

Learning with Online Learning Methods During the Covid-19 Period and the Psychological Impact for Students

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ABSTRACT


This study aims to obtain information and analyze the application of online learning in the Covid-19 period, to know and analyze online learning methods that have an impact on student learning and to know and analyze online learning methods that have an impact on students' psychology. This study uses a qualitative approach, with the type of phenomenological research. The technique of taking the subject is done by purposive sampling method. Sources of data obtained from respondents through observation and interviews. The results of the study are that; The application of the Online Learning Method in the Covid-19 Period has been going well. The learning system with a combination of bold and offline is sufficient to provide students' needs in mastering the subject matter with the aim of achieving optimal learning outcomes; online Learning Methods Have an Impact on Student Learning due to boredom and boredom of students with learning systems and social relations that are completely limited. In addition, boredom with the routine of many tasks, the delivery of material that is less than optimal makes students experience various obstacles in learning, with the limitations of students trying to be independent in learning; online Learning Methods Have an Impact on Psychological Students are very very human, various factors that influence it, namely internal factors regarding ability, discipline, responsibility, and independence. While external factors are dominated by various problems from school, achievement and learning outcomes both as self, family, school, actualization of community recognition as well as social society. These two factors are factors that trigger academic stress so that the stress level of students becomes one of the psychological impacts for students.

INTRODUCTION

Learning and Learning is a process of interaction between teachers and students, in that interaction can be done directly (face to face), or indirectly (learning activities online). 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 carried out online or online. So, the problem of mastery of the material is increasingly felt by students, even this problem is also a problem for teachers and parents.

2020 will be a tough year for the world. Extraordinary events to date include Indonesia, which is still being hit by an outbreak of the COVID-19 pandemic, an infectious disease caused by the acute respiratory syndrome coronavirus 2 (serever acute respiratory syndrome coronavirus 2 or SARSCoV-2), which is a family of Coronaviruses and can attack animals when they attack. In humans, it usually

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causes respiratory tract infections, such as the flu, MERS (Middle East Respiratory Syndrome), and SARS (Severe Acute Respiratory Syndrome). The new coronavirus discovered in Wuhan, Hubei, China in 2019 (Kusmaryono et al., 2021) and (Fathoni & Retnawati, 2021). Responding to this problem, the Indonesian government issued a policy through the Circular Letter of the Minister of Cultural Education No. 3-4 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units and Implementation of Educational Policies in Emergency Periods regarding the learning process from home. As a follow-up to the circular letter, the Education Office urges every educational unit to play a role in preventing the spread of the virus so as not to be patient, one of the appeals in the official letter contains the implementation of learning with online methods as a substitute for face-to-face.

In previous literature studies, it was found that online learning was not effective among students because students were psychologically disturbed, the application of the online learning system was not as easy as imagined, there were several aspects that must be met. From a practical point of view, online learning is very effective for learning in the midst of covid 19. However, not for students' psychology (Fahmalatif et al., 2021).

The results of research by (Hong et al., 2021) and (Putri et al., 2020) show that the application of combined online learning has an impact on increasing students' learning motivation, although it is not optimal. the supporting factors for the application of combined online learning include methods, media and the arrangement of the learning environment, while the inhibiting factor is the lack of facilities outside the institution so that learning outcomes are not maximized. The learning strategy of online learning is not only related to the internet, but also an important aspect that is "safer (safe)", then online learning can expand the learning community. With online learning, education users/teachers can more easily find the right rhythm of science learning for students (Dhawan, 2020). Implementation of Online Teaching During the Covid-19 Pandemic Period with the Survey Method the results still require extra effort from the government and all related parties so that teachers are accustomed to using technology in the learning process. In addition, facilities and infrastructure for the implementation of online learning also need special attention from the government and related parties (Syahputri et al., 2020). Uygun and Sipahi Döngül (2021) aimed to evaluate the problems related to e-commerce transaction problems on the online trading platform in a research. they analyzed the factors that affect the reliability of online transactions.

They also offered a commodity information reputation assessment based on the community's resource use and the innovative design of the public service platform. In this context, it is appropriate to carry out studies on reputation evaluation in the online learning environment in education with a similar method. Thus, an evaluation model can be created for online education subjects. Therefore, institutions need to pay attention to corporate reputation management in order to survive and survive global competition (Sipahi & Artantaş, 2017).

The results of the research above have positives and negatives, as well as the uniqueness of each application of this online learning method, but there is one conclusion that is the same from all these studies, namely various obstacles to fulfilling online learning infrastructure and some have an impact on stress for students if the application is not in accordance with the provisions. or in other words carried out not accompanied by activities that are flexible, not creative, and innovative (Novianti & Garzia, 2020).

Every time there is a new policy, there will be pros and cons, as well as the impact of online learning policies, pros and cons emerge among the community, teachers, and especially students. (Sundarasan et al., 2020) The use of online itself was initially welcomed by students because using online methods or online learning was the only alternative, but over time this turned out to be a variety of problems. After several meetings in the implementation of online learning, it was seen that some of the students began to object to learning with the online method. Various problems are also felt by teachers and parents, ranging from personal problems (teachers, parents, students) as well as problems with the readiness of facilities in online learning methods.

Other problems that arise such as the number of students who complain because of limited signals, residences that are outside the signal range, limited data packages, not all students have androids, and so on (Irawan et al., 2020). The problem is not only limited to online learning support facilities but other problems, namely students complain about the many assignments and must be collected in a short time, difficulties in controlling the group work system, even online learning has only been done for a few days already complaining about the many tasks, to the point of stress going to work. tasks that must be prioritized first, this condition is very influential on the psychology of students.

Problems with other online learning systems are related to the school system, such as schedule arrangements that can sometimes change, lesson hours that collide with other lessons (Gustiani, 2020). The use of various different platforms causes these platforms to sometimes interfere with student learning activities, where many platforms make students busy fiddling with these platforms to monitor information from their cellphones, and it is quite time-consuming.

For example, in lessons, there are those who use the live Instagram platform, then in other lessons there are those who use the WhatsApp platform, classroom, zoom meeting, Microsoft Teams and so on. All of this really disturbs the focus and concentration of studying and takes up a lot of time, thought and energy. When all these burdens accumulate and students come to a point where they are unable to meet these demands, it makes them stressed which of course has a huge psychological impact on students.

Literature Review

Learning Difficulties

Learning difficulties have two words with different meanings, namely difficulty and learning. Difficulty is an obstacle or obstacle faced by an individual in carrying out an action or deed. Learning is a process of changing individual behavior through interaction with the environment and things that can cause failure or disruption in the learning process (Zboun & Farrah, 2021). Learning difficulties are also a condition where students cannot learn properly, due to threats, obstacles or disturbances in the learning process so that students cannot achieve learning outcomes (Umam, 2021).

The United States Office of Education (USOE) describes learning difficulties as a disorder in one or more of the basic psychological processes that include understanding and using teaching or written language (Yuzulia, 2021). This literature reference can be concluded that learning difficulties are an event or event that shows that in achieving learning objectives, there are disturbances or obstacles faced by students in the learning process so that students who have difficulty in mastering the subject matter given, so learning difficulties are difficult for students. or students in receiving or absorbing lessons at school when attending lessons delivered or assigned by a teacher.

Students who have learning difficulties usually show behavior such as low learning outcomes, and not balanced with effort, slow in completing tasks, unnatural attitudes including indifferent, like to oppose, and emotionally unstable (Alchamdani et al., 2020). This symptom is seen in students who are classified as having a high IQ, potentially they should achieve high learning achievement, but in reality they get low learning achievement, and children who always excel in most subjects, but at other times their learning achievement decreases drastically (Abidah et al., 2020) and this is a failure in achieving learning goals, difficulties in completely mastering the subject matter (Lindasari et al., 2021).

Learning difficulties felt by students vary and even if someone has learned something, as a result, they will experience a complete change in behavior in attitudes, habits, skills, knowledge and so on (Djamarah, 2002). Of all these symptoms and educators need to understand the problems associated with learning difficulties (Abu & Widodo, 2008). Counseling teachers can interpret or predict that children may have learning difficulties in various other ways such as observation, interviews, documentation and diagnostic tests.

Learning difficulties can be experienced by all learners, both formal and non-formal, from every level of education. Students' learning difficulties can be caused by two factors, namely internal factors including interest, attention, motivation and study habits, and external factors including learning methods,

learning media and learning resources (Aunurrahman, Hakim and Kartono in Ariyati & Nurdini, 2013). As well as other internal factors, namely cognitive, affective, and psychomotor and external factors include the school environment, family environment and community environment (Darmawan, 2019). several factors that cause learning difficulties can basically be classified into two factors, namely internal and external factors. Internal factors, including: biological factors, health, psychological factors, intelligence, attention, interests, talents and emotions. While external factors include: parental/guardian attention, home atmosphere, family economy, school and community environment.

Online Learning Method

The development of information technology has a major influence on changes in every field. One of them is in the field of education. Technology can be used in teaching and learning activities, as a change from conventional methods to modern ways. the results of several studies show that technology has many positive effects on learning (Gheytsi, et al in Khusniyah & Hakim, 2019), the Internet has been integrated into a tool used to complement learning activities (Martins, 2015). The online learning method is a learning system that is not face-to-face but uses a platform that can help the learning process that is carried out even though it is far away. Online learning aims to provide quality learning services in a massive and open network to reach more and more enthusiasts of learning space (Sofyana & Abdul, 2019).

There are several applications that can be used in learning activities, such as whatsapp, zoom, web blog, edmodo classroom, Mochrosoft Teams and so on. The government plays an active role in facilitating learning activities during the COVID-19 pandemic. On the official website of the Indonesian Ministry of Education and Culture, there are 12 platforms or applications that can be accessed, namely: 1) Learning house, 2) Microsoft office, 3) Icando, 4) Indonesiast, 5) Google for education, 6) Quipper school, 7) Our desk, 8) Smart classroom, 9) Teacher's room, 10) Your school, 11) Zenius, 12) Cisco webex.

Dabbagh argues that the use of technology requires the ability to use it. One of the challenges of online learning is expertise in the use of technology on the part of educators and students (Hasanah, et al., 2020). According to Thome, the implementation of online learning utilizes multimedia technology, virtual classes, videos, animated online texts, email, voice messages, conference calls, and online video streaming, video recordings or slideshows, and learning systems using the internet network with accessibility, flexibility, connectivity, and convenience. the ability to create various types of learning interactions (Kuntarto, 2017; Balfaqih, 2015; Moore, et al, 2011). So, the online learning method is a way of learning by utilizing technology and internet, intranet and extranet networks in every learning activity.

There are three stages of learning, namely planning or learning design (Rahmawati, 2009; Hamzah, 2006), implementation or learning process (Tsalasa, 2007) and learning evaluation (Sugandhi, 2006: Hamalik, 2001). In every learning a teacher must have skills in teaching (Suparti, 2014). The ideal online learning plan must be designed as a process of preparing teaching materials, using media, approaches, methods, and evaluating within a certain time to achieve predetermined learning objectives (Majid, 2011). The main thing that the teacher must do in learning is to prepare and compile the material according to the competency achievement indicators, so that the series of materials delivered are able to apply the curriculum content standards. According to Dillon (2017) there are three effects on online learning, namely: Technology, teacher characteristics, and student characteristics.

Corona Virus Disease (Covid-19)

The phenomenon of technology-based learning has become a necessity and a necessity during the current corona virus pandemic, although before the COVID-19 outbreak, learning using technology had been carried out in education, but the intensity seemed to be a necessity.

Covid-19 has ravaged the fabric of human life, various sectors of the economy, education, health, and even politics have been affected. Some scientists make observations and research. At the observation stage, it is very difficult because the coronavirus/covid-19 is an invisible virus (Nadeem, 2020). The

discovery was originally observed in Wuhan, Hubei Province, China. This virus is thought to have emerged because of a food market in Wuhan that sells various types of live and dead animals. This virus has spread throughout the world, including Indonesia since early March 2020.

Coronavirus is a family of viruses that cause illness ranging from mild to severe symptoms, this type of coronavirus causes diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and severe acute respiratory syndrome (SARS). (Ministry of Health, 2020). These three viruses are spread by animals and are able to infect from one species to another, including humans. Humans can catch the coronavirus through direct contact with animals that are infected with this virus. The World Health Organization named the new virus Severe acute respiratory syndrome coronavirus-2 (SARSCoV-2) and the name of the disease as Coronavirus Disease 2019/Covid-19 (WHO, 2020 in the Unila & Yuliana Faculty of Medicine, 2020)). Covid-19 is a virus that attacks human respiration (Ministry of Health, 2020). Symptoms are generally acute respiratory disorders such as fever, shortness of breath, and dry cough. These symptoms appear when the body reacts to the Corona virus. Health workers play an important role and are at the forefront of the backbone of a country's defense to tackle the spread of Covid-9.

The Indonesian government immediately followed up by carrying out Social Distancing for 14 days to minimize the spread of the virus. Social Distancing is an attitude to stay away from gatherings, avoid mass gatherings, and maintain a distance between people. (Center for Disease/CDC in Kosasih, 2020). Social Distancing is being carried out to prevent the transmission of Covid-9 so that it does not spread widely. The mode of spread is called zoonotic transmission. To prevent this by maintaining hand hygiene using a hand sanitizer, if dirty wash your hands with soap with running water, if your hands look dirty, avoid touching your eyes, nose and mouth, apply coughing or sneezing etiquette by covering your nose and mouth, wearing a mask and keeping a distance (at least 1m) from people who experience symptoms of respiratory problems (Kemendagri, 2020).

Circular Letter of the Minister of Education and Culture No. 4/2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona virus Disease (Covid-19), namely the learning process from home is carried out with stipulated provisions. However, the realization of this policy is still not maximally applied. The reality is that the policies issued certainly cannot ensure that everything will go according to expectations in all circles, especially schools, as well as in remote areas that lack facilities in the form of integrated technology to support the online learning process. the online learning process is not as effective as expected. In online learning there are many factors that influence it, including: Adequate facilities and infrastructure, such as network facilities (internet, LAN, WAN), laptops, computers, and smartphones. As well as network coverage where students live. Online learning makes students more independent because it places more emphasis on student centeredness. They are more daring to express their opinions and ideas. And the government has also.

Student Psychology

The policy of implementing online learning has shown an effect that tends to affect one's psychology. There are many factors that trigger it. Many schools apply online learning methods in which there are learning activities provided that are not in accordance with the current situation and conditions, for example giving assignments online to students without considering time, the level of technology adaptability using various social media and others. Assignments in emergency conditions due to the current covid-19, are seen as effective in distance learning. Consequently, the introduction of the concept of a lesson as applied in face-to-face learning cannot run well.

Other conditions coupled with the stuttering of technology for some educators, the confusion of parents who accompany their children to study at home, and students who are confused about online learning methods accompanied by piles of assignments cause anxiety to become more widespread, especially if this is left unchecked it will have an impact on psychology. somebody.

The results of the research literature study show that the majority of psychological problems experienced in the online learning process are anxiety, stress, and mild depression (Hasanah, U., et al, 2020). Anxiety can be in the form of feelings of worry, feeling uneasy, uncertain, or feeling very afraid as a result from a threatening feeling where the real source of the anxiety is not known with certainty (Nasir., Abdul., Muhith, 2011). Prolonged anxiety continuously can cause stress that interferes with daily activities.

The responsibilities and demands of a learner's academic life can be part of the stress experienced by an individual. Stress is a human psychological reaction or response when faced with things that are felt to have exceeded the limit or are considered difficult to deal with. Every human being has experience of stress even before humans are born (Smeltzer & Bare, 2008 in Bingku, T.A. et al, 2014). Academic stress is mental and emotional pressure, or tension, that occurs due to the demands of campus life (Simbolon, 2015). Sources of academic stress include monotonous situations, noise, too many tasks, unreasonable expectations, ambiguity, lack of control, dangerous and critical situations, being unappreciated, ignored, missed opportunities, confusing rules, conflicting demands, and deadlines for lecture assignments (Davidson, 2001 in Purwati, S. 2012).

The results of the research that have been carried out above, it can be concluded that there are so many demands that must be met by learners and the inability to deal with them results in stress and anxiety that have an ongoing impact, and this is very disturbing to one's psychology.

Research Methods

Types of Research

In accordance with the focus of the problem and research objectives, this study uses a qualitative type, with a phenomenological type of research, this is obtained from a phenomenon that occurs in the surrounding environment so as to produce the necessary information. This study aims to describe the difficulties of learning with the online method in the era of covid and how it affects students' psychology. Qualitative research is research conducted by directly observing the object under study (Sugiyono, 2016). The technique of taking the subject is carried out by purposive sampling method, namely a technique for determining samples with special considerations (Sugiono, 2011). In qualitative research, the presence of the researcher is the main instrument. Moleong (2010) argues that the sampling technique is a way to take research samples, namely determining informants who are considered to be able to answer research problems. The goal is to detail the specifics in a unique context, while the purpose of sampling is to explore what will be the basis for the design of the emerging theory.

Sources and Data Collection Techniques

Sources of data in this study in the form of data obtained from respondents through observation and interviews. The subjects in this study were two teachers (code GWMP and GBK) and four students with two representatives from each grade level. (code SXIA, SXIS, SXIIA, SXIAS), as well as documents and sources relevant to the study. This research was conducted at SMAN 10 Jambi City. Jalan Depati Parbo RT. 15 Pematang Sulur Village, Telanaipura District, Jambi. Data collection techniques used in this study were observation, and interviews.

Data Analysis Techniques and Research Procedures

Data analysis was carried out during and after the data collection process in the field. Data analysis in this study was carried out by organizing the data, and the data was sorted systematically. Miles and Huberman (Sugiyono, 2013) suggest that activities in qualitative data analysis are carried out interactively and take place continuously until complete, until the data is saturated. Data analysis activities are (1) Data reduction, (2) Data display, and (3) Conclusion drawing/verification. The implementation of the research was carried out with several procedures or stages used, namely: (1) Preparation Phase: Preparing research permits and compiling instruments, (2) Implementation Phase: researchers carried out several activities using research instruments to collect data, then the data was

processed and analyzed and concluded. (3) Completion Phase: compiling all the data that has been found, processed, and analyzed, verified and concluded in the form of a research report.

Discussion and Research Results

This research is a type of qualitative research where the output of this research is to find out the Difficulties of Learning with Online Learning Methods during the Covid-19 Period and the Psychological Impact for Students in High School. Based on the research findings based on observations and interviews with two teachers and four students, the presentation of the research findings is as follows:

Online Learning Planning

The results of observations in online learning the teacher has carried out learning planning in accordance with the provisions of the online RPP for learning media or teaching materials adapted to the material to be studied by students. The design of the RPP during the Covid-19 period was simplified in accordance with the instructions from the Ministry of Education and Culture regarding the emergency curriculum as stated in Circular Letter Number 4/2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona virus Disease (Covid-19), which, among other things, contained directions on the learning process from home. The lesson plan design made by the teacher has an opening or introduction section, core activities and closing. The results of the observations that the researchers found regarding learning planning are:

- a) The teacher has made learning media in the form of learning videos according to the material, uploaded to YouTube, looking for videos that are relevant to the material, downloaded and distributed to students
- b) Teachers always prepare teaching materials in the form of media and learning materials to be given to students
- c) The teacher uses the lecture method, discussion.
- d) Assignments are given to measure students' understanding of the material
- e) Teachers have made preparations by participating in creative teacher training held by schools to equip teachers in carrying out online learning.
- f) In the implementation of learning the media used are in the form of cellphones and laptops, both students and teachers
- g) Internet network for students and teachers at schools and at teachers' homes is already available, because it has been facilitated by the government.
- h) However, the problem is the unstable internet network due to different network coverage in each location, electricity, etc
- i) The teacher uses media in the form of self-made learning videos or downloaded from the internet then distributed to students via Whatsapp group, Classroom, zoom

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

Currently, the making of RPP has been simplified and simpler and it is known as a one-sheet RPP. To design the RPP, the teacher discusses through the MGMP as a forum for teachers to solve all learning problems together, besides that the teacher tries to be creative in designing it with the aim that all learning outcomes can be clearly described but do not reduce their meaning. The routine that teachers do by making lesson plans in every teaching is aimed at being a guide for teaching so that learning becomes more focused and systematic. Completeness of teaching equipment is one of the obligations as a form of professional teacher. As a professional teacher, the teacher must carry out his obligations by making good learning 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 above observations and interviews regarding learning planning, it can be concluded that teachers are professional, disciplined, and responsible for their main tasks and functions as educators.

Learning Process

Observation Results

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

- a) The teacher is able to facilitate the diversity of the characteristics of students such as in giving various assignments according to their interests, but the condition is that there are still students who are lazy, ignorant, reluctant to carry out tasks for various reasons, so that the achievement of learning outcomes is different.
- b) Apperception is always given by the teacher, but because of the online condition there are still students who are not ready, such as busy looking for stationery when they are online, opening a notebook when asked by the teacher
- c) The teacher supervises students, by reprimanding students who are less serious during the learning process
- d) At the beginning of online learning, both teachers and students had a little difficulty in using technology, but the condition became used to it, because they participated in training in using technology.
- e) While students sometimes have difficulty in understanding the material, doing assignments, and this often makes parents also busy playing a role in overcoming these difficulties.
- f) For mastering technology, students look faster, creative, and able to use online learning media, because they are already used to using cellphones

Interview Results

During the interview process, the data that the researchers found from the GWMP teachers regarding the learning implementation process were:

"It's definitely different, in the way of teaching online. The implementation of face-to-face teaching and learning is 1 x 45 minutes, while during this time of covid, the time is reduced. In addition, when online, the way of teaching and the media changes and is different. Actually, it's a hassle & the results are not optimal. Humans are unique, well as much as possible the nature of each child is understood. For online facilities, I and the students are good, in one class, only a few people do not have cellphones or laptops., At first we were quite difficult adapt, starting with the simple ones 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 service delivery 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 online. The implementation of face-to-face teaching and learning activities is reduced, so when counseling is used more time different, when it is not effective school time., The results of counseling are not optimal., The characteristics of students vary, so facilitating it according to their needs., For online facilities it is good, only a few students are not available., Initially it was quite difficult to adapt, but over time it became used to. To deal with it, you just must 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 for all students to the skills of teachers and students in mastering technology up to on the difficulty of understanding the material experienced by students, and all of them become anxieties and obstacles in the learning process that must be hastened to be resolved so that learning outcomes can be maximized as in normal conditions.

Learning Evaluation

a) Observation Results

The teacher conducts an assessment through Whatsapp, Classroom by sending back the assignments of students who have been given grades, an assessment of the discipline and activeness of students in the learning process which the teacher then conveys to the parents of students through the Whatsapp group.

b) Interview Results

The results of the interview in the evaluation of learning from the GWMP teacher are: "At this time of covid, the assessment is flexible. Adapting to conditions. For formative, usually through discussion, question and answer and activities during KBM., and for summative, taken from the results of assignments and exams

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

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

Difficulties in learning with online methods during the Covid-19 era and its psychological impact on students

1) Observation Results

There are several aspects that the researchers observed, namely motivation, concentration, reaction or response, understanding of subject matter, family social environment and school social environment, which showed different results, so they could not be generalized.

2) Interview Results

Learning difficulties experienced by four students SXIA, SXIS, SXIIA and SXIIS based on the results of interviews, the researchers concluded that:

- a) Motivation: the results of the answers vary between positive and negative such as the level of saturation, competing with each other in achieving achievements in various ways and learning efforts to achieve maximum results.
- b) Concentration: Concentration of mind, focus, attention in learning Understanding the material in this aspect students experience the same obstacles, such as being disturbed, confused, not understanding, dizzy and stressed.
- c) Reaction: for student participation and response, this aspect also shows the same results, namely efforts in learning must start with high curiosity so that lack of understanding of the material provided can be reduced.
- d) Understanding of the material: in this aspect, in mastering the subject matter, using and applying it the way that students do tend to be the same, namely surfing in the world of ICT in fulfilling learning tasks and eliminating boredom through excitement and other entertainment news that has nothing to do with the subject matter.
- e) Family and school social environment: these two aspects are interrelated, a good situation in the family will also affect the condition of students in school settings (complete data from interviews with students are attached)

Conclusions from interviews with several aspects of the above, the researchers concluded that there are two factors that influence the difficulty of learning with online methods during the Covid-19 period so that it has an impact on the psychology of students, namely Internal factors with regard to ability, discipline, responsibility, and independence.

Meanwhile, external factors are dominated by various academic demands from schools, the need to achieve achievements, learning outcomes both as self-determination, family demands, and the actualization of community recognition as social demands of the community. Both of these factors are factors that trigger academic stressors so that students' stress levels become one of the psychological impacts for students.

CONCLUSION

The application of the Online Learning method in the Covid-19 Period at SMAN 10 Jambi City has been going well. The learning system with a combination of online and offline is sufficient to facilitate the needs of students in mastering the subject matter with the aim of achieving optimal learning outcomes.

Online Learning Methods Have an Impact on Student Learning Difficulties due to boredom and boredom of students with learning systems and limited social relationships. In addition, boredom with the routine of many tasks, the delivery of material that is not maximally understood by students, makes students experience various obstacles in learning. And with their limitations they try to be independent in learning, research subjects continue to try to stay motivated in learning with all their limitations. Wisdom from the government and education providers, in this case educators, is needed to anticipate the conditions of students who experience various problems both in families, schools and society.

Online Learning Methods Have an Impact on Psychological Students are very very human, various factors that influence it, namely internal factors regarding ability, discipline, responsibility and independence as a form of self-evident. While external factors are dominated by various academic demands from schools, the necessity to achieve good achievement and learning outcomes as demands from oneself, family, school, and the actualization of community recognition as social demands of society. Both of these factors are factors that trigger academic stressors so that students' stress levels become one of the psychological impacts for students.

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