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Students' Emotional Maturity and Learning Motivation through Distance Learning During Pandemic

Tejomayi Mallela[1*], Ibrahimpatnam Mandal[2]

[1]*School Assistant (English) Zilla Parishad High School Mulapadu*
[2]*NTR District, Andhra Pradesh*

Corresponding author's: Tejomayi Mallela

Article History	Abstract
	This paper aimed to determine the emotional maturity and learning motivation of students through distance learning. The method used in this research is the quantitative method with survey technique. The data collection technique used a non-test technique with an online questionnaire instrument. The participants in this study included 35 Indian High School Student in India, which represented the accreditation criteria. The average value of students' emotional maturity during the Covid-19 pandemic as a whole was in a good category, with a score of 61.6%. This result shows that high school students with an age range of 15-18 years have a relatively good level of emotional maturity even though they are in distance learning adjustments due to Covid-19. Furthermore, the average value of student learning motivation is in a good category, with 66.5%, which shows that students can maintain learning motivation even in distance learning. Therefore, we can conclude that emotional maturity and learning motivation are still in the good category because students are still not familiar with distance learning, which is quite different from offline learning. Researchers offer suggestions to increase emotional maturity and learning motivation to increase teacher participation and the quality of parenting in distance learning.

1. Introduction

The Covid-19 pandemic that has hit the whole world has changed the order of life in various fields, namely religion, economy, education, and social affairs. Since the announcement of the spread of the 2019 coronavirus disease in India, the government has taken steps or policies related to handling or preventing the outbreak. Various procedures were carried out to break the chain of the spread of the coronavirus, including physical distancing, implementing 3M (washing hands, maintaining distance, and wearing masks), and PSBB (Large-Scale Social Restrictions).

One of the government's policies towards handling the 2019 coronavirus disease has an impact, especially on education. Therefore, the government has taken a policy in the world of education by holding online distance learning. Distance learning is also often defined as learning from home. However, distance learning uses media that allows interaction between teachers and learners (Prawiyogi, et al., 2020). In other words, in distance learning, there is no direct interaction. Still, media is an intermediary, namely from various applications such as WhatsApp groups, google meet, zoom cloud meetings and many online applications that can be used for distance learning.

In the circular letter of the Minister of Education and Culture number 4 of 2020, the world of education in India says learning from home through distance learning can provide experiences for students without being burdened by demands for curriculum achievements and focusing on life skills about the Covid-19 pandemic. Additionally, distance learning also provides a variety of learning activities and tasks from home by adjusting interest, conditions, and considering the disparity of access or facilities study from home and giving feedback on the evidence or the product of home learning activity are qualitative. According to the Directorate General of Higher Education (2020), the purpose of distance learning is to guide quick decision-making to initiate and implement sustainable knowledge and to encourage collaboration between parents, teachers, and students to be empowered to learn in the face of

emergencies due to coronavirus epidemic. Distance learning has a lot of impact on the emotional maturity of students. However, they are seeing some facts that distance learning is less effective and less following the guidebook. Based on a quick survey conducted by the Covid-19 task force shows that 47% of Indian children feel bored at home, 35% feel worried about being left behind in learning, 15% of children feel insecure, 20% of children miss their friends, and 10% of children feel worried about the family's economic condition (BNPB, 2020).

Distance learning is currently a solution offered by the government due to the Covid-19 pandemic, which is slowly causing various problems. Because the reality during a pandemic requires every student to adapt to every situation, this condition also requires students always to balance mental and emotional conditions because the learning process has little direct interaction between educators and students and between and students. Emotional maturity requires quite a long time in the process of experience that is not short. Emotional maturity is related to emotion, "which means intense feelings directed at someone at something and a reaction to someone or an event and can be shown when feeling happy about something, and angry at someone or feeling anxious (Annisa, & Ifdil, 2016). On the other hand, emotions can show feelings or feelings towards something that is supposed.

In general, emotions in human individuals consist of two kinds, namely positive emotions and negative emotions. Positive emotions can present and influence individuals with good things and are not affected by wrong thoughts, such as beliefs and hopes. On the other hand, negative emotions can cloud the mind with an irresistible lust or unpleasant feelings and behaviors that can cause problems. Therefore, emotional maturity is needed in each human being. According to Kartono (2000), emotional maturity means being emotionally mature and not swayed by childish characters. Someone who has reached emotional maturity that is in him will not be affected by negative changes in himself, can think realistically, and understand himself to be said to be emotionally stable both in thought and behavior.

Emotional maturity has several indicators, including controlling feelings or emotions, adapting the realities or changes, controlling emotional symptoms that lead to the emergence of intelligence, awakening negative instincts to think critically and creatively, and thinking critically before the act (Astuti, 2001). In general, emotional maturity also has factors that influence the development of emotional maturity in each individual. According to Astuti (2001), factors that affect nominal maturity include parenting patterns, traumatic experiences, gender, and age. In addition, the emotional development of each student can influence the way he gets motivation in himself because online distance learning systems often cause boredom in learning, so the sense of responsibility and self-confidence decreases in today's modern-day education, which can lead to motivation in learning and reduced achievement. Motivation is everything that encourages someone to act and do something, characterized by the emergence of affective (feelings) and reactions to achieve specific goals (Purwanto, 2017 and Djarnarah, 2017). Therefore, learning motivation in students can be the driving force for students during the learning process.

Motivation is divided into two, namely intrinsic motivation and extrinsic motivation. According to Djarnarah (2015), Intrinsic motivation is a motive that becomes active or functional and does not require external stimulation because, within the individual, there is an urge to do something. Students or students who have intrinsic motivation can be seen from the learning process, in other words, such as when the student learns on his own without any external encouragement but himself who encourages to learn. According to Gunarsa (2018), extrinsic motivation is everything that is obtained through self-observation or suggestions, suggestions, or encouragement from others. For example, student A learns because he is motivated by his passionate friends about learning so that interest or urge to appear known. Learning motivation consists of several indicators, including the desire and desire to succeed, the encouragement and need in learning, the hopes and aspirations for the future, the appreciation in education, the existence of interesting activities in learning, and the existence of a conducive learning environment so that learning is possible. a student can learn well. (Uno, 2019). Based on the description above, the researcher wants to know about students' emotional maturity and motivation during distance learning in the modern era of Covid-19.

2. Materials And Methods

The method used in this research is the quantitative method with survey technique. According to Kasiram (2008), quantitative research is a process to gain knowledge by using data in numbers as a tool to analyze information about what you want to know. The data collection technique in this study used a non-test technique using a questionnaire instrument using a Likert scale, given online. The participant in this study was 35 Indian High School Student. Determination of the sample using purposive sampling. According to Sugiyono (2016: 85), purposive sampling is a sampling technique for data sources with specific considerations. In this study, we used purposive sampling because the sample

represented A and B accreditation in Tangerang Regency, India. Referring to Suyoto and Sodik (2015), the data processing technique is carried out by calculating the average emotional maturity and learning motivation, then determining the criteria for these results; the researcher also calculates the percentage of students per category. The average criteria and categories of student achievement refer to Vygotsky's theory by Vioreza et al. (2020). The category of student achievement is divided into three categories; namely students can get success well, students can get success with help, or even students experience failure in obtaining success.

3. Results and Discussion

Emotional Maturity

According to Ismayani (2020), emotional maturity is the ability to process one's emotions well, self-control, and understanding how far good is terrible and beneficial for him in every action and deed. Based on calculations, the average emotional maturity of students is 61.6% which is included in the good category. The percentage of students' emotional maturity per category can be seen in Figure 1.

Figure 1. Percentage of Emotional Maturity Per Category
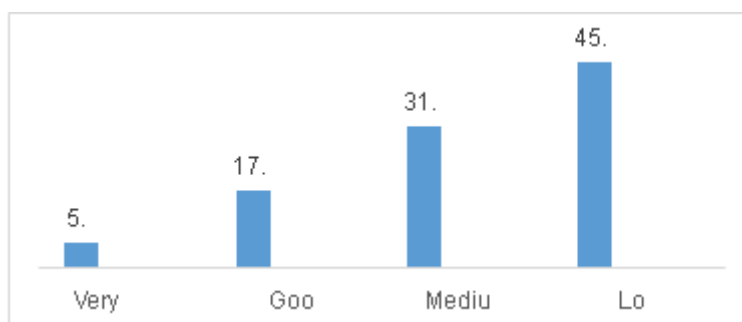
Based on Figure 1 none of the 35 students were in the very poor category. However, the highest category of emotional maturity is in the less of 45.7% of students. On the contrary, the lowest category of students is very good, as much as 5.7%. These results show that students have not fully adapted to the changes that occur in learning in the era of the Covid-19 pandemic. According to Eryadini et al. (2020), the difference in online distance learning is in the system that changes from conventional learning to digital learning. Students feel that the tasks given are more in quantity than offline learning, as evidenced by students feeling burdened with the task at hand, which has an impact on anxiety and depression, which causes stress in carrying out distance learning. Furthermore, distance learning has time effectiveness because what can do it anytime and anywhere compared to offline learning, which is limited by the place and time of learning.

Emotional maturity indicators consist of being able to control and control feelings or emotions, adapt to reality or changes, and control emotional symptoms that lead to the emergence of anxiety, reduce negative instincts into positive and creative things, and be able to think critically before acting. As for the average value of each indicator of emotional maturity, which is described in Figure 2.
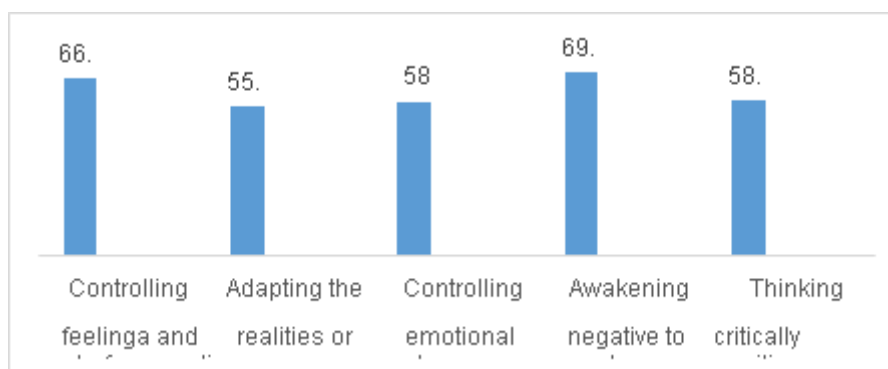

Figure 2. Average Achievement of Each Emotional Maturity Indicators

Figure 2 shows that the indicator of emotional maturity with the highest score is changing negative instincts into positive things with an average percentage of 69.1% (indicator 4). Indicator 4 contains positive statements, namely to eliminate the habit of overthinking by doing productive activities, while negative statements are represented by too much negative thinking to become a burden. Figure 1.2 also shows that the indicator of emotional maturity with the lowest score is an adaptation to reality (indicator

2) with the types of questions that lead to student laziness in doing assignments and the level of comfort of students in carrying out distance learning. In line with research conducted by Pamungkas (2020), students showed significantly higher levels of anxiety, depression, and stress during the pandemic period than students' levels of anxiety, depression, and stress in standard times. The results show that the pandemic causes negative emotional maturity in students.

Based on research, the average emotional maturity of students during the Covid-19 pandemic as a whole was in the good category, with a score of 61.6%. That shows that high school students with an age range of 15-18 years have a relatively good level of emotional maturity even though they are in a distance learning adjustment due to Covid-19. Furthermore, Walgito (2004) revealed that someone who can control emotions would think better and see problems objectively. This is following the indicators of reducing negative instincts into positive and creative things, represented by statements in the form of students' habits in eliminating overthinking attitudes by doing positive things, as well as negative thinking attitudes that make students feel a lot of burdens.

Emotional maturity has an important role for each individual because seeing from the reality of life in education requires us to adapt to the current situation. Conditions like today also need us to balance mental and emotional conditions in the learning process and at least the interaction between students and students and educators with students. Emotional maturity is always related to the indicators previously mentioned, that if someone who has good emotional maturity can undoubtedly master these indicators. Emotional maturity is influenced by several factors, including parenting patterns, traumatic experiences, gender, and age. According to Chaplin (2001), emotional maturity reaches a level of maturity when it enters a state or condition in which the individual concerned no longer displays an inappropriate emotional pattern for children. Based on this statement, gender and age are the dominant factors in emotional development. For example, adult individuals are more able to control or control themselves, and are also able to accept themselves, and can be responsible for themselves. In contrast, individuals such as children can take less responsibility for themselves, their thoughts, and feelings.

Thus, in reality, in the learning process, students who have entered the high school level can be responsible and understand themselves even though they cannot be said to be mature in age. In contrast, students still in elementary school have a sense of responsibility that is lacking, so they still need to be reminded by people. People around, such as parents. Students who have entered the high school level are more able to motivate themselves in learning. In contrast, when their teachers give homework assignments, students in elementary school tend to enjoy a happy world for themselves so that they forget their obligations as students. Emotional maturity can change in every individual who can control their emotions and thoughts even at a young age or vice versa.

Learning Motivation Learning

Motivation is a condition that exists in an individual where there is an urge to do something to achieve goals (Emda, A. 2017). Students do distance learning or study from home in the current situation, which is expected to affect learning patterns and students' enthusiasm for learning. In this study, the average result of student learning motivation was 66.5%, including the good category. The level of student learning motivation per category can be explained in Figure 3.
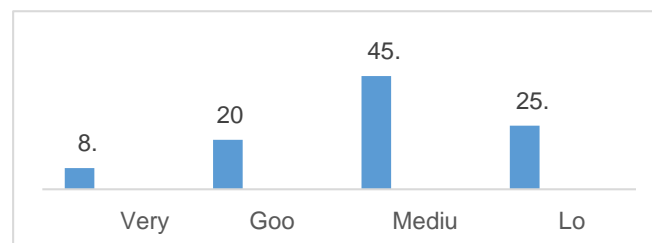

Figure 3. Percentage of Student Learning Motivation Per Category

Based on Figure 3, it can be seen that there are no students who have a level of motivation in the very poor category, but there are 25.7% of students included in the less category. This result means that students' learning motivation during distance learning during the pandemic is still lacking, which can be caused by students' lack of external encouragement. In distance learning, the intensity of social interaction is significantly less, so the external drive-in learning motivation decreases.

The highest learning motivation category is as many as 45.7% of students in the good category. Based on calculations, schools with A accreditation mainly achieve the percentage of the very good category. External factors from the environment can cause this student. Syamsu Yusuf (2009) said that learning

motivation could arise from external factors, including social factors such as teachers and peers, and non-social factors such as supporting infrastructure.

Indicators of student learning motivation consist of encouragement and needs in learning, exciting activities in learning, a conducive learning environment, diligence in facing tasks, and the desire and desire to succeed. The following Figure 4 will explain the average value of each indicator of learning motivation.
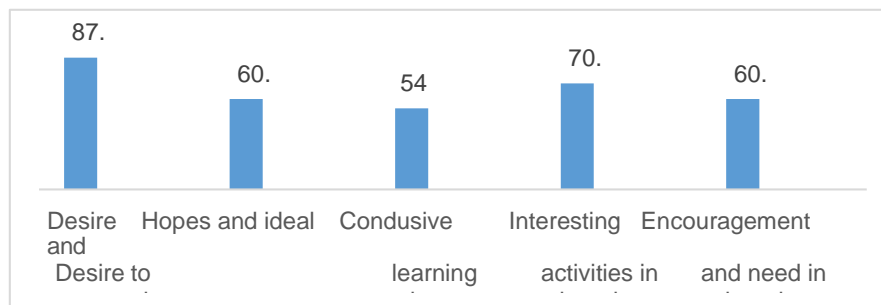

Figure 4. Percentage of Average Value of Learning Motivation Indicators

Based on Figure 4 shows that the indicators of learning motivation that have the highest value are encouragement and need for learning (indicator 1) with an average percentage of 87.7%, where the motivation questionnaire contains two questions that lead to the statement of the attitude of being responsible for the tasks given and the attitude of accepting all the short comings of oneself so that they can be motivated to learn and achieve. The picture shows that every student has a high motivation to learn and learning needs. They have a relatively high level of intrinsic motivation even with the current distance learning system.

The learning motivation indicator with the lowest score is a conducive learning environment (indicator 3) with an average percentage of 54%. This indicator contains two statements about feeling bored and not enthusiastic when studying at home and staying focused on learning even though the house is busy. The results of this study are in line with the results of research by Adhetya Cahyani et al. (2020) in their journal, which said that the learning environment is an external factor that impacts declining student motivation because the online learning environment makes students study at home without assistance from the teacher. In addition, there is no interaction with fellow friends.

Based on the research, the average student learning motivation is 66.5% in the good category shows that in students, there is still a strong urge to learn even during the pandemic. Therefore, learning motivation has a significant role in the success of student learning. In learning activities, motivation can be interpreted as an effort to drive within students which encourages learning activities, ensures the continuity of learning activities, and provides direction to learning activities so that the goals targeted by learning subjects can be achieved. Therefore, students with strong motivation will have a lot of energy to carry out learning activities (Simarmata, 2013).

In Syarif (2020), Slavin argues that students who have high motivation can be easily directed, given assignments, tend to have high curiosity, are active in seeking lesson information, and use higher cognitive processes to learn and absorb the lessons provided. The learning motivation of each student is different, some students have high learning motivation, and some students have low learning motivation. Increased student learning motivation is based on the belief that student learning motivation has implications in learning outcomes and benefits from the learning process (Sidik, Z. and A. Sobandi. 2018). On the other hand, low learning motivation can harm students, which causes low success in learning so that student achievement will decrease.

In the conditions of the Covid-19 pandemic, the learning system implemented by all educational institutions was shifted to a distance learning system or online, which in its implementation had an impact on the quality of student learning, one of which was student learning motivation. The indicators of a conducive environment are included in extrinsic motivation with a low average value. The condition of the learning environment during distance learning requires students to study at home independently. In addition, the lack of direct interaction with teachers and peers causes the intensity of external encouragement or motivation to decrease. Learning at home also makes it difficult for students to find the right time to study. Therefore, there needs to be the support of all family members to learn in a conducive environment.

4. Conclusion

In the current era of the Covid-19 pandemic, of course, the emotional maturity of students will experience slight changes due to situations that require them to adapt to circumstances. This condition cause's motivation in student learning will also have an effect. In this study, 61.6% of students' emotional maturity was in the good category shows that students are quite able to adapt to the environment so that emotional maturity remains stable during distance learning. Student learning motivation also plays an important role in achieving the objectives of learning. The average student motivation of 66.5% was included in the good category shows that students still have intrinsic motivation but experience few obstacles in extrinsic motivation. Therefore, it can be concluded that emotional maturity and learning motivation are still in the good category because students are still not familiar with distance learning, which is quite different from offline learning.

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