



THE IMPACTS OF E-LEARNING PSYCHOLOGICALLY TOWARDS TEACHERS (A LITERATURE REVIEW)

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Abstract

In 2020, the massive spread of Covid-19 led to several new policies. To diminish the spread of Covid-19, the Indonesian government made a strict policy, namely a social distancing policy. The Ministry of Education and Culture of the Republic of Indonesia publishes an education policy. One of the policies is that the teaching and learning process must be done at home with online learning during the Covid-19 pandemic. The main of the study was to present a literature review of the psychological impact of e-learning on teachers. Researchers observed and examined sixteen articles relating to the psychological effects of e-learning on teachers. The type of study method used in this research is library research. The results showed that due to the many kinds of online learning platforms and many factors that influence online learning success, teachers experience some difficulties and challenges in conducting online learning. The problems and challenges faced by teachers have a psychological impact on teachers. Teachers experience stress, anxiety, frustration, insecurity, and depression. In conclusion, many teachers experience stress, anxiety, frustration, insecurity, and depression as a psychological impact of e-learning. Researchers hope that the results of this study can be used as an information and a reference for researchers for further research.

Keywords: e-learning, impact, psychologically, teacher

INTRODUCTION

The first case of the coronavirus (Covid-19) outbreak in Wuhan, China, came to international attention in 2019. According to Du et al. (2020), Wuhan is an area with 22.08 million inhabitants. Large populations with intense levels of physical encounters will increase the spread of the virus. Lai et al. (2020) stated that the number surpassed SARS cases in 2003 and spread worldwide. Rahayu (2020) noted that the case of the coronavirus (Covid-19) outbreak became a global pandemic in March 2020.

The massive spread of Covid -19 led to a new policy, namely a social distancing policy. The social distancing policy was enacted as a physical distancing to minimize the space of Covid-19. This new policy has a significant impact on various sectors of life. Rahayu (2020) stated that the industry of life mainly affected by the new policy is the education sector. UNESCO (2020) states that in many countries, schools are closed due to public health emergencies. Moreover, UNESCO (2020) noted that due to Covid-19, 188 countries closed schools, including Indonesia.

In April 2020, the Indonesian government made a strict social distancing policy. It was a strict policy to reduce the spread of Covid -19. The Ministry of Education and Culture of the Republic of Indonesia publishes the education policy mentioned in the Letter of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020. One of the contents of the policy is that the teaching and learning process must be done at home with e-learning. Several previous studies have related to the psychological impact of e-learning on teachers. In this study, researchers observed and examined sixteen articles associated with the psychological effect of e-learning on teachers. The study aimed to present a literature review of the impacts of e-learning psychologically on teachers.

RESEARCH METHODS

The type of this study was library research. According to Embun (2012), library research is conducted by observing and examining written works, including both published research and those that have not been published. Furthermore, Melfianora (2017) added that the source of detaining the literature study could be an official source. It can also be in conclusions, seminar reports, notes of scientific discussions, records of scientific talks, and official papers published by the government. And other institutions. In addition, the data can be in the form of books or digital like the computer, computer data, and optical disks.

In this study, the researcher observed and examined sixteen articles related to the impacts of e-learning psychologically on teachers. The type of data used in this study was secondary data. The researcher collected the data by observing and examining the articles. After collecting the data, the data were presented and described descriptively.

RESULTS AND DISCUSSION

1. Online Learning

According to Selim (2007), online learning is teaching learning through electronic media: CD ROM, television, audio or videotape, satellite broadcast, and the internet. Appana (2008) added that online learning is a learning activity that depends on the internet as the key to communication. Carliner (2004) explained that online learning is a learning experience through technology.

Zucker (2002) stated that two types of methods could be used in online learning, known as synchronous and asynchronous learning. Synchronous learning is a learning form in which the interactions between the teacher and students happen directly through online platforms such as video conferences and online chats. On the other hand, asynchronous learning is a learning form in which the interactions between the teacher and students happen indirectly. Asynchronous learning usually happens indirectly through email systems, blogs, Wikipedia, videos, articles, and online discussions. Moreover, Zucker (2002) added that online learning is a new perception through the internet. Online learning has existed worldwide for a long time, but almost all the teachers have been taking online media: also YouTube some MEDSOS since the pandemic era.

What should be known about online teaching-learning during COVID-19 pandemic was that all the teaching and learning processes must be done online. Internet picking up during the pandemic implies that understudies and educators do the instructing and learning exercises online by utilizing advances without going to class or school. Many platforms offer and can be used in teaching-learning, namely WhatsApp, Google Classroom, zoom, etc. Hughes (2002) mentioned that the biggest challenge faced by online learning activities is that many factors can affect the success of the learning process. Many factors make it succeed or fail. The two most crucial factors are the stability of the internet connectivity and the sufficient number of computers.

2. Difficulties Faced by Teachers in Online Learning

Due to the many types of online learning platforms and many factors influencing online learning success, teachers experienced some difficulties and challenges in conducting online learning. Noor (2020) states that some teachers faced problems running online teaching and learning activities because teachers were less skilled in modern technologies like computers and the internet, which made them prefer traditional offline teaching and learning activities. Sharin (2021) mentioned in her study literature that some studies found that teachers faced some problems during the online teaching and learning activities. Online learning made teachers feel that there was a lack of interaction and contact between students and teachers. Teachers also experienced some difficulties. It was difficult for teachers to provide students with guidance that fits students' preferences and abilities. These difficulties caused students' lack of encouragement and motivation during the online teaching and learning activity. In line with

that statement, Nursalina (2021) stated that some teachers had a significantly less positive perception of online education and learning activity.

Moreover, Rahayu (2020) explained that teachers faced some challenges and difficulties using online teaching platforms. For some teachers, online teaching platforms were not accessible to operate, hard to understand, and challenging to learn. Teachers also felt that online teaching platforms were less effective because they caused a lack of communication and interaction between students and teachers. By the statement, the result of the study was conducted by Rasmitadila in 2020. Rasmitadila (2020) stated that during the online teaching and learning activity, teachers faced difficulties setting up online systems that were too complex. Besides that, teachers also faced challenges in conditioning students to participate well during the teaching and learning activity which caused the class became less conducive.

3. The Impacts of E-Learning Psychologically on Teachers

Kumar (2020) mentioned that the pandemic affects the emotions of some individuals, including teachers. The difficulties and challenges faced by teachers in online teaching and learning activity affected teachers psychologically. Glass (2017) stated that most teachers were not ready to hold online education and learning activity through online platforms. Sudibjo (2022) explained that online teaching and learning activities caused work stress or stressful workloads and dissatisfaction, which affected teachers' mental health. McEwen (1993) demonstrated that stress is defined as a term for a particular experience and the body's response to that specific experience. McEwen (1993) added that the term stress generally refers to challenges. American Psychological Association (2022) stated that stress is a common and normal reaction to everyday pressures. However, it can become destructive and unhealthy when it affects and upsets the day-to-day functioning,

In addition, Altaf et al. (2022) explained that many teachers experience increased workloads and uncertainty, which affects their mental health conditions. Wang et al. (2020) mentioned that in the first two weeks of the pandemic, it was reported that many people, including teachers, experienced high stress, depression, and anxiety. The study found that 28.8% had moderate to severe anxiety symptoms, 8.1% had moderate to critical stress levels, and 16.5% had symptoms of moderate to severe depression. Sorrow is a typical and genuine clinical sickness that adversely affects somebody who feels, thinks, and acts. Discouragement causes bitterness and misfortune interest in exercises appreciated. It prompts an assortment of

emotional and actual issues and a decline in capacity to enact either working or home. (American Psychiatric Association, 2020)

Estrellan et al. (2021) stated that teachers faced psychological challenges from online teaching and learning activity. Online teaching and learning activities changed the teachers' eating patterns which could be a health problem. Teachers also experienced frustration, anxiety, and stress whenever technological issues arose. Therefore, it makes sense that some teachers experienced frustration whenever they faced technical matters. In addition, according to the Oxford dictionary, anxiety is a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome. Based on the definition of anxiety, teachers may experience anxiety because online teaching and learning activity is considered new for teachers. Teachers may feel unsure about the outcome of the teaching and learning process.

Sharin (2021) stated that online teaching and learning activities increased teachers' pressures and work overload. Teachers also had to manage their time to balance their teaching, study, and work responsibilities. Sharin (2021) added that the increased pressure and workload triggered teachers to feel distressed, anxious, insecure, and even experience PTSD (Post Traumatic Stress Disorder). From that definition, it can be seen that teachers may feel insecure because they feel unconfident about using online learning platforms for online teaching and learning activity. In addition, American Psychiatric Association (2020) mentioned that people with PTSD (Post Traumatic Stress Disorder) might keep away from circumstances that make them remember the horrible accident; also, they may have a solid, not positive, response to say. By that definition, it is possible for teachers who experience PTSD to avoid online teaching due to traumatic events.

CONCLUSION

Based on the description in the discussion, In short, most research conducted in the past showed that online learning may have psychological impacts on teachers in correlation with the difficulties and challenges faced by the teachers in completing the online teaching and learning activity. From the result of the study, it is known that teachers experience stress, anxiety, frustration, insecurity, and depression during online learning and teaching activity. Furthermore,

the researcher expected that the study results could be used as an information and a reference for researchers for further research.

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