



Edukatif : Jurnal Ilmu Pendidikan Volume 4 Nomor 4 Tahun 2022 Halm 5642 - 5652

EDUKATIF: JURNAL ILMU PENDIDIKAN

Research & Learning in Education

<https://edukatif.org/index.php/edukatif/index>



Analysis Students Psychosocial Problems During Distance Learning and Importance Role of Teacher's to Overcome

Novita Sari Tanuwijaya^{1✉}, Mesta Limbong²

Universitas Kristen Indonesia, Indonesia^{1,2}

E-mail : st.novita@gmail.com¹, mesta.v.limbong@gmail.com²

Abstrak

Sudah lebih dari dua tahun pandemi korona melanda negeri kita dan mengakibatkan perubahan dalam proses pembelajaran siswa. Kegiatan pembelajaran hanya bisa dilakukan tatap muka secara terbatas dan bahkan di beberapa sekolah belum bisa dilangsungkan pertemuan tatap muka dan masih harus melakukan pembelajaran jarak jauh. Banyak persoalan yang dihadapi oleh siswa selama pelaksanaan pembelajaran jarak jauh yang menyangkut psikososial siswa. Melalui penelitian ini peneliti akan mengkaji ancaman atau permasalahan psikososial yang terjadi pada siswa selama pandemic dan peranan penting guru dalam mengatasi ancaman tersebut. Metode penelitian yang diambil adalah kualitatif research dengan menganalisis kolaborasi hasil survey dari beberapa lembaga terpercaya. Dari hasil data yang diperoleh terlihat adanya ancaman permasalahan psikososial siswa. Dalam pembelajaran jarak jauh sehingga peranan guru dalam memanage pembelajaran yang sesuai sangat penting dimana guru harus dapat berperan sebagai designer menyusun apa isi/konten yang diajarkan, mengenali siapa profil siswa nya dan memetakan kondisi siswa nya, serta memberikan motivasi dan membangun komunikasi dengan siswanya. Guru juga berperan untuk mendesain bagaimana metode pembelajaran dan bagaimana implementasinya. Dalam implementasinya guru berperan sebagai fasilitator yang memfasilitasi pembelajaran jarak jauh berbasis digital dan memberikan literasi digital kepada siswa untuk menangkal dampak negative yang dapat timbul akibat pemakaian gadget yang berkepanjangan.

Kata Kunci: pandemi korona, ancaman, pembelajaran jarak jauh, psikososial, peran guru.

Abstract

For more than two years corona pandemic has occurred in our country and has caused learning process changed. Offline school activities can only be done in limited basis and even in some schools cannot be held and still have to do full online. Many problems have happened to students during distance learning that involved students psychosocial. This paper will research psychosocial threats that has occurred to students during a pandemic and the important role of teachers in overcoming these threats. The research method used is qualitative research by analyzing and collaborative survey results from trusted organization and comission. From the the data reaserched obtained, it can be seen that there were some student psychosocial problems in distance learning, so that the role of the teacher in managing appropriate learning is very important where the teacher must be able to act as a designer that compile what content is taught, identify the student profile and to map the student's condition, as well as providing motivation and building communication with students. The teacher must in charges in the learning method implementation as a facilitator and provides digital literacy to students to counteract the negative impacts that can arise from prolonged use of gadgets.

Keywords: corona pandemic, threats, distance learning, psychosocial, teacher's role.

Copyright (c) 2022 Novita Sari Tanuwijaya, Mesta Limbong

✉ Corresponding author

Email : st.novita@gmail.com

DOI : <https://doi.org/10.31004/edukatif.v4i4.3231>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

For more than two years corona pandemic has occurred in our country and has caused learning process changed. During pandemic, learning activity that previously has been held offline in schools, unable to do offline. Learning activity can only be done in limited basis and even in some schools cannot be held and still have to do full online.

In Indonesian law number 20 it is stated in article 31 about the function of distance education to provide educational services to people who cannot attend face-to-face meetings. The implementation of distance education still has to strive for quality guaranteed of graduates referring to national education standards. Furthermore, the rules regarding the rules for implementing distance learning are regulated in government regulations.

One of the government policies as guidelines issued at the beginning of the implementation of distance learning during this pandemic is as stated in Circular Letter Number 15 of 2020 (Kemendikbud, 2020) The circular contains objectives, principles, methods, media and application references that can be used during the learning process from home. The most important thing to be concerned that mentioned in this policies is to ensure that students, teachers, education staff, schools and communities are safe and healthy. Besides that we must also concerned about the psychosocial and developmental of students. All parties must work together to achieve the objectives of implementing learning from home.

By learning from home, the rights of students are fulfilled to obtain educational services during the pandemic and remain protected from the impact of the pandemic, in addition to preventing the spread and transmission of covid 19 in educational institutions and fulfilling psychosocial support for teachers, students, and parents. To achieve this goal, the Ministry of Education and Culture also issued a distance learning guide for teachers. In this guide, in implementing distance learning, the teacher has a main task which includes three things, namely designing what material is taught, mapping out who the students are (what are their conditions and needs) and how to design and implement distance learning (Kemendikbud, 2020). In carrying out this role, the school together with the teacher works closely with parents, and students for the implementation of the most appropriate learning activities.

Distance learning or PJJ can be carried out online or offline or a combination of the two methods (Kemendikbud, 2020). Whatever the methods we choose, teachers need to prepare learning materials and materials using various media and learning resources. The teacher and the school provide recommendations and determine the online platforms and offline learning media used in the learning process. The determination of this online platform and method needs to pay attention to the diversity of students which can be different for each region or school (2020).

In practice, distance learning through various available media has various impacts. One of the impacts faced, such as several obstacles experienced by students during PJJ. Students difficult to concentrate on studying from home and complaining about the severity of the assignment of questions from the teacher, and because of continuous isolation increased student stress and boredom. This condition potentially cause anxiety and depression for children. Existing obstacles that not cause adverse effects also must be addressed immediately because if they are not immediately addressed, they can have an impact on long-term risks such as decreased student achievement, as well as the risk of violence against children.

Changes in the learning process that occurred during the pandemic certainly had an impact and provided challenges. Because basically a person has five basic categories of needs arranged in a hierarchical level (Mashlow (1970) in (Hoy, Miskel, & Tarter, 2013) namely physical needs, needs for safety and security, needs for belonging, love, and needs, social status, and the need for achievement and respect by others. Associated with the need for safety and security, a person certainly desires a peaceful, smooth, and stable

environment. In this pandemic period where there is a threat of the corona virus, the changes that occur will certainly have an impact on the stability and smoothness of the learning process that occurs.

In addition to influencing stability, of course, it also affects social interactions which are extremely important in modern society. Large-scale social restrictions affect the fulfillment of students' social needs. In the other site, as a social being, a person is part of the social environment and in the process of interacting with the social environment, they will influence each other. A child is part of a complex social, economic and historical context. In order to understand the part of children's lives related to psychosocial and education, this section needs to be paid attention to. This is in accordance with today's reference to psychosocial influences (Elkhalifa, Heltne, Dybdahl, & Breidlid, 2020).

Psychosocial includes how people think and feel about themselves and others, feelings of security for themselves and those closest to them, their relationships with other people and the surrounding environment and how to understand and react to events around them (Dhuha, 2011).. Psychosocial problems involve psychological and social aspects that are mutually influential and related. Psychosocial problems are problems that arise in a person's mind and emotions (psycho) which will affect his behavior and social relations in social life and affect his ability to respond to something.

Based on this background it is very important to understand what are the psychosocial threats and problems faced by students during distance learning during this pandemic and how important is the teacher's role in overcoming these psychosocial threats and problems during the implementation of distance learning in this pandemic. C. By analyze these problems, all parties that involved in education especially teachers can be more aware about the problem and how important their support.

RESEARCH METHODE

This study uses a qualitative descriptive analysis technique where the researcher collects data from several survey results that have been carried out. These include surveys conducted by KPAI regarding the implementation of distance learning (PJJ) and the KPAI complaint-based distance assessment system, Ureport Indonesia Voice Matters Survey Reports Vol 2 regarding the Mental Health Care Room (PEKA): "Kekhawatiran dalam Pembelajaran Jarak Jauh" and Volume 4 on how to "Menciptakan Lingkungan yang Sehat bagi Kesehatan Mental di Tengah Pandemi COVID-19" and a survey from Wahana Visi Indonesia regarding the condition of students during distance learning during a pandemic.

The survey result data become the basis for analyzing the psychosocial situation and condition of students during distance learning during in this pandemic era. In addition, researcher also explore several other literatures in the form of journals, research reports, and several government policies regarding learning activities during the pandemic. Based on the psychosocial threat and problem that found from each literature, reseracher evaluate the important role of teachers to overcome the psychosocial problem. Based on finding and discussion, researcher drawing conclusions and find out how alternative solutions can be done to anticipate these problem especially the important role of teachers.

FINDINGS AND DISCUSSION

1. Psychosocial Problems in the Implementation of PJJ During a Pandemic

During this pandemic period, many psychosocial problems arose as presented in some literature and based on the results of a survey that had been conducted on students as follow:

1.1. Students Feel Stressed Because They Feel Burdened With Assigned Tasks and Lack of Interaction and Guidance From Teachers During PJJ

In distance learning, students do not interact directly physically with educators (Latip, 2020). At the beginning of the pandemic, the government adopted a distance learning policy which was an education in which students did not meet directly with educators and used various learning resources in the learning process (Kemendikbud, 2003). Interaction is carried out virtually by utilizing technology so that interaction and transfer knowledge can take place from educators to students/learners (Herliandry, Nurhasanah, & Enjelina, 2020).

The distance learning process can take place online, using gadgets either in the form of cellphones, tablets, or laptops or offline by utilizing TV, radio, learning modules, and other learning media or combining the two methods (Kemendikbud, 2020). Based on survey results of the Distance Learning Implementation Survey (PJJ) and KPAI Complaint-Based Distance Assessment System (KPAI, 2021) that conducted using a multistage random sampling technique on 246 KPAI complainants as the main respondents and 1700 comparison respondents, it was found that most of the students (76, 6%) stated that they did not like participating in distance learning from home.

Still in the survey that conducted by KPAI, the results showed that as many as 79.9% of respondents stated that there was no interaction at all with teachers during the pandemic except for giving assignments and collecting assignments, without any learning interactions such as direct questions and answers or teacher activities explaining the material. During the 4-week PJJ, according to 81.8% of respondents state that teachers put more emphasis on giving assignments, 76.7% of students stated that they did not like learning from home and only 23.3% said they were happy. Still in this survey, 73.2% feel weight of doing the tasks from the teachers during the PJJ, as much as 77.8% of the difficulty because all teachers give tasks with limited time, the task become piling up. From this data, we can see that students are not happy to carry out PJJ because during this PJJ activity students have no interaction with the teacher where the teacher places more emphasis on giving assignments with heavy assignments and limited time.

UNICEF Indonesia has also been conducted survey through the U report, which is a communication platform for UNICEF Indonesia for and from young people whose program design is indeed to empower young people to care about conveying issues in their environment. From the results of a survey conducted by UNICEF through Ureport in the Mental Health Care Room (PEKA) or called #UReportPEKA Volume 2 to 364 respondents with 75% response rating, regarding concerns in Distance Learning published in August 2020 (2021) with the respondent profile being in the age range 0-14 as many as 14%, 15-19 as 59%, 20-24 as 24%, and the rest over 24 years old shows that most students experience difficulties during distance learning (78%) which based on the survey results the biggest challenge because of the lack of guidance from the teacher and most of them also feel afraid to miss the lesson.

Based on the results of the two KPAI and #UReportPEKA surveys, it can be seen that some students feel burdened by the tasks given, coupled with the lack of interaction and guidance from teachers during PJJ, which of course can increase stress and if left unchecked can result in psychosocial pressure for students. And even to the extreme due to stress due to the many assignments from school, a student from one of the junior high schools in Tarakan hanged himself (Widyanuratikah, 2020). A suicide incident was also carried out by a high school student in Gowa who felt pressured due to his many school assignments and because it was difficult to access the internet, his tasks gradually piled up (Oebaidillah, 2020).

We must be aware to this condition because if it is not managed properly, excessive worry that keep recurring, lead to low-level emotional hijacking, and if the worries that arise cannot be controlled and cause continuous anxiety and the cycle intensifies, this worry will turn into nervous and psychological hijacking, persistent anxiety disorder, phobias, obsessions and compulsions, panic easily (Goleman, 2016).

1.2. Emotional pressure because students feel bored and bored because they can't do social interaction directly with their friends

Beside lack of interaction with their teachers, in this distance learning process students also have to get out of the comfort zone because with learning activities from home during the pandemic, because if previously students could met face-to-face with friends at school and interact socially with their friends in class, during the pandemic most of students only interacted through indirect communication media (Nehru, 2019). Based on data from #UReportPEKA volume 4 (2021) in september 2020 against 233 responders with 60% response rating with respondent profiles in the age range 0-14, 13%, 15-19 52%, 20-24 32%, and the rest over 24 years of age regarding Mental Health in the Midst of a Pandemic, it was found that most of them felt getting far away from their friends since the pandemic and had a bad effect on their mental health.

In the survey results from Wahana Visi Indonesia, which were presented in (Indasari, Wijaya, Layuk, Sambo, & Indrawati, 2020) in May 2020 on 943 children in 9 provinces, 35 districts/cities, 251 villages, it was found that there was emotional social pressure that affected psychological and social aspects of children due to the pandemic, which include excessive fear and anxiety, boredom because they can't play with their friends. This is also consistent with the results of the PKTA & PKPA Allianze survey on (Indasari, Wijaya, Layuk, Sambo, & Indrawati, 2020) about children's feelings when the government imposed a learning from home policy where more than 50% experienced boredom and stress (40% bored and 17% stressed).

The results of the three surveys conducted by #UReportPEKA, Wahana Visi Indonesia, and the results of the PKTA & PKPA survey show that most students feel bored at home, students feel far from their friends. This situation can result in students' emotional social pressure.

1.3. Students experience addiction to using gadgets and the emergence of deviant aggressive behavior due to online games and social media

To overcome their boredom, based on a survey conducted by #UReportPEKA volume 4 (2021) most students divert their boredom by spending time in the online world, including on social media and online games. The habit of playing online games needs to be watched out for because if not supervised, children can play gadgets for a long time which can interfere with their development. According to research conducted (Abdulatif & Lestari, 2021) inappropriate and prolonged use of gadgets makes people indifferent to their environment. In addition, if it is addicted, then the child can be negligent with his duties. This can have a negative impact on their social and emotional development because children become lazy to socialize and have a reduced sense of responsibility and discipline.

Based on research conducted by (Ratulangi & Kairupan, 2021) using the internet for a long time can also potentially increase internet addiction in students in the future. Internet addiction itself can lead to internet gaming disorder. Students believe that playing games can relieve their stress. If it is not anticipated immediately, it can have long-term effects because there is a feeling of being tied to the game being played and over time the intensity will increase, on the contrary when trying to reduce the intensity students feel restless, moody, depressed, or quick to anger (Dinata, 2017).

Based on the results of the online KPAI survey from 8-14 June 2020 to 25,164 CHILDREN respondents spread across 34 provinces, most parents (76.8%) allowed their children to use gadgets during the Covid-19 pandemic other than for studying. And it turns out that beside for learning activities more than half of children use gadgets to play online games (55%), with some of the types of online games being played). According to parents info, the types of games that children often play are war (54%). This needs to be watched out for because game addiction that has elements of violence can have an impact on students' aggressive behavior (Satria , Nurdin , & B, 2015).

So we need to be aware of the threats that arise due to prolonged use of gadgets during this pandemic. Addiction to existing games can trigger the emergence of negative behaviors involving the social and emotional aspects of students. Socially, students who are addicted to games become engrossed in their world and forget to socialize with their surroundings. Meanwhile, in terms of emotions, students can trigger feelings of anxiety, depression, or irritability and also have an impact on aggressive behavior from students. Coupled with threats related to cyber bullying which is also currently rife.

2. The Role of Teachers in Providing Psychosocial Support to Students During a Pandemic

To overcome the psychosocial problems that occurred, the support and role of the teacher is needed. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers it is stated in article 1 that teachers are professional educators who are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students at all levels of education. According to research conducted by Sihotang (Sihotang, 2013), teachers have a very strategic role in the formation of student character values which at the same time build the character of a nation, therefore teachers must be professional. One of the principles of teacher professionalism is that teachers must have a commitment to improve the quality of education, faith, piety, and noble character (RI, 2021).

Teachers have a role to support the achievement of the functions of national education as stated in Law Number 20 of 2003 to develop the potential of students in terms of faith and skills in God, morals, science, health, creativity, and independence (Kemendikbud, 2003). In achieving these goals, educational organizations need to maintain their quality and quality in accordance with applicable standards. One of the standards that become the input of the educational process is the standard of educators and education staff, one of which is the availability of teachers with competencies that comply with the provisions, which include having a minimum qualification of S1/D4, having a certificate as an educator, having pedagogic competence, personality, professional, and minimally good social (Dirjend, Pend dasar Menengah, 2017). With this competence, a teacher carries out his duties and responsibilities in supporting the learning process.

In the distance learning process, students do not interact directly physically with educators (Latip, 2020) and interactions are carried out virtually by utilizing technology to transfer knowledge from educators to students/learners. Delivered by (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 2020) in a distance guide for teachers that to design and implement distance learning teachers have the main task which includes three things, namely What, Who and How? What concerns the content / content being taught, while who concerns the current learning profile, conditions, and needs, while how about the design and implementation of the learning.

2.1. Teachers Play a Role in Designing "What" the Content of the Materials Provided

In accordance with the direction of the Ministry of Education and Culture, in designing what learning content / content is, teachers need to follow changes in existing curriculum, policies, or guidelines and communicate or discuss with other teachers to find solutions to the obstacles faced. In preparing the curriculum the teacher needs to consider how the material can be achieved according to the main curriculum but students do not feel burdened with the demands of curriculum achievement. Teachers need to determine learning priorities by focusing on student welfare and materials/activities that can help students get through this pandemic (Dirjen Guru dan Tenaga Kependidikan Kemendikbud, 2020).

To ensure that students do not feel burdened, the teacher needs to take into account and measure the burden of student learning, from the point of view of material or time. The calculations must be done thoroughly so that they are not just giving assignments. Teachers must also establish communication and give appreciation for the results obtained from students (Wahyono, Husamah, & Budhi, 2020).

Teacher-student communication is the most important key, especially during online learning (Sudrajat, 2020). So that students can continue to follow learning, if there are difficulties in the learning process, they must be communicated immediately. In this case, teachers must also establish communication with parents because they also play an important role in guiding and assisting children while learning from home. The success of the teacher's work can be seen from the success / failure of the teacher in teaching, providing guidance, giving direction to students referring to the learning objectives to be achieved. This success can be seen from how students understand the material presented and are able to complete their assignments (Sudrajat, 2020).

2.2. The Teacher's Role in Recognizing "Who" Student Profiles and Mapping Students' Conditions

In the distance learning process, teachers need to understand "who" is the profile of the learners they face in order to develop appropriate distance learning strategies (Dirjen Guru dan Tenaga Kependidikan Kemendikbud, 2020). This "who" concerns students' abilities, how students learn and who can complete the task and who cannot complete the task. Then "Who" itself also concerns the condition of the family, parents, home environment which also affects the psychosocial condition of students. By mapping this, it will help the teacher to see which students need support and set realistic goals.

By knowing the condition of students, it is hoped that they can provide solutions to learning problems faced by students so that students do not feel pressured and stressed due to the burden of learning or assignments given by the teacher. Teachers must facilitate learning, so that students can learn in a conducive atmosphere and feel happy so that it will support student development and shape students to be able to adapt and be ready to face the era of globalization (Sukitman, Yazid, & Mas'odi, 2020).

The teacher's task is not only to convey knowledge to students intellectually, but also to provide life values that support the development of students' personalities (Sudrajat, 2020). The teacher plays a role in the formation of student character. Based on research conducted by (Fitri , Maulidasari , & Rin, 2021). The application of character education through the integration of multiple intelligences in each learning material during this pandemic is one of the efforts to improve the abilities of students so that they are disciplined in learning activities and have responsibility for assignments. Strengthening this character will also prevent students from being threatened by cyber bullying, both as victims and as perpetrators of cyber bullying.

Teachers need to continue to build relationships and communication with students so that students are willing to open up and tell their problems to the teacher. Teachers want to listen to student complaints and provide motivation if students face difficulties in learning or feel pressured so students want to tell the truth to the teacher and don't feel pressured themselves because it can lead to suicide cases as happened to high school students above. In this pandemic period, the teacher's role as a motivator who motivates and gives encouragement is very much needed so that students remain enthusiastic about learning without feeling burdened.

Positive advice from the teacher is needed so that students remain calm and not traumatized by the situation. Teachers need to encourage students to keep their enthusiasm for learning and not be pressured to face this condition (Sukitman, Yazid, & Mas'odi, 2020). Teacher must understand of student mistakes, especially when student try to do something on their own. But teacher must aware of their students condition too if their students consistently behaves in ways that are highly unusual or unacceptable and seek guidance from the school counselor or psychologist.

3. Teachers Play a Role in Determining “How” the Design and Distance Learning Methods to Use

According to (Wahyono , Husamah, & Budhi, 2020) the success of the learning process is also determined by the competence of the teacher. Teachers have a role in facilitating and organizing learning activities. The teacher acts as: a role model who plans, leads, guides, and gives instructions in the learning process. For this reason, teachers must have skills in choosing and using adaptive media to support online learning. The selection of this method according to Bates in (Sudrajat, 2020) can use the SECTIONS model, namely Student, Ease, Teaching, Interaction, Organizational, Networking, Security and privacy. By considering student factors, ease of use, cost and time, learning activities, interactions, organizational issues, networks and security, it helps students in learning activities.

In the distance learning process according to (Dirjen Guru dan Tenaga Kependidikan Kemendikbud, 2020) teachers need to increase their creativity and flexibility. In addition to compiling materials, teachers need to determine the right learning media to use and determine which technology, platform, equipment and resources can be used and are the easiest to use. In this distance learning, teachers are required to change their paradigm from offline learning to online learning, which originally met face-to-face, now meets virtual. Teachers must be able to change this condition into a new paradigm in the digital world of education (Sukitman, Yazid, & Mas'odi, 2020).

To deal with the digital world of education and the negative impacts caused by prolonged use of gadgets during this pandemic, teachers also play a role in providing digital literacy to their students. Digital literacy is important so that students have understanding, can do searches, can evaluate and make information more introspective to be able to avoid conditions that have risks. With literacy skills, students also have the ability to make the right decisions when disseminating information, and understand how to manage privacy in cyberspace. Through digital literacy, students can be protected from the negative impacts of using gadgets for a long time, especially during this pandemic (Widiasmoro, 2019). Teachers also need to educate students about copyright law, how students can access information effectively and efficiently and have the ability to evaluate the information.

CONCLUSION

The current situation where the pandemic has hit the country for more than a year makes the role of teachers urgently needed to provide support to students in overcoming psychosocial threats and problems during the implementation of distance learning. Teachers play a role in educating, teaching, guiding, directing, training, assessing, and evaluating students at all levels of education. The teacher's task in implementing distance learning itself can be determined in "What, Who and How?".

The role of the teacher is very important as a designer who compiles what is taught so that students do not feel stressed and feel burdened with the tasks given, then the role of the teacher is very important to identify who the student profile is and map the condition of the students. So that the teacher can find out which students are experiencing difficulties and stress during PJJ either because of the imposition of material or because they feel bored/saturated at home. The teacher's role is to motivate students and build communication with their students. Teachers must also be able to play a role in determining how to design and learning methods. In implementing the learning method, the teacher acts as a facilitator who facilitates digital-based distance learning and provides digital literacy to students to counteract the negative impacts that can arise from prolonged use of gadgets.

Based on the studies that have been carried out, the researchers suggest to increase their role in carrying out their duties, teachers should also increase their competencies to be better prepared to face distance learning which uses digital technology a lot and is open to existing changes. In carrying out this task, teachers need to work closely with parents who accompany students while studying from home so that in addition to

establishing communication with students, teachers need to improve communication and relationships with parents as well.

BIBLIOGRAPHY

Abdul Rouf Dan Lufita Raghda. (2018). Peranan Guru Dalam Implementasi Kurikulum 2013 Di Madrasah Ibtidaiyah Negeri 1 Jombang. *Sumbula*, 903-926.

Abdulatif , S., & Lestari, T. (2021). Pengaruh Gadget Terhadap Perkembangan Sosial Anak Di Masa Pandemi. *Jurnal Pendidikan Tambusai*, 1490-1494.

Ahmad, S. (2014). Problematika Kurikulum 2013 Dan Kepemimpinan Intruksional Kepala Sekolah. *Jurnal Pencerahan*, 98.

Ariani, N. F., S'dijah, C., Dan Subandi. (2016). Penerapan Model Pembelajaran Inquiry Terbimbing Pada Materi Pecahan Sederhana Kelas Iii Sd Prosiding Seminar Nasional Pendidikan Dasar 2016 Peningkatan Kualitas Pendidikan Dasar Dalam Menghadapi Daya Saing Regional (Asean). 608-615.

Bahrudin Ardi, A. M. (2013). *Penerapan Metode Inkuiri Untuk Meningkatkan Kualitas Pembelajaran Ipa Pada Siswa Kelas V Sdn 5 Mayonglor Kabupaten Jepara*. Universitas Negeri Semarang: Doctoral Dissertation.

Dhuha, A. (2011). Psikosisial Anak Terlantar Di Yayasan Sayap Ibu Jakarta.

Dinata, O. (2017). Hubungan Kecanduan Game Online Clash Of Clans Terhadap Perilaku Sosial (Studi Kasus Game Online Clash Of Clans Pada Mahasiswa Sosiologi Fakultas Ilmu Sosial Dan Politik Universitas Riau). *Doctoral Dissertation, Riau University*.

Dirjen Guru Dan Tenaga Kependidikan Kemendikbud. (2020). *Panduan Pembelajaran Jarak Jauh Bagi Guru Selama Sekolah Tutup Dan Pandemi Covid-19 Dengan Semangat Merdeka Belajar*. Retrieved From <Http://Pusdatin.Kemdikbud.Go.Id:Http://Pusdatin.Kemdikbud.Go.Id/Wp-Content/Uploads/2020/05/Panduan-Pembelajaran-Jarak-Jauh-Belajar-Dirumah-Masa-C-19.Pdf>

Dirjend , Pend Dasar Menengah. (2017). *Indikator Mutu Dalam Penjaminan Mutu Pendidikan Dasar Dan Menengah*. Direktorat Jendral Pendidikan Dasar Dan Menengah.

Elkhalifa, S., Heltne, U. M., Dybdahl, R., & Breidlid, A. (2020). Psychosocial Support And Emergency Education: An Explorative Study Of Perceptions Among Adult Stakeholders In Sudan And South Sudan. *Mdpi Journal Sustainability*.

Fitri , H., Maulidasari , I., & Rin, N. (2021). Implementasi Pendidikan Karakter Pada Pembelajaran Daring. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgri Palembang*.

Goleman, D. (2016). *Emotional Intelligence*. Jakarta: Pt. Gramedia Pustaka Utama.

Herliandy, L. D., Nurhasanah , & Enjelina, M. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *Jurnal Teknologi Pendidikan*, 65-70.

Hoy, W. K., Miskel, C. G., & Tarter, J. C. (2013). *Educational Administration Theory, Research, And Practice*. New York: McGraw-Hill.

<Https://Indonesia.Ureport.In>. (2021, Juni 28). Retrieved From Ureport Indonesia Voice Matters Vol 2: Ruang Peduli Kesehatan Mental (Peka) #Ureportpeka Volume 2: "Kekhawatiran Dalam Pembelajaran Jarak Jauh": <Https://Indonesia.Ureport.In/Opinion/4505/>

<Https://Indonesia.Ureport.In>. (2021, Juni 28). Retrieved From Ruang Peduli Kesehatan Mental (Peka) #Ureportpeka Volume 4: "Menciptakan Lingkungan Yang Sehat Bagi Kesehatan Mental Di Tengah Pandemi Covid-19": <Https://Indonesia.Ureport.In/Opinion/4598/>

5651 *Analysis Students Psychosocial Problems During Distance Learning and Importance Role of Teacher's to Overcome – Novita Sari Tanuwijaya, Mesta Limbong*
DOI: <https://doi.org/10.31004/edukatif.v4i4.3231>

Indasari, S. R., Wijaya, A. W., Layuk, M., Sambo, M. S., & Indrawati, M. (2020). *Buku Saku Dukungan Psikososial Bagi Guru & Siswa Tangguh Di Masa Pandemi Covid-19*. Tangerang Selatan: Wahana Visi Indonesia.

Joyce, B. C. (2009). *Model Of Teaching (Terjemahan)*. Yogyakarta: Pustaka Pelajar.

Joyce, B., Calhoun, E., & Weil, M. (2009). *Model Of Teaching (Terjemahan)*. Yogyakarta: Pustaka Pelajar.

Kemendikbud. (2003). *Undang-Undang Republik Indonesia No 20 Tahun 2003*. Retrieved From Lppks.Kemdikbud.Go.Id: Http://Lppks.Kemdikbud.Go.Id/Uploads/Pengumuman/Uu_No_20_Tahun_2003.Pdf

Kemendikbud. (2014). *Permendikbud No. 103 Tentang Pedoman Pelaksanaan Pembelajaran*. Jakarta: Kemendikbud.

Kemendikbud. (2020, May). <Https://Www.Kemdikbud.Go.Id>. Retrieved From Kemdikbud.Go.Id: <Https://Www.Kemdikbud.Go.Id/Main/Blog/2020/05/Kemendikbud-Terbitkan-Pedoman-Penyelenggaraan-Belajar-Dari-Rumah>

Kemendikbud. (2020, Mei). *Pedoman Pelaksanaan Belajar Dari Rumah Selama Darurat Bencana Covid-19 Di Indonesia*. Retrieved From <Https://Bersamahadapikorona.Kemdikbud.Go.Id>: <Https://Bersamahadapikorona.Kemdikbud.Go.Id/Pedoman-Pelaksanaan-Belajar-Dari-Rumah-Selama-Darurat-Bencana-Covid-19-Di-Indonesia/>

Kemendikbud. (2020, May). *Surat Edaran Sekretaris Jenderal Kemendikbud Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)*. Retrieved From Kemdikbud.Go.Id: <Http://Ditpsd.Kemdikbud.Go.Id/Upload/Filemanager/2020/10/Pedoman%20bdr.Pdf>

Kpai. (2021, Juni 27). <Https://Bankdata.Kpai.Go.Id>. Retrieved From "Survei Pelaksanaan Pembelajaran Jarak Jauh (Pjj) Dan Sistem Penilaian Jarak Jauh Berbasis Pengaduan Kpai": Https://Bankdata.Kpai.Go.Id/Files/2021/02/Paparan-Survei-Pjj-Kpai-29042020_Final-Update.Pdf

Kristian, Y., & Chaerul, M. (2010). *Analisis Awal Implementasi Tempat Pengolahan Sampah Terpadu*.

Latip, A. (2020). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *EduTeach: Jurnal Edukasi Dan Teknologi Pembelajaran*, 108-116.

Lufita, A. R. (2018). Peranan Guru Dalam Implementasi Kurikulum 2013 Di Madrasah Ibtidaiyah Negeri 1 Jombang. *Sumbula*, 903-926.

Madjid, A. (2014). *Pembelajaran Tematik Terpadu*. Bandung: Remaja Rosdakarya.

Meinita, M. D. N., Marhaeni, B., Winanto, T., Jeong, G. T., Khan, M. N. A., & Hong, Y. K. (2013). Comparison Of Agarophytes (Gelidium, Gracilaria, And Gracilariaopsis) As Potential Resources For Bioethanol Production. *Journal Of Applied Phycology*, 25(6), 1957-1961.

Mulyasa. (2008). *Implementasi Kurikulum Tingkat Satuan Pendidikan*. Bandung: Pt Bumi Aksara.

Mulyasa, E. (2013). *Pengembangan Dan Implementasi Kurikulum 2013*. Bandung: Pt Remaja Rosdakarya.

Nehru, N. A. (2019). Belajar Dari Rumah Pada Masa Pandemi Covid-19 Dalam Perspektif Konsep Perkembangan Psikososial Erikson.

Nurjanah, N. (2016). Peningkatan Hasil Belajar Ipa Dengan Menerapkan Metode Inkuiri Siswa Kelas V Sd Negeri 68 Kec. Bacukiki Kota Parepare. *Publikasi Pendidikan*, 107-110.

Oebaidillah, S. (2020, Oktober 20). <Https://Mediaindonesia.Com>. Retrieved From Siswa Bunuh Diri, Pjj Perlu Dievaluasi: <Https://Mediaindonesia.Com/Humaniora/354117/Siswa-Bunuh-Diri-Pjj-Perlu-Dievaluasi>

Ratulangi, A. G., & Kairupan, B. H. (2021). Adiksi Internet Sebagai Salah Satu Dampak Negatif Pembelajaran Jarak Jauh Selama Masa Pandemi Covid-19. *Jurnal Biomedik: Jbm*, 251-258.

5652 *Analysis Students Psychosocial Problems During Distance Learning and Importance Role of Teacher's to Overcome – Novita Sari Tanuwijaya, Mesta Limbong*
DOI: <https://doi.org/10.31004/edukatif.v4i4.3231>

Ri, P. (2021, Juni 27). *Https://Peraturan.Bpk.Go.Id*. Retrieved From Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen: <Https://Peraturan.Bpk.Go.Id/Home/Details/40266/Uu-No-14-Tahun-2005>

Ruslamiarti, F. R. (2013). . *Hubungan Gaya Belajar Dengan Hasil Belajar Bahasa Indonesia Siswa Kelas 5 Sdn 17 Kota Bengkulu*, 30.

Sanjaya. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.

Satria , R. A., Nurdin , A. E., & B, H. (2015). Hubungan Kecanduan Bermain Video Games Kekerasan Dengan Perilaku Agresif Pada Murid Laki-Laki Kelas Iv Dan V Di Sd Negeri 02 Cupak Tangah Pauh Kota Padang. *Jurnal Kesehatan Andalas*, 238-242.

Sihotang, H. (2013). Peran Guru Yang Profesional Dalam Pembentukan Nilai-Nilai Karakter Di Sekolah. *Elemantary School Journal Pgsd Fip Unimed*, 57-68.

Sudrajat, J. (2020). Kompetensi Guru Di Masa Pandemi Covid-19. *Jurnal Riset Ekonomi Dan Bisnis*, 100-110.

Susanto, A. (2013). *Teori Belajar Dan Pembelajaran Di Sekolah Dasar*. Jakarta: Prenada Media Group.

Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (N.D.). Jakarta: Departemen Pendidikan Nasional Republik Indonesia.

Wahyono , P., Husamah, H., & Budhi, A. S. (2020). Wahyono, P., Husamah, H., & Budi, A. S. (2020). Guru Profesional Di Masa Pandemi Covid-19: Review Implementasi, Tantangan, Dan Solusi Pembelajaran Daring. , 1(1), . *Jurnal Pendidikan Profesi Guru*, 51-65.

Widiasmoro, E. (2019). *Guru Ideal Di Era Digital: Panduan Pemanfaatan Teknologi Untuk Guru Masa Kini*. Yogyakarta: Noktah.

Widyanuratikah, I. (2020, Oct 30). *Https://Republika.Co.Id*. Retrieved From Pjj Harus Dievaluasi Total Usai Kasus Bunuh Diri Siswa: <Https://Republika.Co.Id/Berita/Qj0per409/Pjj-Harus-Dievaluasi-Total-Usai-Kasus-Bunuh-Diri-Siswa>

WIDYASTUTI, F. P. (2018). PENINGKATAN HASIL BELAJAR SISWA KELAS 4 SD MELALUI MODEL PEMBELAJARAN INQUIRY LEARNING. *JURNAL KIPRAH*, 1-13.