

Educational Technology and Mentality After the Pandemic

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Abstract. *This study investigates the psychological effects of the pandemic on university students, particularly the persistence of psychological disorders and changes at the university level. The objective is to determine the extent of the impact of psychological changes on students. The research methodology involved conducting interviews with relevant parties to identify strategies for managing the disruptions that arose. The study revealed that psychological disorders, which can contribute to a lack of motivation for learning, decreased after implementing a learning approach that emphasizes exploring individual talents and interests. This approach also incorporates techniques to reduce psychological stress for each student.*

Keywords: *Comparative Analysis, Educational Technology, Emotionalist Learning, Mentality, Post-Pandemic*

Abstrak. Penelitian ini mengkaji dampak psikologis pandemi terhadap mahasiswa, khususnya keberlanjutan gangguan dan perubahan psikologis hingga ke tingkat perkuliahan. Tujuannya adalah untuk mengetahui sejauh mana pengaruh perubahan psikologis pada mahasiswa. Metode penelitian dilakukan dengan melakukan wawancara dengan pihak-pihak terkait untuk menentukan strategi penanganan gangguan yang terjadi. Hasil penelitian menunjukkan gangguan psikologis yang menjadi salah satu penyebab hilangnya semangat belajar semakin melemah setelah menyajikan metode pembelajaran berbasis eksplorasi bakat dan minat dengan teknik yang berfokus pada penurunan tekanan psikis dengan melibatkan masing-masing peserta didik.

Kata kunci: Analisis Komparatif, Mentalitas, Pasca-Pandemi, Pembelajaran Emosional, Teknologi Pendidikan

OVERVIEW

Psychological disorders may develop into ingrained attitudes over time, but they can be overcome with conscious effort to change these attitudes. Various factors, including family, school, and environment, can contribute to psychological changes. The pandemic pandemic has resulted in limited direct interaction among people, leading to restrictions on outdoor activities and gatherings. As a result, schools have been closed and face-to-face learning has been

prohibited. Students are now only allowed to participate in online learning through their respective cellphones. However, this new form of learning has caused students to experience increased pressure as they are required to work alone every day without direct interaction with their school friends. This sense of loneliness has had a significant impact on students' psychology.

However, despite government efforts to alleviate pandemic in Indonesia, students can now attend brief face-to-face meetings, which are also being continued at the lecture level. Although some students may experience psychological disorders during college, they strive to overcome them in order to succeed. This is especially important in the current era where face-to-face meetings are the norm. By building friendships and studying diligently, students can overcome these challenges and achieve their goals

The pandemic has brought many changes to the world of education (Apandie et al., 2022; Apandie & Karolina, 2021; Apandie & Rahmelia, 2019, 2020, 2022; Rahmelia & Apandie, 2020, 2023). Including serious thinking about the views (the various assumptions contained) and the urgency that is borne not only by the government, teachers, education officials, local communities.

But also educational technology is bringing a breath of fresh air amidst the mental chaos of the global community over this deadly disease (Angellyna, 2021; Batuwael et al., 2019; Langi et al., n.d.; Malau, 2021, 2023; Mukuan et al., 2022; F. Pongoh et al., 2015; F. D. Pongoh, n.d., 2022b, 2022a, 2023; Pradita, Pilenia, et al., 2023; Sepniwati, 2022; Suratinoyo et al., n.d., 2019; Triadi et al., 2022). The development of distance learning has begun to be promoted.

In fact, after the pandemic, online learning models have not stopped after the pandemic. Learning models that take into account students' tasks, facilities needs, quota limitations, face-to-face limitations, are inevitably included in learning to update digital technology, flexibility, curriculum, learning strategies, and educational evaluation (Ausvina et al., 2023; Jonathan et al., 2023; Lamiang & Munthe, 2023; Melliani, Christian, et al., 2023; Melliani, Munthe, et al., 2023; Melliani & Triadi, 2024; Octaviana et al., 2023; Palit et al., 2023; Pengky et al., 2023; Pilenia et al., 2023; Pramana et al., 2023; Samuel et al., 2023; Siburian et al., 2023). As if to compare the advantages between pedagogization and technologization or vice versa.

The decision to post-pandemic practicality brings education and education personnel to peace and self-development in the presence of technology as access to space, as well as the architecture of the learning process that not only includes previous digitization (post-pandemic) (Andiny, 2020, 2023; Dandung et al., 2022; Haloho, 2016, 2022a, 2022b, 2022c, 2023; Haloho et al., 2013; Lumbanraja, 2021; N. A. Sari & Ginting, 2023; Supardi et al., 2023; Timan Herdi Ginting et al., 2022; Yuel, 2023; Yuel & Keintjem, 2021). But also provides the widest possible access to post-pandemic technological sustainability..

For example, in government regulations, in individual school policies across educational levels, and also in learner self-determination with the help of parents and facilitating teachers (Fernando, Elawati, et al., 2023; Kurniati et al., 2023; Lelunu et al., 2023; Manik et al., 2023; Munte, 2023a; Simanjuntak, 2019). In addition to the need for teacher skills (for which there are still gaps in access and skills among technology users in the regions), there is also a need for cross-learning spaces between teachers and learners and vice versa.

The first case of pandemic in Indonesia was detected in early March 2020. Since the pandemic began, many people have suffered losses, including death, job loss, and mental stress (Fitriana et al., 2023; Fransisko et al., 2024; Kurniati et al., 2023; Manik et al., 2023; Munte, 2023b; Oktaviani et al., 2023; Peryanto et al., 2023; Putri et al., 2023; Riska et al., 2023; Siten, 2023; Tekerop et al., 2019). Negative impacts have been widespread, such as students dropping out of school and developing psychological disorders.

It is important to note that these impacts are objective and not just a matter of personal opinion. Psychological disorders refer to intentional or unintentional changes in a person's character and behavior (Daniel & Sihombing, 2024; Hasan et al., 2023; Munte, 2023c; Munte & Monica, 2023; Salmanezer et al., 2023; Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2023; Sihombing et al., 2024; Sihombing, 2015, 2019, 2022; Toni et al., 2023; Trisiana et al., 2023; Yardi et al., 2024).

The pandemic pandemic has caused negative psychological changes, particularly in students who were previously accustomed to learning in groups. They are now required to learn independently, which can lead to selfish habits. As a result, some students may become less receptive to others' opinions and only care about their own. It is important to consider whether this attitude will persist in the long term.

THEORETICAL OVERVIEW

First, we examine Marko Teräs' research on learning platforms as a component of free educational technology that has continued after the pandemic (Teräs et al., 2020). However, Teräs observes a greater inclination towards business models and profits through users' digital data, rather than a general interest in users in schools (Teräs et al., 2020). Teräs' research is similar to that of other studies on educational technology during and after the pandemic. The difference lies in Teräs' emphasis on critical reflection on the unequal access of users, while the researchers focus more on the psychological burden. It is important to note that both perspectives are valuable and contribute to a comprehensive understanding of the topic. The difference lies in Teräs' emphasis on critical reflection on

the unequal access of users, while the researchers focus more on the psychological burden.

In the second study, the researchers In the second study, the researchers and Freeland are looking at the use of technology in the context of teachers, classrooms, and EdTech (Freeland, 2022). The distinction lies in the fact that the researchers are doing more qualitative research with analysis techniques and interviews of field data findings.

In the last data search, researchers examined the results of Jean Kiekel's theory on learning events during and after the pandemic, specifically in relation to the development of *Happenstance* learning (where the beginning and results occur simultaneously or on the same day) (Kiekel et al., 2022). While Kiekel focuses on the learning event itself, the researchers also consider the psychological impact on students.

METHOD

This study employs a qualitative research method. Three students from the same campus, in Palangka Raya, who are all members of the class of 2022, will be interviewed. The focus of the interviews will be on learning methods in the upper middle class after pandemic and how they differ from the pre- pandemic era or the 2023 period. The process involves an initial approach and introduction, followed by the collection of personal data from each interviewee. The personal data includes age, marital status, employment status, education level, and social status. The text describes a process for conducting interviews and creating transcripts. The interviews will be recorded and transcribed for analysis.

RESULT AND DISCUSSION

Post-Pandemic Learning Model and Psychological Disorders

According to the interview with Dinkon (*pseudonym*), the post-pandemic learning model is ineffective. The interviewee expressed a negative view of the model. The interviewee stated that the model is lacking when it is not face-to-face, making it difficult to understand. If only given a module or file, students tend to be lazy to read it (Awak et al., 2023; Fitriana et al., 2023; Fransisko et al., 2024; Hasan et al., 2023; Istinia et al., 2023; Munte & Natalia, 2022; Putri et al., 2023; Rosen et al., 2023; Sinta et al., 2023; Tekerop et al., 2019; Tirayoh et al., 2023; Zain et al., 2023). As for the advantages, it depends on the individual. Authors stated that he experienced a psychological disturbance during college when he was required to speak like a teacher in front of his classmates and friends. This was a new and unsettling experience for him. Due to the pandemic, face-to-face meetings and presentations are no longer possible.

Psychological disorders can be distressing. Due to the shift to online learning during my high school years, interviewee struggled with social anxiety when interviewee started college (Adellia et al., 2023; Carolina et al., 2023; Dandi & Veronica, 2023; Fernando, Pramana, et al., 2023; Jonathan et al., 2023; Lamiang & Munthe, 2023; Magdalena et al., 2022; Munte, 2018, 2022b, 2022c, 2022a; Munte et al., 2023; Munte, 2023b; Oktaviani et al., 2023; Pradita, 2021; Pradita, Widia, et al., 2023; Pradita, Pilenia, et al., 2023; Pradita & Veronica, 2023; Pramana et al., 2023; Prasetiawati, 2022; S. Sari et al., 2023; Selawaisa, 2023; Selawaisa & Apandie, 2023; Silap et al., 2023; Sriwijayanti, 2023; Susanto et al., 2022). When asked to speak in front of the class, interviewee felt nervous and shaky. However, with practice and exposure, I was able to overcome my anxiety and improve my public speaking skills.

“During a recent lecture, the speaker asked me to come forward and read a prayer. Although I was nervous due to the irregular text, I was able to complete the task”

The interviewee discusses how post-pandemic activity restrictions can lead to psychological disorders, specifically related to the lack of socialization and interaction among students during a time when such interactions should be encouraged (Alpida et al., 2023; Amisani et al., 2023; Darma et al., 2023; Erika et al., 2023; Ligan, 2022; Loheni et al., 2023; Sefle et al., 2023; Selti et al., 2023; Tirayoh et al., 2023; Wirawan et al., 2023; Wirawan, 2021). The question is raised whether these disorders can be prevented or eliminated.

“The method I use to manage my psychological disorders involves gradual learning and seeking feedback from trusted friends to identify areas for improvement. Unfortunately, I cannot disclose my location. These are the findings from Dinkon's (pseudonym) research”

On the other hand, although technology, especially in education, becomes a savior, dialogue and heroic conversations, glorification and worship of technology do not reach the final limit.

“Talking about educational technology is not always about the benefits of technology and digitalization”

It is also about who benefits the most and who is harmed. Who benefits and who is harmed is not personal (Desiska et al., 2023; Eribka et al., 2023; Fransisko et al., 2024; Mamarimbing et al., 2023; Mariani, 2020, 2023; Meilan & Mariani, 2023; Roni & Iriani, 2023; Saputri et al., 2023; Sinta et al., 2023; Sisianti et al., 2022, 2023; Sitohang et al., 2023; Tecuari et al., 2023). But it is also about which groups are targeted and who are the victims. These conversations and questions are important to see who is alienated or disenfranchised as users of post-pandemic educational technology

CLOSING

Therefore, researchers concluded that there are several psychological disorders that can cause a loss of enthusiasm for learning and hinder the ability of post-pandemic students. However, in this era of 2023, all schools have adopted direct or face-to-face teaching methods. This presents an opportunity for students to explore their talents and interests, and alleviate the pressure and psychological disorders they may be experiencing. Direct interaction is no longer limited to community gatherings, and students can now engage in socialization to broaden their horizons and eliminate feelings of loneliness.

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