ORIGINAL ARTICLE

The Effect of Online Learning Policy toward Indonesian Students' Mental Health during Covid-19 Pandemic

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ABSTRACT

Background: The determination of a health emergency has implications for an online learning policy enactment in Indonesia. After one year of implementing the online learning policy, it has broughtproblems for Indonesian students, especially mental health issued.

Aim: This research aimed to further analyze the relationship between the implementation of online learning policies and the mental health of Indonesian students after one year of Covid-19 pandemic.

Method: This research used non-doctrinal legal research methods with a qualitative approach.

Conclusion: The implementation of online learning policies has an indirect effect on mental health for students aged 7-18 years. Stressful conditions, lack of interaction, potential to become introverted are problems after one year of the implementation of the online learning policy. However, this condition is different from students in higher education who are more ready and comfortable with online learning patterns.

Keywords: Policy; online learning; mental health; Covid-19.

INTRODUCTION

In early 2020, the world was shocked by the new outbreak that came from Wuhan, Hubei Province (China). Furthermore, it spreaded quickly to 190 countries and territories.[1]Based on these situations and conditions, WHO on March 11, 2020 declared Covid-19 as pandemic. Indonesia then followed WHO's steps by issuing Presidential Decree No.11 of 2020 concerning the Determination of Public Health Emergencies for Corona Virus Disease 2019 (Covid-19) and Presidential Decree Number 12 of 2020 concerning the Designation of Non-Natural Disaster for the Spread of Corona Virus Disease (Covid-19) as a National Disaster.[2] The consideration for determining a pandemic in Indonesia is due to the extraordinary spread of Corona Virus 2019 Disease (Covid-L9). It was marked by the number of cases and/or the number of deaths that have increased and cross regions and across countries and have an impact on political, economic, social, cultural aspects, defense and security as well as the welfare of the people in Indonesia.

The determination of the Presidential Decree was followed by the enactment of Large-Scale Social Restrictions (PSBB) as one of the Indonesian government's efforts to break the chain of spreading the Covid-19 virus. Issues regarding education and the learning process in almost all parts of the world were affected by the determination of the status of the Covid-19 pandemic by WHO on March 11, 2020. The education sector and the learning process are one of themsectors that are significantly affected by the implementation of the PSBB policy inIndonesia.

Furthermore, PSBB policy becomes a guideline or a basis for other related policies. This is in line with the opinion of Sholih Muadi et.al stating that Policy is essentially a guide for action. These guidelines may be very simple or complex, general or specific.[3] One of the policies related to the PSBB policy is an education policy related to the online learning process during Covid-19 pandemic. The online learning policy is contained in the Ministry of Education and Culture Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period.

Changing the learning process from face-to-face to distance learning is a decision that must be made by educational institutions so that educational goals can be implemented effectively and efficiently.[4] Online learning is the use of internet networks in the learning process and with online learning. students have the flexibility to learn and they can learn anytime and anywhere.[5]

The government is very careful in making decisions to organize online learning. This is because there are many factors and many actors who play a role in optimizing the implementation of online learning.

The distance learning policy implemented suddenly (during the pandemic) in Indonesia will certainly have a significant impact, both positive and negative. Positive things in the implementation of online learning are as follow: (1) spurring the acceleration of transformation in the field of education; (2) there are many free online educational applications; (3) bringing out the students' creativity without limits; (4) strengthening the role of the family as part of the educational process; (5) electronic media and the internet as a source of knowledge are timeless and transcends territorial boundaries; and educators become aware of the use of information technology media as online learning media.

The government certainly can't move alone to make the online learning policy to be successful. The role of teachers or lecturers, students, society, and families also has a significant role in the success of this policy. The synergy of these actors is needed to maximize positive impacts and minimize negative impacts as a result of the online learning process.

An impact that needs to be considered in the online learning policy in Indonesia is the mental health of students in dealing with this policy. There are many factors that can affect the mental health of students in participating in online learning activities including mastery of technology, limited facilities and infrastructure, internet networks and financing related to online learning readiness..

Several previous studies related to online learning during the Covid-19 pandemic, including: Salma Rahma Adriani et al in 2021 discussed the responses from students of SMK Muhammadiyah 1 Sukoharjo regarding the distance teaching process implemented during the Covid-19 pandemic.[6] Yulita Pujilestari in 2020 conducted a research of the positive impact of online learning in the national education system in Indonesia.[7]Mokhamad Iklil Mustofa et.al in 2020 conducted a study on the formulation of online lecture models as an effort to reduce disparities in the quality of higher education.[8] November 2020, Angga Sugiarto conducted research on the positive impact of online learning in the nursing education system after the Covid-19 pandemic.[9]August 2020, Redjeki Agoestyowati also conducted research related to the positive and negative impacts of online learning focused at STIAMI Jakarta.[10]

Based on this description, this paper has a different focus of study from previous research. This research analyzed the impact of online learning policies on the mental health of students in Indonesia. The main focus of research is on the relation between public policies, in this case online learning policies, to mental health. Several previous studies have only examined the impact of online learning in general, both positive and negative. In addition, an evaluation of the impact of the online learning policy in this research was carried out after one year of the implementation of the online learning policy in Indonesia.

Based on this description, this paper aimed to analyze and describe the effect of the online learning process on the mental health of students in Indonesia after one year of implementation and determination of online learning during the Covid-19 pandemic. This research also analyzed the relation of a public policy and the impact on society.

METHOD

The type of this research was non-doctrinal legal research with a qualitative approach. Non-doctrinal legal research focused more on the work of law in society. This research did not merely conduct a study of statutory regulations, but also examined the community's behavior as a result of the enactment of a statutory law. Qualitative research is used to investigate, describe, explain, discover the quality or features of social influence that can't be explained, measured or illustrated through a quantitative approach.[11]

This research analyzed primary data and secondary data to obtain answers to the problems in this research. Primary data were collected directly from the field, using interview and observation methods. Secondary data consisted of primary legal materials, secondary legal materials, and non-legal materials. Secondary data were collected through literature study. Analysis of the results of studies to answer the issues was conducted using a qualitative approach.[12]

RESULT AND DISCUSSION

The process of learning online and working from home for teachers and lecturers is a necessity. It is a change that must be made by teachers and lecturers to continue teaching their students. Online learning is a system that can facilitate students to learn more broadly, and in a variety of ways.[13]The advantages of doing online learningis increasing the level of interaction between students and lecturers/teachers. Learning can be conducted anywhere and anytime, reaching students in a wide range and it eases them to improve and remember learning material.[14]

Distance learning (online learning) has a causal relation with the mental health development of students. Mental health is as very important to humans as physical health in general. With a person's mental health, other aspects of life will work optimally. A healthy mental condition cannot be separated from a good physical health condition.[15]Good mental health for individuals is a condition in which the he/she is free from all kinds of mental disorders, and a condition in which the individual can function normally in carrying out his life, especially in adjusting himself to face problems that may be encountered throughout his life.[15]

An important factor that directly or indirectly affects work productivity, including performance in the learning process is mental health.[16] Psychologically, the impact is different from online learning. The age of students will determine emotional maturity in using online learning. In addition, the environment and socio-economic status of the community also play a role in having an impact on the effectiveness and efficiency of the online learning process.

For children aged 7-12 years, online learning process has not been maximally implemented. It needs support and attention from families, especially parents to always accompany and supervise children in online learning activities. Psychologically, students at the age of 7-12 years are still happy with their playing life. Many students at the primary school level think that school is a very fun activity because they can interact with one another. Schools can improve social skills.[5]

The full online learning process turns out to be boring for students aged 7-12 years. This can be understood because they only receive a lot of material and tasks without knowing the learning outcomes they have achieved. For children at that age, if assistance is not provided by the family, they will become lazier, more interested in gadgets, easily feel bored, and have minimal socializing. Cucu Sopiah stated that online learning by teachers was less effective in instilling character education in children aged 7-12 years.[17]This is because children basically still need play activities in every activity.[17]This is reinforced by the opinion of Docket and Fleer, who state that: children need to play, because children's development will develop through the knowledge they get. The world of children is the world of playing by playing, so the subject matter given will be easy to understand. By playing, children will relax when they receive the learning material provided by the teacher.[18]

Children aged 13-18 years are entering adolescence and are in puberty. The continuous online learning process will also make students can;t interact and socialize well

with the social environment. Adolescents in the adolencence phase (aged 13-18 years) are easily affected by their peers and have not been able to filter out the bad and the good. In this phase, the child is still stable in emotional control. Full distance learning will arrange the child's emotions to become unstable and later the child has the potential to become an introvert. This condition will cause the child to become stressed due to lack of connection.

This condition is certainly different from students who are currently pursuing higher education. The application of online learning policies in higher education is a common thing and part of the academic atmosphere in the higher education environment.

Collage students are better prepared for online learning. This is due to the high maturity of age and the ability to study independently. Online learning in tertiary institutions during the Covid-19 pandemic can be a good model for the development of learning with the blanded learning method.

Based on this description, it illustrates the role of public policy in changes that occur in society. According to legal theory, law plays an important role in a society, and even has multiple functions for the good of society, in order to achieve justice, legal certainty, order, benefit, and other legal purposes..[19]

Roscoe Pound argues that another function of law is as a means of carrying out social engineering.[19]He stated that the law that has the nature of binding, forcing, and giving sanction is able to change the behavior of society.[20] The current legal function is already shifting, that is more actively making the desired changes. Fuller saw the law as an attempt to achieve certain goals. Development that occupies a prime position in Indonesia requires that law be a reference and a frame of reference.[20]

The development of the learning process that develops rapidly and suddenly can't be separated from the role of law, especially policies related to online learning. The consequences of implementing these policies are such as mental health for students as implications of implementing a public policy in an emergency.

CONCLUSION

According to the description, it can be concluded thatlaw has a strong function related to social engineering. Through public policy, all designs desired by the government can be achieved through legal media (public policy). This is reflected in one of the public policies established by the Indonesian Government regarding the online learning process during the Covid-19 pandemic. This policy has implications for accelerating online learning activities and forcing people to be literate and aware of information technology. On the other hand, this policy also turns out to have an effect on the mental health development of students related to the online learning process. Online learning policies are not comfortable given to students at the elementary, junior high and high school levels. It is good only for students at the tertiary level understand online learning activities. Full online learning will cause students to be stressed indirectly, uncritically, innovative souls have not developed, etc.

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