics using frequency.

4. Result and Discussion

Based on the results of the analysis, it can be seen that the level of optimism for male students in the high category is 47.05% and the low is 52.95%, and for female students who have high optimism is 55% and low optimism is 45%. Women are more optimistic than men. This supports the results of Katz's (2011) research report which revealed that optimism affects student success but varies in terms of gender. Optimism helps female students excel, but on the other hand it causes male students to find it difficult to achieve success. Research by Icekson et al (Icekson et al., 2020) states that high dispositional optimism improves academic performance in women with high awareness but has an

adverse effect on the academic performance of men who have low awareness. These findings suggest that high awareness can control the ill effects of high optimism, such as unrealistic expectations and overconfidence.

Analysis of optimism in its development reviews direct optimism and pessimism, reactive tendencies used to explain the causes of events, and trends related to coping responses in general. Based on the results of the analysis of the three dimensions, the dominant dimension is the personalization dimension with the provisions that are included in the high category of 64%, 30.6% and the low of 5.6%. for high pervasive dimensions 48% medium 40.50 % and low 10, 4%. The dimension of high permanence is 41.4%, medium is 45.96% and low is 12.63. Based on these findings, it shows that high school students who undergo online learning have quite high optimism in terms of personalization aspects, namely that they assume that the source of the problem comes from outside themselves, while the source of the pleasant problem comes from within. Individuals who are able to do this have good self-regulation. Referring to the research results of Marghitan & Crasovan (2014), learning is achieved through energy intake which is channeled and determined by the motivational and emotional structures. Students' ability to control mood, avoidance or resentment reactions to certain tasks, feelings of frustration, emotional reactions to success or failure, are related to self-motivation and persistence in the learning process. Emotional control and motivation are based on cognitive capacity and performance.

The personalization aspect is high because the source of the problem is not from him, meaning that the current pandemic condition is a problem that does not originate from him and occurs throughout the world so that the resolution of educational problems is not due to him but a global problem and students are sure that there will be a solution. This contradicts the results of research conducted by (Sakti et al., 2020) in their research which states that the most dominant factor in optimism is the aspect of permanence because the subjects are students and the conditions at the time of research are safe. It is different from the current research which is in the conditions of the Covid pandemic that has hit the world, so the conditions at the time of the Covid pandemic greatly affect students' optimism.

The dominant aspect is the personalization aspect which is also caused by those who believe in conspiracy theories or not. Research conducted by Jovančević & Milićević (2020) states that individuals who do not believe in conspiracy theories at the time of the Covid pandemic will be more optimistic. Conspiracy is an outside influence, so the source of the problem is not from within the individual but from outside, namely

conspiracy, and a source of happiness from within, so individuals who do not believe in conspiracy theories will be more optimistic in the personalization aspect.

The pervasive dimension shows that only 48% are in the high category, this shows that there are things that are general and specific. Bad events are only specific, while good and positive events are general. People who are less optimistic see bad things that happen to one side of their life will extend to all other sides and see that good things only apply to certain things. While optimists tend to see bad events due to special causes and will not extend to other things, and seeing good events will extend to all aspects of their lives and adjustments that establish optimal expectations, and gain confidence from educational point of view. In this case, what causes schools to run with an online learning system is the Covid-19 pandemic which has a gap and the absence of a vaccine. The ability to think critically if the online learning process goes well will affect students' optimism. The current pandemic is a world problem and solutions will definitely be considered even though it still has a negative impact. If the problem is not an individual, then there are other adjustments to the conditions. This is in line with the research conducted by (Siddiqi, Nisar, Khan, & Arsh, 2016) which states that critical thinking and optimism affect academic performance.

Permanence aspect states that a bad incident is something that is not permanent and can be avoided in the future. Subjects in this aspect are only 41% in the high category. Optimists feel more confident, comfortable, expressive and see the world from a positive perspective. Individuals who have high self-efficacy who have permanent optimism. Referring to research conducted by Mbangata & Eyono Obono (2019) which states that student optimism in online learning is also influenced by self-efficacy. It is further revealed that optimism has a significant effect on both self-efficacy and self-esteem. The belief-expectancy model shows that a positive orientation or life expectancy has a significant effect on favorable opinions on a person's character and beliefs about how well a person can carry out a series of actions in a potential situation that confirms a positive overall. Optimism here is related to individual confidence in facing challenges. Research conducted by Siddiqi et al. (2016) states that the higher the individual optimism, the higher the individual's belief. Supported by Tan & Tan (2014) in their research on self-essence optimism, self-efficacy and academic stress, it shows that the more optimistic an individual is, the higher his self-efficacy.

It can be concluded that students' optimism is dominant in the personalization aspect because the online learning process currently being carried out is caused by problems that are beyond individual control, namely the covid pandemic that has hit the world. With these conditions, solutions can be thought of to strengthen student optimism so

that the achievement of learning outcomes is more optimal. The weakest aspect of optimism is permanence, this shows that the conditions during online learning at the time of the Covid 19 pandemic were not fixed and can be avoided, because Covid 19 cannot be avoided, this research is in accordance with the current conditions of students. In two other aspects, namely permanence and pervasive, it shows that the aspect of optimism is low, this shows that what makes students not optimistic is a factor that comes from within themselves so that the results of this study can be used as a reference in developing strategies to increase student optimism in achieving learning outcomes, especially students Male.

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