



The Economic and Psychological Impact of Post-COVID-19 Online Learning on Families

Harbeng Masni

Counseling guidance, Universitas Batanghari Jambi, Indonesia

harbeng.masni@unbari.ac.id

Zuhri Saputra Hutabarat

Economic Education, Universitas Batanghari Jambi, Indonesia

zuhri2saputra1hutabarat9@gmail.com

Corresponding email: zuhri2saputra1hutabarat9@gmail.com

Abstract

This study aims to obtain information and analyze the implementation of online learning after Covid-19, identify and analyze online learning methods that impact student learning difficulties, and identify and analyze online learning methods that impact student psychology. This study using the approach Qualitative, with a phenomenological type of research . The subject selection technique was carried out using the method *purposive sampling* of data sources obtained from respondents through observation and interviews. The results of the study found that 1) The implementation of the online learning method after Covid-19 has been running well. The learning system with a combination of online and offline has sufficiently facilitated students' needs in mastering the subject matter with the aim of achieving optimal learning outcomes. 2) The online learning method has an impact on student learning difficulties due to student saturation and boredom with the learning system and limited social relationships. In addition, saturation with the routine of many assignments, less than optimal material delivery makes students experience various obstacles in learning, with their limitations students try to be independent in learning. 3) The online learning method has an impact on students' psychology. Students are very human, various factors that influence it, namely internal factors regarding ability, discipline, responsibility and independence. Meanwhile, external factors are dominated by various academic demands from schools, the need to achieve good achievements and learning outcomes as demands from themselves, family, and school, as well as actualization of community recognition as a social demand in society. Both of these factors trigger academic stressors so that student stress levels become one of the psychological impacts for students.

Keywords: Learning Difficulties, Online Learning, Covid 19, Psychology

A. Introduction

Learning and teaching are processes of interaction between teachers and students, which can be conducted directly (face-to-face) or indirectly (online learning activities). In the learning process under normal conditions, or face-to-face, there are still many obstacles faced by educators and students, especially when learning is conducted online. Therefore, the problem of mastering the material is increasingly complex for students, and this problem has even become a problem



2020 has been a tough year for the world. Extraordinary events to date include Indonesia which is still being hit by the Covid-19 pandemic, an infectious disease caused by *severe acute respiratory syndrome coronavirus 2 (SARSCoV-2)*, which is a family of Coronaviruses and can attack animals, when attacking humans, it usually causes respiratory tract infections, such as flu, MERS (*Middle East Respiratory Syndrome*), and SARS (*Severe Acute Respiratory Syndrome*) . The new Coronavirus was discovered in Wuhan, Hubei, China in 2019 (Ilmiyah, 2020; Hui, et.al., 2020) . Responding to this problem, the Indonesian government issued a policy through Circular Letter of the Minister of Education and Culture No. 3-4 of 2020 concerning the Prevention of Corona Virus Disease (Covid-19) in Educational Units and the Implementation of Educational Policies During the Emergency Period regarding the learning process from home. As a follow-up to the circular, the Education Office appealed to every educational unit to play a role in preventing the spread of the virus so that it does not spread. One of the appeals in the official letter is about implementing learning using online methods as a substitute for face-to-face learning. (Mayasari, Siti Syuhada, & Zuhri Saputra Hutabarat, 2023) .

In previous literature studies, it was found that online learning was ineffective among students because it disturbed students' psychology, the implementation of the online learning system was not as easy as imagined, there were several aspects that must be met. In practical terms, online learning is very effective for learning amidst covid 19. However, it is not for students' psychology . (Mahmudah, 2020). The results of Rimbarizki., R & Susilo., H (2017) research showed that the implementation of combined online learning had an impact on increasing students' learning motivation, although it was not optimal. Supporting factors for the implementation of combined online learning include methods, media and arrangement of the learning environment, while the inhibiting factor was the lack of facilities outside the institution so that learning outcomes were not optimal. The *Online Learning learning strategy* is not only focused on the internet, but also an important aspect, namely "safer ", then *Online Learning learning* can expand the learning community. With *Online Learning learning*, education users/teachers can more easily find the right rhythm of science learning for students (Sabron An, et all, 2019). Implementing Online Teaching During the Covid-19 Pandemic Using the Survey Method still requires additional efforts from the government and all relevant parties to familiarize teachers with using technology in the learning process. Furthermore, the facilities and infrastructure for online learning also require special attention from the government and relevant parties (Masni, Tara, & Hutabarat,



The research results above have positive and negative aspects, and each application of this online learning method has its own uniqueness. However, there is one common conclusion from all of these studies, namely various obstacles in fulfilling online learning infrastructure and some of them have a stressful impact on students if the implementation is not in accordance with the provisions or in other words, it is not accompanied by flexible, creative, and innovative activities. (Hutabarat, Lela, Masni, & Pratiwi, 2024) .

Every time there is a new policy, there will be pros and cons, likewise the impact of the online learning policy, pros and cons have emerged among the community , teachers, and especially students. Use online learning itself was initially welcomed by students because Using online methods or online learning is the only alternative, but over time, various problems have emerged . After several meetings in implementing online learning, it was apparent that some students began to feel reluctant to learn using online methods. Various problems were also experienced by teachers and parents, ranging from personal problems (teachers, parents, students) to problems with the readiness of facilities for online learning methods. (Hutabarat, Wiryotinoyo, Masni, & Handayani, 2022) .

Other emerging issues include many students complaining about limited signal, residences that are outside the signal range, limited data packages, not all students have Android phones, and so on. The problem is not only limited to supporting online learning facilities but also other problems, namely students complaining about the large number of assignments and having to be submitted within a short time , difficulties in controlling the work system. groups, even though online learning has only been carried out for a few days, complaining about the amount of work, to the point of stress will do the tasks that must be done prioritized first , this condition has a big impact on psychology student (Masni, Rahima, & Hutabarat, 2021) .

issues with online learning systems relate to school systems, such as schedules that can sometimes change, and class times that clash with other classes. The use of multiple platforms can *sometimes* disrupt student learning. The sheer number of platforms forces students to navigate multiple platforms to monitor information on their phones, which can be quite time-consuming. For example, in the lesson , Some use the *Instagram live platform* , then in other lessons some use *the WhatsApp platform* , *classroom* , *zoom meeting*, *Microsoft Teams* and so on. All of this really disrupts focus and concentration on learning and takes up a lot of time, thought, and energy. When all of these burdens accumulate and students reach a point where they are unable to meet these



demands, it causes stress, which of course has a significant psychological impact. (Rahim & Hutabarat, 2024) and (Masni & Hutabarat, 2021) .

B. Method

In accordance with the focus of the problem and research objectives, this research using the Qualitative type , with the phenomenological type of research, this this was obtained from a phenomena that occur in the surrounding environment so that they produce something The necessary information. This study aims to describe the difficulties of online learning after COVID-19 and its impact on student psychology. Qualitative research is research conducted by directly observing objects researched (Hutabarat & Jambi, 2022) and (Sugiyono, 2016) . The subject selection technique was carried out using the method *purposive sampling* is a technique to determine the sample with special considerations (Sugiono , 2011) . In qualitative research, the presence of researchers as main instrument. (Sugihartono, 2007) He argues that sampling techniques are a way to obtain research samples, namely determining informants who are considered capable of answering research questions. The goal is to detail specificities in a unique context, while the purpose of sampling is to explore what will form the basis for the emerging theory design. The data was obtained by using observation and interview. The data were analyzed by using thematic analysis with six steps. Those steps were familiarization, initial codes, searching themes, review, define, and report.

C. Finding and Discussion

This research is a qualitative study, with the aim of identifying learning difficulties with online learning methods after Covid-19 and the psychological impact on high school students. Based on the findings of the study, based on observations and interviews with two teachers and four students, the findings are presented as follows:

1. Online Learning Planning

- 1) Observations in online learning show that teachers have planned lessons in accordance with the provisions of the online lesson plan for learning media or teaching materials tailored to the material to be studied by students. The design of the lesson plan during the COVID-19 period was simplified in accordance with the instructions of the Ministry of Education and Culture regarding the emergency curriculum as stated in Circular Letter Number 4/2020



concerning the Implementation of Education Policy during the Emergency Period of the Spread of Corona Virus Disease (COVID-19), which includes directions regarding the learning process from home. The lesson plan design created by teachers includes an opening or introduction, core activities, and a closing. The observation results that researchers found regarding learning planning are:

- The teacher has created learning media in the form of learning videos according to the material, uploaded them to YouTube, searched for videos that were relevant to the material, downloaded them and shared them with students.
- Teachers always prepare teaching materials in the form of media and learning materials to be given to students.
- The teacher uses lecture and discussion methods.
- Assignments are given to measure students' understanding of the material.
- Teachers have made preparations by participating in creative teacher training held by the school to equip teachers in implementing online learning.
- In implementing learning, the media used are cellphones and laptops for both students and teachers.
- Internet networks for students and teachers at school and at teachers' homes are already available, because they have been facilitated by the government.
- However, the problem is that the internet network is unstable due to different network coverage in each location, electricity, etc.
- Teachers use media in the form of learning videos that they make themselves or download from the internet and then share them with students via WhatsApp groups, Classroom, Zoom.

2) The results of the interview with the GWMP teacher research subject regarding habits in preparing learning plans, he answered "The usual routine that I do is prepare RPP which is equipped with materials and media that I will use in teaching" Meanwhile, the answer from GBK was "Preparing RPL, materials and service media which are usually in the form of motivational videos and videos that are in accordance with BK material".

Currently, the creation of lesson plans has been simplified and simpler and is known as a one-page lesson plan. To design the lesson plan, teachers discuss it through the MGMP as a forum for teachers to solve all learning problems together. In addition, teachers strive to be creative in designing it with the aim of all learning outcomes being clearly illustrated without



reducing its meaning. The routine that teachers do by creating lesson plans in each lesson is intended to serve as a guideline for teaching so that learning becomes more focused and systematic. Completeness of teaching materials is one of the obligations as a professional teacher. As a professional teacher, teachers must carry out their obligations by making good lesson plans, because it is very important so that the learning process will be more focused and can run optimally.

Based on the results of the observations and interviews above regarding learning planning, it can be concluded that teachers are quite professional, disciplined and responsible for their main tasks and functions as educators.

2. Learning Process

1) Observation Results

In the process of implementing online learning, the observation results that researchers found were:

- Teachers are able to facilitate the diversity of student characteristics, such as by giving various assignments according to their interests, but the condition is that there are still students who are lazy, indifferent, reluctant to carry out assignments for various reasons, so that the achievement of learning outcomes is different.
- Apperception is always given by the teacher, but because the conditions are online, there are still students who are not ready, such as being busy looking for stationery when they are online, opening notebooks when asked by the teacher.
- The teacher supervises students by reprimanding students who are not serious during the learning process.
- At the beginning of online learning, both teachers and students experienced a little difficulty in using technology, but they became accustomed to it because they participated in training in using technology.
- Meanwhile, students sometimes experience difficulties in understanding the material, doing assignments, and this often makes parents busy playing a role in overcoming these difficulties.
- In terms of technology mastery, students appear to be faster, more creative, and more capable of using online learning media, because they are used to using cell phones.

2) Interview Results



During the interview process, the data that the researcher found from the GWMP Teacher regarding the learning implementation process was:

"It's definitely different, in the way of teaching online. The implementation of face-to-face learning activities is 1 x 45 minutes, while during this Covid time has been reduced. In addition, when online the teaching method and media have changed and are different. Actually, it becomes troublesome & the results are less than optimal., Humans are unique, yes, as much as possible, we understand the nature of each child. For online facilities, my students and I are good, in one class, those who do not have cellphones or laptops are only a few people. Initially, we had quite a hard time adapting, starting with simple things first, such as via WA, then using Classroom and Zoom" (interview data attached)

The results of interviews in the learning process from GBK teachers are:

"The provision of services is different, but for us BK teachers, this is not a problem, but the most urgent thing is regarding counseling activities that cannot be maximized if online., The implementation of face-to-face teaching and learning activities has been reduced, so that counseling is used at different times, when it is not effective school time., The results of counseling are less than optimal., The characteristics of students are diverse, so facilitating them according to their needs., For online facilities are good, only a few students are missing., Initially it was quite difficult to adapt, but over time you get used to it. The solution is just to practice often. "

Based on the results of the observations and interviews above, it can be concluded that in the learning process there are differences between online and offline learning methods, in terms of limited time, different student characteristics, facilities that are still not evenly distributed to all students to the skills of teachers and students in mastering technology to the difficulty of understanding the material experienced by students, and all of these become an anxiety and obstacle in the learning process that must be resolved immediately so that learning outcomes can be maximized as in normal conditions. (Dacholfany et al., 2023) and (Surono et al., 2023)

3. Learning Evaluation

1) Observation Results



Teachers conduct assessments via WhatsApp, Classroom by sending back students' assignments that have been given grades, assessments of students' discipline and activeness in the learning process, which the teacher then conveys to the students' parents via WhatsApp group.

2) Interview Results

The results of the interview in the learning evaluation from the GWMP Teacher are :
"During this Covid, the assessment is flexible. Adjusting to the conditions. For formative, it is usually through discussions, questions and answers and activeness during teaching and learning. And for summative, it is taken from the results of assignments and exams.

The results of the interview in the evaluation of BK services from GBK Teachers are:
"Adjusted to counseling activities., For formative or in counseling called process evaluation, it is carried out during counseling., and For summative or evaluation of results is taken from the development of changes in student behavior continuously." (complete data from the interview results are attached)

Based on the results of observations and interviews regarding learning evaluation or evaluation of BK service activities, it can be concluded that in the evaluation of learning activities and counseling activities there is no significant difference, everything lies in the focus that will be assessed, if the subjects are assessed in terms of knowledge, attitudes and skills, while for counseling it lies in behavioral or affective assessment.

4. Difficulties in Learning with Online Methods After Covid-19 and Its Impact on Students' Psychology

1) Observation Results

There are several aspects that researchers observed, namely Motivation, Concentration, Reaction or Response, Understanding of Lesson Material, Family Social Environment and School Social Environment, which showed different results, so they cannot be generalized.

2) Interview Results

The learning difficulties experienced by four students from SXIA, SXIS, SXIIA and SXIIS based on the interview results, the researcher concluded that:

- Motivation: the results of the answers vary between positive and negative, such as the level of saturation, competing with each other in achieving success in various ways and learning efforts to achieve maximum results.



- Concentration: Concentration of thoughts, focus, attention in learning. Understanding the material in this aspect, students experience the same obstacles, such as being distracted, confused, not understanding, dizzy and stressed.
- Reaction: for student participation and response, this aspect also shows the same results, namely that learning efforts must begin with a high level of curiosity so that lack of understanding of the material provided can be reduced.
- Understanding the material: in this aspect, in mastering the lesson material, utilizing and applying it, the methods used by students tend to be the same, namely surfing the world of ICT to fulfill learning tasks and relieve boredom through entertainment and other news that has nothing to do with the lesson material.
- Family and school social environment: these two aspects are interrelated, a good situation in the family will also influence the condition of students in the school setting (complete data from interviews with students is attached)

The conclusion of the interview results from several explanations of the aspects above, the researcher concluded that there are two factors that influence the difficulty of learning using online methods after Covid-19, which has an impact on the psychology of students, namely: Internal factors relate to ability, discipline, responsibility, and independence. Meanwhile, external factors are dominated by various academic demands from schools, the need to achieve, learning outcomes, both as demands from oneself and family, and actualization of societal recognition as a social demand. Both of these factors trigger academic stressors, so that student stress levels become one of the psychological impacts for students. (Rahim et al., 2023) and (Masni & Hutabarat, 2019) .

D. Conclusion

The conclusion of this study is: 1) The implementation of the online learning method after Covid-19 at SMAN 10 Jambi City has been running well. The learning system with a combination of online and offline has sufficiently facilitated students' needs in mastering the subject matter with the aim of achieving optimal learning outcomes , 2) The online learning method has an impact on students' learning difficulties due to students' saturation and boredom with the learning system and limited social relationships. In addition, saturation with the routine of many assignments, the delivery of material that is not optimally understood by students, makes students experience various obstacles in learning. And they with their limitations try to be independent in learning, the



research subjects continue to try to stay motivated in learning with all their limitations. Policies from the government and education providers in this case educators are very necessary to address the conditions of students who experience various problems both in the family, school and society , 3) Online Learning Methods Impact on Students' Psychology is very human, various factors that influence it are Internal factors regarding ability, discipline, responsibility and independence as a form of self-proof. While external factors are dominated by various academic demands from schools, the need to achieve good achievements and learning outcomes as demands from oneself, family, school, as well as actualization of community recognition as a social demand in society. Both of these factors are triggers for academic stressors so that the level of student stress becomes one of the psychological impacts for students.

Reference

- Dacholfany, MI, Ikhwan, A., Budiman, A., Hutabarat, ZS, Riady, Y., Hutabarat, ZS, ... Unbari, F. (2023). Teachers' Constraints in Organizing Learning Process for High School Students in Jambi. *AL-ISHLAH: Jurnal Pendidikan* , 3 (1), 1–23. <https://doi.org/10.35445/alishlah.v14i4.1667>
- Hutabarat, ZS, & Jambi, UB (2022). *The Relationship Between Students' Perceptions of Economics Teachers' Social Competence and School Environment with Economics Learning Motivation of Grade XI Ips Students at Sman 4 Muara Bungo* . 5 (1), 110–120.
- Hutabarat, ZS, Lela, L., Masni, H., & Pratiwi, H. (2024). IbM Students in creating 3d learning media in preparing teaching practice. *Deli Sumatera Community Service* , 3 (1), 36–44.
- Hutabarat, Z.S., Wiryotinoyo, M., Masni, H., & Handayani, R. (2022). Teachers' Constraints in Organizing Learning Process for High School Students in Jambi. *AL-ISHLAH: Jurnal Pendidikan* , 14 (4), 4939–4946. <https://doi.org/10.35445/alishlah.v14i4.1667>
- Masni, H., & Hutabarat, ZS (2019). Development of Multimedia Learning Based on Lash Animation with Swish Max for Grade XI Students of SMA Negeri 8, Jambi City. *Jurnal Ilmiah Dikdaya* , 9 (2), 257. <https://doi.org/10.33087/dikdaya.v9i2.147>
- Masni, H., & Hutabarat, Z.S. (2021). Learning with Online Learning Methods During the Covid-19 Period and the Psychological Impact for Students. *International Journal Of Social Science, Innovation And Educational Technologies (Online) - ISSN: 2717-7130* . (October), 295–306.
- Masni, H., Rahima, A., & Hutabarat, ZS (2021). Implementation of Instilling Awareness of the Importance of Entrepreneurship Soft Skills as a Development Platform for the Faculty of Teacher Training and Education, Bari University. *PROMOSI (Journal of Economic Education)* , 9 (2), 52–62. <https://doi.org/10.24127/pro.v9i2.4512>
- Masni, H., Tara, F., & Hutabarat, ZS (2021). The Contribution of Parenting Styles to the Development of Introverted and Extroverted Personalities. *Jurnal Jendela Pendidikan* , 1 (04), 239–249. <https://doi.org/10.57008/jjp.v1i04.62>
- Masni, H., Zahar, E., Hutabarat, ZS, Pratiwi, H., & Tara, F. (2024). *Halal Value Chain Education: Economic Improvement Efforts in the Development of Halal Tourism Products* . 4 (1), 12–14.
- Mayasari, Siti Syuhada, & Zuhri Saputra Hutabarat. (2023). *International Economics Publisher Cv. Eureka Media Aksara* .



Sikola: Journal of Instruction Studies

Publisher: Yayasan Azizah Anar Center

Volume: 1 Number 3 2025

Page: 161-171

Rahim, A., & Hutabarat, ZS (2024). *Educational Review Of Jambi History Until The 13th Century Ad* . 3 (2), 97–104.

Rahim, A., Masni, H., Afrila, D., Hutabarat, ZS, Yarmayani, A., Pamungkas, A., & Syaputra, D. (2023). Learning Motivation and Learning Outcomes Through Cooperative Learning Models. *Central Java: Eureka Media Aksara* , 1–23. Retrieved from https://www.google.co.id/books/edition/MENUMBUHKAN_EKONOMI_KREATIF_DENGAN_PEMAN/MJwQEAAAQBAJ?hl=en&gbpv=1&dq=pemanfaatan+barang+bekas&printsec=frontcover

Sugihartono. (2007). *Educational Psychology* . Yogyakarta: UNY Press.

Sugiyono. (2016). *Management Research Methods* . Bandung: Alfabeta Publisher.

Surono, Y., Simarmata, J., Albetris, A., Azizah, A., Pratiwi, H., Berlian, D., & Hutabarat, ZS (2023). Analysis of Competence and Leadership Style: Their Influence on Motivation and Their Impact on Employee Performance. *Journal of Business Economics, Management and Accounting (JEBMA)* , 3 (3), 995–1001. <https://doi.org/10.47709/jebma.v3i3.3234>