

Research article

The Suitability of Distance Education for Students With Mental Health Issues and Economically Disadvantaged Students in East Java

Desy Santi Rozakiyah^{1*}, Wahyu Dwi Yuniarti², Imamul Huda Al Siddiq¹

¹Sociology Social Science, Universitas Negeri Malang, East Java, Indonesia

²English Language Teaching, Universitas Islam Malang

Abstract.

Distance learning is not the only effective way to achieve the goals of education in the post-pandemic era, and it is not suitable for some students, in part because of the implications on mental health of following distance learning implementation. This research used qualitative methods together with a case study approach and it took place in East Java. The results showed that distance learning was not as effective with the students with mental health issues who were studied in this research. This was due in part to the lack of internet access in certain facilities. Students also experienced stress due to distance learning, especially sociology students. Most assignments which students were asked to do via distance learning were categorized as projects. Such projects forced students to think critically, while distance learning conditions rendered critical thinking more difficult. Another case study showed that economically disadvantaged students were not favored through distance learning. Many students were disturbed by the fact that their parents had become unemployed, and many students' needs could not be fulfilled by their parents because of this economic problem.

Keywords: remote learning, mental health students

Corresponding Author: Desy
Santi Rozakiyah; email:
desy.rozakiyah.fis@um.ac.id

Published: 12 October 2022

Publishing services provided by
Knowledge E

© Desy Santi Rozakiyah et
al. This article is distributed
under the terms of the [Creative
Commons Attribution License](#),
which permits unrestricted use
and redistribution provided that
the original author and source
are credited.

Selection and Peer-review under
the responsibility of the ICGE
2021 Conference Committee.

1. Introduction

The increasing cases of COVID-19, which began in 2020 until now, encourage students to carry out school at home. Therefore, the education office provides a policy that must be applied to all schools to implement education in the form of distance learning as a means of educational communication between teachers and students[1]. From this case, the role of technology in learning is very important. Initially, before the pandemic, learning was carried out through face-to-face learning, now learning has turned into asynchronous and synchronous activities[2].

Synchronous learning is "live" (e.g. audio conferencing, video conferencing and chat via the web), while asynchronous learning is seen from a significant difference in the

 OPEN ACCESS

time between instructions given by the teacher to students (eg email, video recording before carrying out discussions to students). Online learning is an effective and efficient means of delivering material to students for the delivery of distance learning as long as teachers and students still have limited communication non-verbal[3]. Here, the forms of knowledge and materials that need to be prepared by the teacher are transferred via the internet, all materials and assignments are given online[4]. According to Marshall McLuhan[5], in the theory of determination the role of technology and media in online learning is very important, as a form of media tool used by teachers in delivering learning to students. Initially technology was considered a very expensive means of education and only the children of the rich could get an education online. But in times of pandemic like this everything is using distance learning which depends on technology. This means that the mindset of students, teachers and parents in following the course of education carried out by children during distance education changes in line with the needs and conditions of the education system[6]. Equalizing perceptions and changing students' thinking patterns are needed during online education. In addition, changing students' thinking patterns must also pay attention to mental health to carry out education during the pandemic. Mental health is needed by students, teachers and parents as a form of maintaining health during a pandemic with the aim of carrying out the educational process.

2. Method

This study uses a qualitative method with a case study approach. The process of obtaining data was carried out in several stages, called the determination of the study area, interviews, discussions with informants, observations and literature studies. The interview process was carried out in depth and semi-structured to several informants including sociology teachers in public and private high schools and high school students in grades X, XI and XII. Interviews were conducted in person and through google foam, considering the limited access to some areas. Several informants were interviewed about the application of distance learning and students' mental health in participating in learning during the pandemic. The data analysis instrument was adapted to the qualitative method which found findings or facts about complex phenomena in the application of distance learning and mental health. In the implementation of distance education, many estimates and problems are studied so that they can provide health services in carrying out learning activities.

3. Result and Discussion

The results proved that during the implementation of distance learning, the findings of the researchers showed that the relationship between distance education and mental health showed that students experienced anxiety disorders. Anxiety disorders experienced by students are caused by the many tasks that sociology students have given by the teacher, where the comparison between sociology subjects with other students is different. Sociology material delivered by the assignment teacher tends to be problem and project based caused the students have difficulty in understanding the material presented by the teacher.

In distance learning, the thing that students need to pay attention is mental health during a pandemic. Problems experienced by students while doing assignments, students experience which have many complaints in doing assignments. This causes students' feelings to become anxious and limbs become tense when doing assignments while studying at home [7]. If the mental disorders experienced by these students are excessive, such as fear and distrust in completing the tasks given by the teacher, it cannot be completed properly, the students will experience a decrease in body condition[8]. In addition, in the book the American Psychiatric Association[9],] explained that humans experience increased anxiety caused by COVID-19 and the surrounding environment can cause mental health problems in students [10]. This is evidenced by the condition of students in participating in learning where the facilities owned by students to carry out distance education are very limited, especially students in East Java in terms of limited internet access and relying on internet quotas sometimes signals in accessing learning are difficult to obtain. Moreover, in each region, implementing what is called physical distancing causes students' parents become unemployed, making it difficult to meet their daily needs. From this problem, it causes students' fear to arise when students cannot follow learning optimally. Students doing school assignments are depressed and feel excessive fear caused by the many tasks that must be done by students and the condition of the home environment also does not support distance learning. If the fear experienced by students continues to be experienced and is not addressed, it causes the student's condition to decline and it is difficult to concentrate on the tasks given by the teacher [11]. From this case, the teacher needs to do to students by providing online guidance in addition to giving assignments. Just as the teacher asks the news and conditions of each student with the aim of creating good communication conditions between teachers and students, so that students can carry out learning more focused on learning objectives.

Forcing students to do online learning due to COVID-19, with limited facilities in learning is indeed very difficult, especially when there is no internet access available in learning, let alone the learning process is available in the application [12]. This means that students in participating in learning during the pandemic change, student learning styles also change rapidly where learning that was initially carried out face-to-face is now changing to online learning [13]. This means that students in participating in learning during the pandemic change, student learning styles also change rapidly where learning that was initially carried out face-to-face is now changing to online learning [14]. One of the most important ways in online learning is for teachers to master technology-based communication and learning media, as well as media that can be used by teachers in delivering material for example learning videos made on YouTube, screen o'matic, zoom, google meet, google classroom, and WhatsApp. By mastering online-based learning media. Then learning can be delivered with learning objectives. The most important thing that the teacher pays attention to is time management in the delivery of material so that students are no longer bored and bored during learning. Why do teachers need to do time management in making videos as a form of effectiveness and efficiency in delivering material during online learning activities [15].

4. Conclusion

The application of distance learning in East Java still tends to be different from other regions. Because the facilities in participating in distance learning that students have are very limited and far from existing expectations. Therefore, building a mindset and providing distance education facilities during a pandemic is very important. Moreover, the role of the government in providing internet access quotas to students must be properly considered because not all areas are reached internet access properly. The most important role in distance learning is the teacher and parental assistance in supervising children during the learning process at home. In addition, the readiness of teachers to provide guidance and take time for students to create conditions that do not put pressure on students is very important, with the aim of maintaining communication between students and teachers.

References

- [1] Costa RD, Souza GF, Valentim RA, Castro TB. The theory of learning styles applied to distance learning. *Cognitive Systems Research*. 2020 Dec 1;64:134-45.

- [2] Schoenfeld-Tacher RM, Dorman DC. Effect of delivery format on student outcomes and perceptions of a veterinary medicine course: Synchronous versus asynchronous learning. *Veterinary sciences*. 2021 Jan 20;8(2):1-14.
- [3] Aronoff SC, Evans B, Fleece D, Lyons P, Kaplan L, Rojas R. Integrating evidence based medicine into undergraduate medical education: combining online instruction with clinical clerkships. *Teaching and learning in medicine*. 2010 Jun 22;22(3):219-23.
- [4] Nuncio RV, Arcinas MM, Lucas RI, Alontaga JV, Neri SG, Carpena JM. An E-learning outreach program for public schools: Findings and lessons learned based on a pilot program in Makati City and Cabuyao City, Laguna, Philippines. *Evaluation and Program Planning*. 2020 Oct 1;82:101846.
- [5] Kahn E. The letters of Marshall McLuhan and Pierre Elliott Trudeau: Privacy/private matters. *Laws*. 2021;10(2):42-66.
- [6] Pashler H, McDaniel M, Rohrer D, Bjork R. Learning styles: Concepts and evidence. *Psychological science in the public interest*. 2008 Dec;9(3):105-19.
- [7] Cao W, Fang Z, Hou G, Han M, Xu X, Dong J, Zheng J. The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry research*. 2020 May 1;287:112934-112939.
- [8] Essadek A, Rabeyron T. Mental health of French students during the Covid-19 pandemic. *Journal of Affect Disord*. 2020;277:392–3.
- [9] American Psychiatric Association. *Diagnostic and statistical manual of mental disorders: DSM-5*. 5th ed. Washington D.C: American Psychiatric Association; 2013.
- [10] Achenbach J. Coronavirus is harming the mental health of tens of millions of people in U.S., new poll finds. *The Washington Post* [Internet]. 2020 Apr;2. [cited 2021 Jul 11]. Available from: https://www.washingtonpost.com/health/coronavirus-is-harming-the-mental-health-of-tens-of-millions-of-people-in-us-new-poll-finds/2020/04/02/565e6744-74ee-11ea-85cb-8670579b863d_story.html
- [11] Fogelkvist M, Gustafsson SA, Kjellin L, Parling T. Acceptance and commitment therapy to reduce eating disorder symptoms and body image problems in patients with residual eating disorder symptoms: A randomized controlled trial. *Body Image*. 2020;32:155–66.
- [12] Iwata K, Doi A, Miyakoshi C. Was school closure effective in mitigating coronavirus disease 2019 (COVID-19)? Time series analysis using Bayesian inference. *International Journal of Infectious Diseases*. 2020;99:57–61.
- [13] Cohen AK, Hoyt LT, Dull B. A descriptive study of COVID-19-related experiences and perspectives of a national sample of college students in Spring 2020. *Journal of Adolesc Health*. 2020;67(3):369–75.

- [14] Sim SP, Sim HP, Quah CS. Online learning: A post Covid-19 alternative pedagogy for university students. *Asian Journal of University. Education.* 2021;16(4):137-51.
- [15] Khalil R, Mansour AE, Fadda WA et al. The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. *BMC Medical Education.* 2020;20(1):1-10