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Online Learning And Mental Healt To Rise The Students Interest In High School Di Indonesia

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Abstract

This study aims to determine and examine empirical data related to the effect of online learning and students' mental health on high school students' learning requests. This study uses a survey method with a correlational and regression approach to quantitative data. The research population is high school students in South Tangerang City. The sample of this research is 80 respondents. Data was collected using a questionnaire technique. The type of analysis used is correlation and regression analysis which is described descriptively by using statistical data processing software SPSS version 26. The results of the study are: First, there is a significant effect of the influence of online learning on students' interest in learning with a correlation coefficient (r) of 0.466 and R2 by 21.8%. Second, there is a significant effect of mental health on students' interest in learning with a correlation coefficient (r) of 0.435 and R2 of 18.9%. Third, there is a significant effect of online learning and students' mental health together on interest in learning with r of 0.604 and R2 of 36.5%. = 17.200 + 0.455 X1 + 0.426 X2 Each increase in the score of the effect of online learning (X1) and mental health (X2) simultaneously, gives an effect on increasing student interest in learning (Y) of 0.881.

Keywords: Online Learning, Mental Health, Student Interest.

INTRODUCTION

The COVID-19 pandemic has changed the life and structure of society. With the transmission of Covid-19, the learning process has changed from what was originally done face-to-face to learning via the internet. In conditions like this, teachers continue to carry out their obligations as educators, and mentally strengthen students to have a high enthusiasm for learning (Kotera, et.al, 2019).

Interest in learning will always be a problem that is always interesting to research (O'rien, et.al, 2019), because indirectly interest in learning becomes a driving force in students to be active. The students' interest in learning comes from within students and from outside students, where these two factors are always related in fostering enthusiasm in learning (Petko, et.al, 2018).

In distance learning, it is important for teachers to master science and technology. School administrators, students, parents, and of course teachers must migrate to a digital learning system or e-learning. Educators are required to have the ability to apply technological media that can be adapted to the demands of the times, while maintaining students' mentality to have a high interest in learning (Salerno, 2016).

Recent research, Sebastian (2020) said that even though students study online, they are enthusiastic, do not complain and are not bored. In the short term this is certainly not a problem, however, in the long term it will make the child bored and depressed, thus causing his mental

health to be disturbed. Students carry out online learning and communicate with teachers using several applications that are used such as Google Classroom, Google Form, Zoom, Google Meet, Whatsapp Group and so on which are used as supporting media in learning activities and evaluating the learning process (Terrazollah, 2018).

This is in line with the research results of van Berkel & Reeves, (2017) that there are some perceived obstacles for teachers, students and parents in online learning activities, namely the low science and technology ability, the accumulation of internet quota budgets, the existence of extra tasks for parents to accompany their children. Learning, communication and socialization between teachers, students, and parents have decreased and work time has become unlimited for teachers because they have to talk and coordinate with parents, other teachers, and school principals.

This situation is in line with the research results of the Ministry of Women's Empowerment and Child Protection in March 2020 with the subject of students aged 14-17 years (69% women and 31% men) totaling 717 from 29 provinces throughout Indonesia. The results show that 58% of students are not happy with the study program from home. The reason for this is that students think that closeness with friends is lacking, they face technological limitations, in the form of internet facilities, gadgets, and electronic novels. They think that the school does not have a good program for home learning. Schools and teachers only give assignments in a row (Cleofas, & Rocha, 2021)

During an interview with one of the PAI teachers at SMA Negeri 6 Tangerang Selatan City, he admitted that online learning was less effective and had an impact on students' interest in learning and even had a negative effect on students' mental health, because, firstly, teaching materials delivered online were not necessarily understandable. by all students. Because the material is presented in the form of power points, learning videos and so on. Maybe the material can be understood but students' understanding is not comprehensive. So that there are still students who are lazy in completing the assignments given. Online assignments are more directed in the form of via applications.

Second, the limited ability of teachers to use technology means that some teachers cannot operate computers or gadgets to support the learning process. So that learning is still monotonous which causes students to lack interaction in learning.

Third, the teacher's limitations in controlling students when learning through online so that during learning there are students who are less enthusiastic about observing the material explained/explained and causing boredom, laziness, so that learning is still carried out on the basis of compulsion. As well as the activity of students participating in learning through low zoom media.

Fourth, lack of motivation and indifference from the students' immediate environment which results in disturbed mental health such as boredom, laziness and even lack of attention to learning.

Thus, students who are able to adapt means to have a healthy body and spirit. The child's health should be supported by the surrounding environment such as the family environment, school environment and community environment. On the other hand, an unhealthy physical and mental state is an obstacle to increasing student interest in learning, because every activity requires healthy mental abilities and activities. (Mufarokah, 2009).

Seeing the various facts that occur in the field, educators have tried to stimulate enthusiasm or motivation to learn students who increasingly need learning plans that are in accordance with the current conditions of students with the application of online learning supported by various supporting media in reducing student boredom.

Research question

1. Is there any effect of online learning on students' interest in learning in South Tangerang City, Banten, Indonesia?.

2. Is there any effect of mental health on students' interest in learning in South Tangerang City, Banten, Indonesia?.

3. Is there any effect of online learning and mental health on students' interest in learning in South Tangerang City, Banten, Indonesia?.

Literatur review

Interest to learn

The learning interest of high school age children is relatively low (Askell-Willians & Lawson, 2015) especially during the Covid-19 pandemic, which is relatively declining (Asio et.al, 2021), because learning is done online. It is necessary to anticipate so that students' interest in learning remains high (Bonfligio, 2016). If it is not handled properly it will cause the stress level of students to be high (Chang et.al, 2019).

Demand for learning must be high (Jimenez & Csee, 2020), considering there is a lot of pressure when studying (Chan & Greca, 2013). There are many ways that can be done to overcome this, such as out-door learning (Chang et.al 2019). There are also those who suggest the importance of a spiritual approach to increase interest in learning (Cook & Babyak, 2019). This approach is important, because the mental health of students must be maintained so that their interest in learning remains high (Cowan, 2012).

In areas that are still thick with cultural customs, to increase the demand for learning it is also necessary to use a cultural approach (Cramer & Sastro-Olivo 2016). Interest in learning needs to be continuously improved because it is related to school quality (David, et.al. (2019). The toughest challenge in increasing student interest in learning is the high level of stress (Gustems et.al, 2019). High mints can also occur due to the presence of support from the environment (Siskandar, 2009), including from teachers (Jimenes et.al, 2020).E learning which was originally aimed at increasing interest but if done continuously it would make it boring (Jimenez, 2020)

Online Learning

Adopting new technology is generally not easy. Users of zoom technology, google meetings or other platforms for online learning activities feel mentally tiring (Bailenson, 2021). To overcome mental boredom, it is necessary to open the camera to be seen by other students (Peper et al., 2021) this can reduce the mental health burden. Continuous poor connectivity has resulted in high stress levels and poor mental health among students (Dhawan, 2020).

Learning is a way for teachers to help students in learning activities using platform applications that are available online learning can require sufficient resources (Shunhaji and Nurlia Aliyah, 2021).

Although students do not attend school, during the online learning process they must wear school clothes (Peper et al., 2021). However, the uniform should not create an additional financial burden for a population that is already economically constrained as a result of the economic and social lockdowns during the COVID-19 pandemic (Hou et al., 2020, Malolos et al., 2021). To increase concentration and boredom from online learning activities, it is also recommended to avoid multitasking and take regular breaks every 30 minutes (Peper et al., 2021).

Mental health

Mental health is a state of a healthy soul which is characterized by the development of all aspects according to its function and being able to develop its potential, so that it is able to interact with the surrounding environment and obtain happiness in life. (Bailenson, 2021).

Negative mental health consequences of online learning among students can include increased anxiety and absenteeism. (Poalses and Bezuidenhout, 2018). The COVID-19 pandemic exacerbates these consequences as educational institutions shift from face-to-face activities to mostly online learning modalities (Malolos et al., 2021). While all students may be affected, students from lower socioeconomic areas have higher mental distress (Cleofas and Rocha, 2021). Hou et al. (2020) noted that

young Chinese students from under-resourced areas may be at risk for mental disorders during the COVID-19 pandemic due to social and cultural factors. Malolos et al., (2021) developing country resources are needed to reduce mental stress from online learning including video conferencing.

Prior to the COVID-19 pandemic, several studies noted that it was necessary to improve teachers' attitudes, beliefs, and behaviors towards mental health through mental health literacy campaigns, workshops, and seminars (Weist et al., 2017). Given the increasing mental health burden among students (Malolos et al., 2021), it may be necessary to renew these mental health promotion activities among teachers.

Mental health includes the emotional, psychological, and social well-being of each person. (Malolos, 2021). It affects the way you think, feel, and act. Therefore, a teacher does not only pay attention to aspects of intellectual intelligence, but also emotional and spiritual aspects. (Tanrere, et.al,, 2020).

Hypothesis

The hypotheses in this study are as follows:

1. There is a positive and significant influence between online learning on students' interest in learning in Islamic religious education subjects at SMA Negeri 6 Tangerang Selatan City.

2. There is a positive and significant influence between mental health on students' interest in learning in Islamic religious education subjects at SMA Negeri 6 Tangerang Selatan City.

3. There is a positive and significant influence between online learning and mental health on students' interest in learning in Islamic religious education subjects at SMA Negeri 6 Tangerang Selatan City.

Methodology

Research design

The type of research used in this research is quantitative research which aims to find relationships and explain the causes of changes in measurable facts. The approach used in this research is to use quantitative research (Basrowi & Utami, 2019).

Population and Sample

The population in this study were students of SMA Negeri 6 Tangerang Selatan City class XI IPA, in 2020 and researchers will also limit the population to be taken as a representative sample of the total population. Samples were taken using a non-probability sampling technique

Research Instruments

The research instrument is a questionnaire that refers to two independent variables, namely online learning and mental health and the dependent variable is interest in learning (Basrowi & Utami, 2020). The scoring on the questionnaire uses a Likert scale by considering positive statements (which are liked) and negative statements (which are not liked) by respondents (Nazar, 2003). The instrument test was conducted by comparing the correlation coefficient between the item scores and the total score using the Pearson Product Moment correlation technique. The instrument is declared valid if the calculated correlation coefficient is greater than r table (rcount > rtable). On the other hand, reliability can be measured using the Alfa Cronbach formula.

Data and Analysis Techniques

The type of data selected in this study is quantitative data, which is data that can be measured directly and can be calculated. Collecting data in this study using methods, namely interviews and questionnaires.

Data analysis techniques in inferential statistical research, with SPPS ver.26 software.

Results

Testing Requirements Analysis

Normal Test

The recapitulation of the estimated error normality test results are as follows:

Table 1. *Recapitulation of the estimated error normality test results*

Estimation Error	P_{Sig}	α	Z count	Zt_{ab}	Conclusion
$\hat{Y} - X_1$	0,077	0,05	0,094	1,645	The estimation error comes from a normally distributed population
$\hat{Y} - X_2$	0,200		0,080		The estimation error is from a normally distributed population
$\hat{Y} - X_1, X_2$	0,200		0,082		The estimation error is from a normally distributed population
Criteria: The estimation error comes from a normally distributed population if:Psig Value > 0.05 or Zcount < Ztable					

Linierity test

The linearity test of regression (Y) on the two independent variables (X1 and X2) is as follows:

Table 2. *Recapitulation of linierity test*

Regresion Equation	P Sig		α	F_{reg}	F_{table}	Conclusion
X_1 $\hat{Y}$	0,400		0,05	1,082	1,720	The regression equation is linear
X_{2-} $\hat{Y}$	0,273			1,216	1,760	The regression equation is linear
	criteria: linear regresion if score of P Sig > 0,05 (5%) or F-reg < F_{table}					

Heterosacedasticity

Table 3. *Recapitulation of Heteroscedasticity*

Group of variance	Heteroscedasticity Assumption	Point Spread	Conclusion
$Y\text{-}X_1$		the points spread above and below the zero point on the Y axis	Homogeneous group variance
$Y\text{-}X_2$	Heteroscedasticity does not occur	the points spread above and below the zero point on the Y axis	Homogeneous group variance
$Y\text{-}X_1,X_2$	Heteroscedasticity does not occur	the points spread above and below the zero point on the Y axis	Homogeneous group variance
Criteria: The group variance can be said to be homogeneous, if the points spread above and below the zero point on the Y axis and do not make a certain pattern..			

Hypothesis test

First hypothesis:

Ho: y.1 = 0 means that there is no positive and significant effect of online learning (X1) on students' interest in learning (Y).

Hi: y1 > 0 means that there is a positive and significant effect of online learning (X1) on students' interest in learning (Y).

Tabel 4. *T tesr of Partial effect of X1 to Y*

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,200	15,279		1,126	,264
	Online teaching	,455	,099	,422	4,615	,000
	Mental healt	,426	,101	,386	4,222	,000
a. Dependent Variable: Interest in learning						

Based on table 4.23 of the SPSS "Coefficients" output above, it is known that the significance value (Sig) of the online learning variable (X1) is 0.000 < probability 0.05 and tcount is 4.615 > t table (0.025; 76) is 1.991 (tcount = 4.615 > ttable = 1,991). Thus Ho is rejected, H1 is accepted. There is a positive and significant effect of online learning (X1) on students' interest in learning (Y).

The magnitude of the effect (coefficient of determination) R2 (R square) = 0.218, which means that online learning has an influence on student interest in learning by 21.8% and the remaining 78.2% is determined by other factors.

The direction of influence can be seen from the results of simple regression analysis, which shows a simple linear regression equation (unstandardized coefficients B) = 59.750 + 0.503 X1 which means that every increase of one unit of online learning score will have an effect on student interest in learning of 0.503.

Second Hypothesis:

Ho: y.2 = 0 means that there is no positive and significant effect of mental health (X2) on students' interest in learning (Y).

Hi: y2 > 0 means that there is a positive and significant influence on mental health (X2) on students' interest in learning (Y).

Table 5. *t test of Partial effect of X2 to Y*

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,200	15,279		1,126	,264
	Online teaching	,455	,099	,422	4,615	,000
	Mental healt	,426	,101	,386	4,222	,000
a. Dependent Variable: interest in learning						

The significance (Sig) of the mental health variable (X2) is 0.000 < probability 0.05 and tcount is 4.222 > ttable (0.025; 76) is 1.991 (thit = 4.222 > ttab = 1.991). Thus Ho is rejected, H1 is accepted. There is a positive and significant effect of mental health (X2) on students' interest in learning (Y).

The magnitude of the effect (coefficient of determination) R2 (R square) = 0.189, which means that mental health has an influence on student interest in learning by 18.9% and the remaining 81.1% is determined by other factors.

Simple linear regression equation (unstandardized coefficients B) = 64.092 +

0.480 X2, which means that every one unit increase in mental health scores will have an effect on increasing student interest scores by 0.480.

Third Hypothesis:

Ho:Ry1.2 = 0 means that there is no positive and significant effect of online learning (X1) and mental health (X2) simultaneously on student learning interest (Y)

Hi: Ry1.2 > 0 means that there is a positive and significant effect of online learning (X1) and mental health (X2) simultaneously on students' interest in learning (Y)

Based on the results of the simultaneous F test (F test) on multiple linear regression analysis through SPSS, the following table is obtained:

Table 6. *Simultaneous F Test X1, X2 Against Y*

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6771,805	2	3385,903	22,097	,000[b]
	Residual	11798,582	77	153,228		
	Total	18570,388	79			
a. Dependent Variable: Student's Interest in Learning b. Predictors: (Constant), Online Learning, Mental Health						

The results of the F test in multiple linear regression analysis obtained the Fcount value of 22.097 which indicates that it is greater than the Ftable value of 3.110 (Fhit 22.097 > Ftab 3.110) and the significance value (Sig) 0.000 < probability 0.05. Based on the decision-making method for the F (simultaneous) test in multiple linear regression analysis, it can be concluded that Ho is rejected and Hi is accepted, meaning that online learning variables (X1) and mental health (X2) if tested together or simultaneously have a significant effect on student learning interest (Y).

The coefficient of determination R2 (R square) = 0.365, which means that online learning (X1) and mental health (X2) together or simultaneously have an influence on student interest in learning by 36.5% and the remaining 63.5% is determined by factors other.

Regression equation (unstandardized coefficients B) = 17.200 + 0.455 X1 + 0.426 X2, which means that each increase in the score for the application of online learning and mental health together or simultaneously will have an effect on increasing student interest in learning by 0.881. The recapitulation of the results of the proof or test of the three research hypotheses is as follows:

Table 7. *Recapitulation of Partial T-Test and Simultaneous F-Test Results*

Hypotesis	Decision Making Criteria				Conclusion
	Comparison of t values		Comparison of Significance values		
	$T_{account}$	t_{table}	Sig	α = 0,05	
First $Y-X_1$	4,615	1,991	0,000	0,05	H0 is rejected, meaning that there is a positive and significant influence on online learning (X1) on students' interest in learning (Y)
Second $Y-X_2$	4,222	1,991	0,000		H0 is rejected, meaning that there is a positive and

					significant influence on mental health (X2) on students' interest in learning (Y)
Third Y- X_1, X_2	22,097	3,110	0,000		H0 is rejected, meaning that there is a positive and significant influence on online learning (X1) and mental health (X2) on students' interest in learning (Y) simultaneously

Discussion

The effect of online learning on students' learning interest

The results of the research and hypothesis testing showed that there was a positive and significant effect of online learning on students' interest in learning. The results of the study are in line with or strengthen the theory put forward by Hou et.al, (2020) that online learning affects students' interest in learning because learning is different from classroom learning. Because teachers cannot directly control learning so it is not easy to know the character of students and also the limitations in providing less effective material.

Learning is a process that has a series of actions of teachers and students on the basis of reciprocal bonds that take place in an educational atmosphere to achieve goals. Interaction in the learning process has a broad meaning, not only the relationship between teachers and students, but these interactions can foster student interest in learning in this regard, not only delivering messages in the form of subject matter but instilling behavior and values in students who are learning (Weist, et.al, 2017).

The nature of the learning above emphasizes that teachers and principals in online learning need good cooperation in providing guidance and direction to deal with problems in learning.

The influence of mental health on students' interest in learning

The results of research and hypothesis testing indicate that there is a positive and significant effect on mental health on students' interest in learning. The findings in this study are consistent with the views of Novita Suriani, et.al, that mental health is related to interest in learning. This means that a stable and stable mental condition can support the success of learning to be interesting so that it can foster student interest in learning both in participating in the learning process and carrying out the assigned tasks (Malolos, et.al, 2021).

Mental health has an influence on student interest in learning, but not entirely student interest in learning is influenced by mental health such as the current virtual learning conditions, one of which is network problems, facilities and infrastructure, as well as other components that affect student learning interests both from within as well as the environment.

In developing countries, mental health resources are sometimes scarce (Malolos et al., 2021, World Health Organization, 2019). Therefore, it is necessary to take care of their mental health and avoid bad mental health (World Health Organization, 2019). In order for students to have good mental health, it is necessary to foster good social relationships with friends and loved ones (World Health Organization, 2013). Doing this, may not only improve mental health but also reduce the risk factors associated with poor mental health (World Health Organization, 2019).

In general, learning that considers children's mental health must pay attention to the

conditions faced by children in their daily social environment. While there is evidence that certain actions contribute to better mental health among children, the results depend on the context. In the context of developing countries, teaching children in the COVID-19 era requires consideration of existing social inequalities and economic constraints to maintain their mental health in an online learning environment.

Conclusion

Based on the findings in the study, conclusions can be drawn: first, there is a positive and significant effect of online learning on students' interest in learning. Online learning has an influence on students' interest in learning by 21.8% and the remaining 78.2% is influenced by other factors. Second, there is a positive and significant effect of mental health on students' interest in learning. Mental health has an influence on student interest in learning by 18.9% and the remaining 81.1% is influenced by other factors. Third, there is a positive and significant influence on online learning and students' mental health on students' interest in learning. Online learning and mental health have an influence on students' interest in learning by 36.5% and the remaining 63.5% is influenced by other factors. The results of multiple regression analysis show the regression equation (unstandardized coefficients B) = 17.200 + 0.455 X1 + 0.426 X2, which means that each increase in the score for the application of online learning and mental health together or simultaneously will have an effect on increasing student interest in learning by 0.881.

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