

**EMOTIONAL DYNAMICS OF THE FOURTH SEMESTER STUDENTS DURING
ONLINE LEARNING IN ENGLISH DEPARTMENT UNIVERSITY OF MATARAM**

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Abstract

For the past two years, we have lived with the COVID-19 virus, which has been infecting humans for almost two years. The COVID-19 have resulted in the widespread disruption such as travel restrictions, closure of schools, global economic recession, political conflicts. This study aimed to know how student emotions develop over time and what causes students to experience positive and negative emotions during online learning. This type of research is a qualitative descriptive method. This research involved 70 students in the fourth semester at the University of Mataram. Data collection was carried out by interviews and questionnaires. Then, the data analysis procedures in this study include data reduction, data presentation, and drawing conclusions. These results suggest that the emotional development of students while engaging in online learning occurs and that the emotional dynamics experienced by students tend to be positive. They are happy because online learning can be done flexibly and causes of the positive and negative emotions that students have during the online learning process. It can be concluded that students experience more negative emotions due to an unstable internet network and limited internet quota. Only a few students felt positive emotions when they understood the subject matter delivered by the lecturer; At that time students feel happy and proud of their abilities.

Keywords: *Emotional dynamics, Covid-19, Online Learning*

Abstrak

Selama dua tahun terakhir, kita hidup bersama virus COVID-19 yang sudah hampir dua tahun menginfeksi manusia. COVID-19 telah mengakibatkan gangguan yang meluas seperti pembatasan perjalanan, penutupan sekolah, resesi ekonomi global, konflik politik. Penelitian ini bertujuan untuk mengetahui bagaimana emosi siswa berkembang dari waktu ke waktu dan apa yang menyebabkan siswa mengalami emosi positif dan negatif selama pembelajaran daring. Jenis penelitian ini adalah metode deskriptif kualitatif. Penelitian ini melibatkan 70 mahasiswa semester empat di Universitas Mataram. Pengumpulan data dilakukan dengan wawancara dan kuesioner. Kemudian, prosedur analisis data dalam penelitian ini meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil tersebut menunjukkan bahwa perkembangan emosi siswa saat mengikuti pembelajaran daring terjadi dan dinamika emosi yang dialami siswa cenderung positif. Mereka senang karena pembelajaran daring dapat dilakukan secara fleksibel dan menimbulkan emosi positif dan negatif yang dimiliki siswa selama proses pembelajaran daring. Dapat disimpulkan bahwa siswa lebih banyak mengalami emosi negatif karena jaringan internet yang tidak stabil dan kuota internet yang terbatas. Hanya sedikit mahasiswa yang merasakan emosi positif ketika memahami materi pelajaran yang disampaikan oleh dosen; Pada saat itu siswa merasa senang dan bangga dengan kemampuannya.

Kata Kunci: *Dinamika Emosi, Covid-19, Pembelajaran Daring*

INTRODUCTION

In the previous two years, we have lived side by side with the COVID-19 virus, which has been infecting humans for almost two years. In addition to the elderly, this virus also affects infants, young children, and adults, including mothers, pregnant women, and nursing moms.

The fight against the threats to COVID-19 pandemic suffered profound effects and impacts on almost all sectors in the human race. These have resulted in the widespread disruption such as travel restrictions (Chinazzi et al., 2020), closure of schools (Viner et al., 2020), global economic recession (Fernandes, 2020), political conflicts (Barrios & Hochberg, 2020). The impact of the Covid-19 outbreak has been immense throughout the globe (Indonesia is no exception) in every aspect of life, including education, and is likely to affect all professions, including teachers. In education, for example, the outbreak of Covid-19 brought closures to all education institutions, except in green zones, causing many domino effects (Joint Ministerial Regulation no. 1 the year 2020) – changes in modes of learning, school administration, and learning assessment, to mention just a few (Amin et al., 2022). The very evident change this pandemic has brought about is the movement towards distance schooling (Ferdig et al., 2020) from conventional, face-to-face learning.

The impact of learning changes experienced by students during the COVID-19 pandemic risks causing emotional problems. Emotional problems that have increased during this pandemic are stress, anxiety, and even depression. For students, this pandemic causes stress and anxiety related to changes in the lecture process and daily life.

Learning delivered in an online mode gives the impression that teachers must be more active in providing material than students. Therefore, online instruction cannot guarantee that pupils comprehend the information being delivered (Ulya, 2020).

This study was conducted to find out how the emotional development of students during online learning is affected and what causes positive and negative emotions among students during online learning in fourth-semester students of the English Department University of Mataram. This research will be conducted on fourth-semester students because these students have experienced the online learning process so that they have also experienced changes in emotional dynamics during online learning.

METHODS

The researcher employed a qualitative research method. A qualitative research method is related to developing explanations of social phenomena (Creswell, 2014). This research investigates and explains the emotional dynamics of fourth semester students at Mataram University during the COVID-19 pandemic. This research involved 70 students in the fourth semester at the University of Mataram.

The data were obtained through questionnaires and interviews, and the data obtained were then analyzed through three stages: data reduction, where audio data was identified, classified, and transcribed into written form; display data, where data is displayed by compiling it into descriptive text so that it is easy to understand; and drawing conclusions, where the data is concluded in the form of a brief statement that summarizes all the data that has been presented.

RESULTS AND DISCUSSION

Research Result

This section presents data and analysis on emotional dynamics among the fourth-semester students at the University of Mataram. Data from 70 students were considered. In addition, interviews were conducted to determine the results of the aspect analysis, statement by statement, with six statements followed by explanations and categories. The results of data

analysis conducted by researchers on 70 students spread across 7 classes were divided into two categories: positive and negative emotions. Positive emotions are divided into 3 categories: enjoyment, hope, and pride, and negative emotions are divided into 5 categories: anger, anxiety, shame, hopelessness, and boredom.

Table 1 Students Positive Emotion

No	Positive question	Yes	No
1.	Pride	70.00%	30.00%
2.	Hope	69.29%	30.71%
3.	Enjoyment	68.19%	31.81%
Total		69.17%	30.82%

Table 1. shows the results of positive emotion and as can be seen 69.17% of respondents indicated that they were experiencing positive emotion while studying online during COVID-19, while only 30.82% indicated that they were not. This indicates that more students feel pride, hope, and enjoyment when they are doing their online learning.

Although as presented earlier students experienced positive emotions, they also at the same time reported some kinds of negative emotions (see Table 2 below). As appear in the table, when asked about the five types of negative emotions, just over half (52.67%) of the students experienced negative emotions and only 47.32% indicated they did not. This shows that students feel more anger, anxiety, shame, hopelessness, and boredom when they do online learning.

Table 2. Students Negative Emotion

No	Negative question	Yes	No
1.	Boredom	60.35%	39.65%
2.	Shame	60.28%	39.72%
3.	Anxiety	57.85%	42.15%
4.	Anger	44.30%	55.70%
5.	Hopelessness	40.58%	59.42%
Total		52.67%	47.32%

Based on the tables of positive and negative emotions above, we can conclude that despite the fact that students experienced both positive and negative emotions during the online learning, they tend to experience more positive emotions, with the highest total data percentage (69.17%) answering yes and the lowest total data percentage (30.82%) responding no, whereas negative emotions (52.67%) answer yes and (47.32%) respond no. So, based on the entire data, we can say that pride (70.00%) has the highest percentage level of positive emotions, followed by hope (69.29%), which had the second-highest percentage of yes votes from students, and enjoyment (68.19%), which came in last. Similar results were found in the table of negative emotions, where students indicated that boredom (60.35%) and shame (60.28%) were the highest emotional levels, respectively. Anxiety (57.85%) and anger (44.30%) were the next two highest levels, and hopelessness (40.58%) was the highest level overall

Researchers also used interviews as a secondary instrument in this study to answer the second question three students were interviewed. Based on the results of interviews with the three students, several causes of positive and negative emotions were found among the fourth-semester students during online learning.

Causes of positive emotions:

Based on the data analysis, it can be found that there are two categories of positive emotions, namely:

- a Online learning is more flexible as students can study anywhere, not limited to school buildings.
"In my opinion, I prefer studying online because it's flexible, we can study anywhere as long as it's comfortable" (S2)
- b Understanding the material presented when studying online makes students feel happy.
"My feelings when studying online sometimes I feel happy when I understand the subject matter presented, and sometimes I feel bored because I only study via a laptop without face-to-face" (S1)

Causes of negative emotions :

Different from the causes of positive emotions, there are more causes of negative emotions, namely:

- a The most common problem encountered by students, especially on an unstable internet network.
"Yes, I'm having trouble, especially on an unstable internet network, and it's irritating me." (S1)
"I have a number of difficulties when studying online, including an unstable network, an internet quota that runs out very quickly, and, when online classes start when it's heavily raining, we can't listen to the lecturers smoothly because the internet networks unstable." (S2)
"My difficulty when studying online is that I am on an unstable internet network." (S3)
- b When studying online, the lecturer gives a lot of assignments and feeling uncertain about the subject matter that make students anxious and stressed.
"Yes, I once felt stressed while studying online when the lecturer gave a lot of assignments, and at that time I didn't understand the material being conveyed because of internet signal constraints." (S1)
"Yes, I nearly always experience anxiety and worry when studying online, especially when the lecturer assigns numerous assignments and other lecturers give assignments with short due dates." (S2)
"Yes, I have experienced anxiety when I could not comprehend the lecturer's course." (S3)
- c Students were anxious and concerned when they couldn't completely explain the subject, the internet network was unreliable, and their neighbors' excessive noise bothered them.
"The challenge I faced when studying online was not being able to fully explain the material in online learning to friends." (S1)
"The difficulty I had while learning online was having to answer questions in a short amount of time. and I was quite concerned because the network was unreliable and so I was often late collecting exams." (S2)

“The challenge that I have faced when studying online is the disturbance around the neighbor's house, which is too noisy, which disturbs the comfort of studying online.”(S3)

- d They are sometimes frustrated when they sit for a long time and listen to the lecturer explaining the material, and they are also worried because they don't fully understand the material being studied online.

“When I spend a lot of time sitting and listening to the lecturer explain the material, I occasionally become frustrated while I'm studying online.”(S2)

“My thoughts when I study online I worry because I don't fully comprehend the material I'm learning online.” (S3)

Discussion

The researcher presents a discussion of the emotional dynamics of fourth semester students during online learning in the English department at the University of Mataram. This research focuses on how fourth semester students' emotions develop over time and what causes positive and negative emotions in fourth-semester students during online learning.

The fourth semester students' emotions develop over time while participating in online learning

Based on the results of the questionnaire that have been distributed about how the emotions of semester 4 students develop from time to time while participating in online learning, there are positive and negative emotions. In the positive emotion table, the highest positive emotion is pride with a percentage of 70.00%, the second is hope with a percentage of 69.29%, and the lowest percentage is enjoyment with a percentage of 68.19%. According to Fredrickson (1998), emotions like enjoyment and happiness are feelings that act as agents for positive emotions and carry subjectively pleasurable feelings with them.

There is also anger on the list of negative emotions. In the highest order, there is boredom with a percentage of 60.35%, then in second place, there is shame with a percentage of 60.28%, in the third order there is anxiety with a percentage of 57.85%, the fourth is anger with a percentage of 44.30%, and finally, there is hopelessness with a percentage of 40.58%. Wang, Zhao, and Zhang (2020) also found that students had an overall higher level of anxiety, and more students were identified as anxious one month after the new semester began and were attending online learning.

The causes of positive and negative emotions among the fourth semester students during online learning

From the six questions that were given to interview participants, it can be concluded that what causes positive and negative emotions during online learning is revealed when researchers conduct interviews with semester 4 students. Students feel more dominantly negative emotions because, when studying online, they often experience some difficulties. When studying, one of the problems that students most often experience is that the network is unstable and the internet quota is limited. According to Oktawirawan (2020) the triggers for student anxiety during the current online learning period, namely difficulty to understand material, difficulty doing assignments, availability and conditions of the internet network, technical constraints, and worries about the next assignment. The second problem, which is often encountered, is when the lecturer gives a lot of assignments with a short deadline, which causes students to often feel depressed and annoyed. Finally, the reason students feel anxious is when there are disturbances from outside the home when the neighbors are too noisy to disturb the comfort of online learning, and from several students who were interviewed, there were several who felt positive emotions, including when they understood the subject matter

conveyed by the lecturer. At that time, they felt happy and proud of their abilities. Lastly, when online learning can be done anywhere it makes feelings students are happier and don't get bored quickly. According to Nevid et al. (2005), high-intensity anxiety can interfere, where individuals will feel worried and complain that something bad will happen, anxiety does not only have a negative impact but can also have a positive impact, where anxiety can motivate individuals to do something more positive.

CONCLUSION

Based on the findings and discussion, the researchers conclude how students' emotions develop over time while participating in online learning, the emotional dynamics experienced by semester 4 students tend to be positive. They feel enjoyment, pride, and hope because online learning can be done flexibly and anywhere, so it doesn't make them feel bored quickly and causes of positive and negative emotions that arise in semester 4 students during online learning. It can be concluded that negative emotions are more common in students because of unstable internet networks and limited internet quotas. Only a few students feel positive emotions when they understand the subject matter delivered by the lecturer; at that time, students feel happy and proud of their abilities, and when online learning can be done anywhere, it makes students feel happy and not get bored quickly.

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