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Analysis of The Psychological Impact of The Implementation of Virtual Learning During The Covid-19 Period on Islamic Education and Physics Students

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ABSTRACT (10PT)

The COVID-19 pandemic has affected almost all areas of life, including education, and this study aims to analyze the psychological impact of the implementation of virtual learning during the COVID-19 period on teaching physics (PF) and Islamic Religious Education (PAI). students. The approach used in this study is quantitative with a survey method involving two groups of students, namely the PF group and the PAI group with a total number of respondents up to 80 people. Based on the data obtained, it can be concluded that the group of Physical Education (PF) students is generally dominated by students in the "weak" category, ie 17 out of 40 applicants, or about 42.5%, the "medium" category as much as up to 37.5% and the high category up to 20%. This indicates that the implementation of virtual learning during the COVID-19 period has generally moderate impact and is generally low for the group of PF students.20 people out of 40 people tested or about 50%, the "medium" category was 32.5% and the high category was 17%, indicating that the implementation of virtual learning during the COVID-19 19 period generally has a moderate and low impact on the PAI student pool.), each consisting of 40 applicants. The mean for the physics group is 12.60 with a standard error of 0.87, while the PAI group is 11, 65 is with a standard error of 0.80 Thus, it can be seen that the use of virtual learning in the COVID-19 era has different psychological impact on the two groups. Based on the table above, namely Levene's test for equality of deviations, however, the obtained number is 0.422 > 0.05, which means that the variance between the group of physical education students (PF) and the group of students in Islamic religious education (PAI) is homogeneous. (same).

1. Introduction

Educational In early 2020, the world was shocked by the outbreak of a new pneumonia that started in Wuhan, Hubei province, which then quickly spread to more than 190 countries and territories. This outbreak has been termed coronavirus disease 2019 (COVID-19), caused by the severe acute respiratory

syndrome Coronavirus-2 or known as SARS-CoV-2 (Susilo et al., 2020). The spread is very fast and across continents, the WHO has determined that the spread of this virus is greater than epidemic and endemic, most countries registered with the United Nations are infected with this virus, including Indonesia (Zaharah & Kirilova, 2020). In Indonesia, this case was first discovered in early March in two residents of Depok, West Java (Yunita, 2020), and currently COVID-19 has been declared a pandemic by the WHO (Watkins, 2020) and (Cucinotta & Vanelli, 2020).

The presence of COVID-19 has had a broad impact or impact on human life and almost all areas of life have been affected by COVID-19. The impact of the COVID-19 pandemic is also being felt in Indonesia. The Indonesian government implements several policies to prevent the spread of the disease (Kemenkes RI, 2020). For example, some of these policies include implementing large-scale containment or social restrictions (PSBB), social and psychological distancing in school closures (Kementerian Kesehatan Republik Indonesia, 2020). In addition, the government has also implemented working from home (WFH) for the ASN with the aim of preventing and minimizing the spread of Covid-19 (Menpan.go.id, 2020).

The impact of COVID-19 is also strongly felt in education. Central and local governments have closed schools and campuses. It has also been stated by (Windhiyana, 2020) that in the field of education, COVID-19 has also significantly changed the learning model; All learning activities are conducted online from primary to university level. In addition, the Ministry of Education and Culture has instructed universities through the circular to offer distance education and advised students to study from home (Firman & Rahayu, 2020). The implementation of learning at school and campus level is thus done virtually (online). This is also in line with the suggestion (Firman dan Rahayu, 2020) that one form of alternative learning that can be achieved during the Covid-19 emergency is e-learning. With this learning, the teaching and learning process can take place live or virtually (Riyanto et al., 2006).

In implementing virtual learning, Rochmah & Abdul Majid(2018) suggest several applications that can be used, especially through social learning networks (SLNs) already available in cyberspace, including: (a) Moodle; (b) Edmodo; (c) Trello; (d) Sophie; (e) RemixLearning; (f) education; and (g) Twiducate. SLNs have different characteristics so that users can choose which SLNs meet their needs. In addition, virtual learning can also be done with the zoom application (Hidayatullah et al., 2020) and google meet, Whatsapp, E-learning (Lilis Satriah, Sugandi Miharja, Wiryo Setiana, 2020).

The use of information technologies in the learning process can generate a great interest in independent learning, the ease with which information can be obtained, the improvement of skills and interactions, as well as the quality of learning to support the teaching and learning process in schools (Ismawan et al., 2018). Conceptually, virtual learning has a potential that is not easy to improve the quality of education, including the potential to provide opportunities for communication between learners, learning materials that are not limited by space and time. Moreover, virtual classrooms can provide interesting learning materials so that learners are motivated to learn, but on the other hand, virtual learning in the distance learning process has several weaknesses, especially the high costs that have to be incurred (Munawaroh, 2005).

According to (Sari, 2015) The disadvantages of online learning include: 1. The use of online learning as distance learning physically separates students and teachers from each other, but also between students. This physical separation can reduce or even eliminate direct interaction between teachers and students. 2. Technology is an important part of education, but when it is more technology oriented and not educational, there is a tendency to pay more attention to technical or business, business aspects and ignore educational aspects to improve academic skills, behavior, attitudes, students' social or skills, 3. The learning process tends towards training and education that emphasizes cognitive or psychomotor aspects and pays less attention to affective aspects., 4. The e-learning learning process - learning using internet services in which students learn independently without being dependent on the teacher. If students cannot study independently and their learning motivation is low, it will be difficult to achieve the learning objectives. 5. The technical weakness is that not all students can take advantage of the Internet facilities because they are not available or because there are no connected computers. Not all educational institutions can provide electrical facilities and infrastructure that support learning with online learning. If students try to provide these facilities themselves or rent them from an internet cafe, costs may arise.

Psychologically, virtual learning or online learning can cause depression and anxiety. According to Naz(2019), anxiety is an indistinct feeling of worry that can cause feelings of insecurity all the way up to 'inability'. (Setiyani, 2018) Anxiety is a medical condition characterized by feelings of anxiety accompanied by somatic symptoms suggestive of an overactive autonomic nervous system. The factors that cause anxiety are biological, psychoanalytic, personality, behavioral, learning, cognitive and humanistic factors (Mu'arifah, 2015). Among the factors that can influence a person's anxiety level is age, gender, education level, and experience (Bachri et al., 2017).

According to (Setiyani, 2018), depression is an affective or mood disorder that involves psychological components in the form of sadness, difficulty, hopelessness and hopelessness, and biological or somatic components such as anorexia, constipation and cold sweats. Depression is a form of mood swings characterized by hopelessness and excessive helplessness. Depression is an emotional disorder or bad mood characterized by prolonged sadness, hopelessness, guilt, and meaninglessness. So that all mental processes (thinking, feeling and behaving) can influence motivation for daily activities and interpersonal relationships (Dirgayunita, 2016). WHO predicts that by 2020 depression will be one of the most common mental disorders and that major depression will be the second leading cause of death after a heart attack (Aries, 2016).

According to (Dirgayunita, 2016) Psychological symptoms: 1) A constant feeling of sadness, fear or emptiness, 2) A feeling of hopelessness and pessimism, 3) A feeling of guilt, worthlessness, a feeling of burden and helplessness/unnecessary, 4) Restless and irritable, 5) Thinking about dying or committing suicide, 6) Sensitive, 7) Loss of self-confidence. Social symptoms include: 1. Decreased daily activities and interests (withdrawn, aloof, lazy), 2) No motivation to do anything, and 3). Loss of the desire to live and the desire to commit suicide.

According to (Marsasina & Fitrikasari, 2016), several factors, such as age, gender, residence status, education level, psychosocial stressors and physical illness, can influence depression. (Rahmi, 2010) Anxiety can be influenced by several factors, including age, education level, support from the spouse and support from the family. In addition (Hatmanti & Muzdalifah, 2019), a decrease in social contact can also lead to depression. Students are faced with various academic and non-academic activities that sometimes require sleep while adequate sleep is necessary to maintain emotional stability (Hendi Aryadi et al., 2018).

According to research, the level of anxiety and depression can affect thinking ability. This is in line with research (Anita, 2014) and (Apriliani & Suyitno, 2016) showing that a student's anxiety level influences the ability to learn mathematics. Moreover, the level of anxiety and depression also affects a person's critical thinking ability (Arpin et al., 2015) and also affects positive thinking ability (Anggraini et al., 2017). Depressed or anxious people also have poor sleep quality (Dariah & Okatiranti, 2015) and this naturally affects their ability to think and act (Larastiti et al., 2014). In people in certain circumstances, for example in a state of illness, anxiety and depression, it can even increase the level of illness (Fay & Istichomah, 2017). Referring to the description above, the aim of this study is to assess the psychological impact of the implementation of virtual learning during the Covid-19 pandemic.

2. Method

This research uses a quantitative approach with a survey method, where the survey data is collected through telephone and WhatsApp interviews. The data collection was carried out after the publication of government regulations related to the prevention of COVID-19, namely the application of social and physical distancing, working from home and the implementation of virtual learning (conferences) between March and April 2020. Research topics included Students Physical Education and University Students Islamic Education in the fourth semester of the 2019/2020 academic year. The number of samples of both groups is the same, i.e. 40 persons each. The measurement of the psychological impact, i.e. the degree of anxiety and depression, was performed through a closed question instrument, namely "yes" or "no", followed by the measured frequency. to determine the degree of confidence in the answer. The frequencies are: never = 0, never/rarely = 1, often = 2, very often 3.

The measure of psychological impact refers to psychological symptoms: 1) Feeling sad, anxious or empty that is constant, 2) Feeling hopeless and pessimistic, 3) Guilt, worthlessness, feeling overwhelmed and helpless/useless, 4) Not calm and easily offended, 5) Thinking about wanting to die or committing suicide, 6) Sensitive, 7) Loss of self-confidence and social symptoms, namely: 1). Decreased daily activities and interests (withdrawn, aloof, lazy), 2) No motivation to do anything, and 3). Loss of the desire to live and the desire to commit suicide. Thus, the total number of questions used is 10, with a minimum score of 0 and a maximum score of 30. The high score obtained by the respondents indicates the magnitude of the psychological impact, while the low score indicates the low psychological impact. the use of virtual learning.

Once the data is obtained, it is analyzed to determine the level of psychological impact of each group, namely the level of "low", "medium" and "high". In addition, a t-test analysis was performed from the data obtained. The t-test is a statistical technique used to test the hypothesis whether the population consists of two or more classes, whether the data is in the form of intervals or proportions, and whether the sample is small. The use of the t-test has been incorporated into the parametric test so that it satisfies the assumptions that the data is normally distributed, the data distribution is homogeneous and the sample is randomized (Setiyani, 2018).

3. Result and Discussion

The Level of Psychological Impact Virtual Learning

A. Comparison of psychological impact levels Virtual learning

Table 1. Categories of psychological impact of FP and PAI

Group	Score	Amount	Presentase (%)	Kategori	Skor rata-rata
Physics Education	21-30	8	20	High	12,6
	11-20	15	37,5	Medium	
	0-10	17	42,5	Low	
	Amount	40	100		
Islamic Religious Education	21-30	7	17,5	High	11,6
	11-20	13	32,5	Medium	
	0-10	20	50	Low	
	Amount	40	100		

Based on Table 1 above, it can be seen that the Physical Education (PF) student group is generally dominated by students in the "weak" category, i.e., 17 people out of 40 applicants, or about 42.5%, the "moderate" category 37.5% and the high category up to 20%. The mean score for the PF group was 12.6. This indicates that the implementation of virtual learning during the COVID-19 period generally has a moderate and low impact for the group of PF learners.

Furthermore, based on table 1 above, it can also be seen that the group of Islamic Religious Education (IAP) students is also generally dominated by students in the "weak" category, i.e., up to 'up to 20 people out of 40 applicants or about 50%, category "medium" up to 32.5% and high category up to 17%. The mean score for the PAI group was 11.6. This indicates that the implementation of virtual learning during the COVID-19 period is generally moderate in impact and generally low for the PAI student group.

B. Differences in the psychological impact of implementing virtual learning during the COVID-19 period

To find out the difference in the psychological impact of the two groups, namely PD and PAI, a T-test was then performed. In this study, the t-test was performed using software SPSS 16. The results of the t-test are shown in Table 2a below:

Table 2a. t test data analysis

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Psychological Impact	Physics	40	12.6000	5.53219	.87472
	PAI	40	11.6500	5.08668	.80428

Based on the table above, it can be seen that the two groups, namely the Physical Education Group (PF) and the Islamic Religious Education Group (PAI) each consist of 40 candidates. The mean for the physical group was 12.60 with a standard error of 0.87, while the PAI group was 11.65 with a standard error of 0.80. Thus, it can be seen that the use of virtual learning in the COVID-19 era has a different psychological impact on the two groups. In addition, to determine the significance of the differences between the two groups, we can see in Table 3 below:

Table 2b. t test data analysis

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Psychological Impact	Equal variances assumed	.650	.422	.799	78	.426	.95000	1.18827	-1.41567	3.31567
	Equal variances not assumed			.799	77.457	.426	.95000	1.18827	-1.41593	3.31593

Based on the above table, namely Levene's test for equality of variances, the number obtained is 0.422 > 0.05. These results therefore indicate that the variance between the group of physical education students

(PF) and the group of Islamic religious education (IAP) students is homogeneous (even). Further, based on the value of the assumed equal variances, the value of Sig is obtained. (bilateral) 0.426 > 0.05. With these results, Ho is accepted and Ha is rejected, i.e. there is no difference in the psychological impact between the group of physical education students (PF) and the group of Islamic religious education (IAP) students.

Based on the psychological impact test, the application of virtual learning during the COVID-19 period had a psychological impact on the respondents, namely the PF and PAI student groups. However, the psychological impact felt by these two groups was generally at a "low" and "moderate" level, only about 20% experienced a "high" level of psychological impact. Based on the results of the study, several key factors that cause stress and anxiety were found to be hard-to-reach internet signals, relatively expensive internet quotas, and the use of learning apps. virtually unknown. This is reinforced by research findings by Zhafira, Ertika, & Chairiyaton(2020) that only 53% of students are aware and aware of different apps that can be used in virtual learning, and the apps they are most interested in , are WhatsApp. and Google Classroom. In addition, the psychological impact of virtual learning can also be caused by information that some applications cannot safely use (Wardani, 2020).

Moreover, this study is also consistent with the conclusions of Purwanto et al. (2020) that there are several obstacles for students, teachers and parents in online teaching and learning activities, namely lack of technological literacy, extra internet quota allowances, extra work for parents in guiding children to learn, communication and socialization between students, teachers and parents are reduced and working hours become unlimited for teachers as they have to communicate. However, the anxiety or depression that results from these personal issues can usually be overcome by the students involved to lessen their psychological impact. This is also in line with research findings (Laode Anhusadar, 2020) that during COVID-19, students used many electronic devices such as mobile phones and laptops to participate in the online meeting process.

Referring to the data and analysis described above, the application of virtual learning during the COVID-19 period had a psychological impact on students in the homogeneous PF and PAI groups. This shows that the ability to deal with emotions (stress) when the impact of implementing virtual learning is relatively the same. If we refer to the opinion (Putra, 2012) according to which emotional intelligence is the ability to motivate oneself and survive in the face of frustration, to control one's impulses and not to exaggerate pleasure, to regulate moods and reduce stress , empathy and praying , it can be said that in general, the intelligence level of the two groups is relatively the same, so the productivity is also relatively the same. This is as stated by Florensa et al., (2019) the ability to cope with stress can improve mental health and be more productive.

This finding also shows that the differences in scientific education, namely physics and Islamic education, have no psychological impact, meaning that differences in scientific fields do not distinguish the ability to cope with stress as the onset of anxiety and depression. This data also shows that the difficulty in the field, the characteristics of the field, and the environment in some fields of science have relatively no effect on a person's ability to cope with stress and depression. opinion (Dirgayunita, 2016) that the factors that cause depression and anxiety can be divided into: biological factors, psychological/personality factors and social factors. So education in science is not a cause of depression and anxiety.

The lack of differences in the degree of psychological impact on the two groups can also be explained from an age point of view. Where the two groups PF and PAI differ in the relatively same age group, namely between 19 and 20 years old. As noted by (Ahsan et al., 2017), the main causes of anxiety and depression are age and work, which is 47%, while the external factors are family support, which is 60%. Therefore, the age and occupation of the two groups can be said to be relatively the same while the family support factor can be assumed to be receiving family support which is also relatively the same considering the situation. facing is the same, which is COVID-19.

This finding implies that when implementing virtual learning, educators and educators should use applications that are relatively familiar to students or students. In addition, when implementing virtual learning, it is also necessary to consider the duration and the applications used in order to analyze the impact of the cost of Internet quota purchase by students Weak Internet signal in several places A

combination of several applications can be realized for effectiveness, efficiency and optimization of student and student learning outcomes.

On the other hand, the results of this study also have implications for procedures to overcome anxiety and depression, because the psychological impact of implementing a program in certain situations is not necessary to consider the context in the field of science, but instead, it can be done with a psychological maturity approach. In addition, the management of psychological effects for students can be done by grouping them by age group. Teachers should therefore think carefully about the situation and the circumstances in which the learning process takes place.

4. Conclusion

The Based on Table 1 above, it can be seen that the Physical Education (PF) student group is generally dominated by students in the “weak” category, which is 17 out of 40 applicants or so. 42.5%, the "moderate" category is 37.5% and high category up to 20%. The mean score for the PF group was 12.6. This indicates that the implementation of virtual learning during the COVID-19 period generally has a moderate and low impact on the group of PF learners. %, the "medium" category up to 32.5% and the high category up to 17%. The mean score for the PAI group was 11.6. This indicates that the implementation of virtual learning during the COVID-19 period generally has a moderate and low impact on the PAI student pool.), each consisting of 40 applicants. The mean for the physics group is 12.60 with a standard error of 0.87 while the PAI group is 11.65 with a standard error of 0.80. Thus, it can be seen that the use of virtual learning in the COVID-19 era has a different psychological impact on the two groups.

Based on the above table, namely Levene's test for equality of variances, the number obtained is 0.422 > 0.05. These results therefore indicate that the variance between the group of physical education students (PF) and the group of Islamic religious education (IAP) students is homogeneous (even).

Thank you

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