

Emotional Changes in Students Facing the Challenges of Distance Learning

Dwi Ryanti¹✉,

¹Universitas Panca Marga Kota Probolinggo, Indonesia

Abstract:

This study aims to explore the dynamics of emotional changes experienced by students during and after the transition from online to offline learning. This study uses a descriptive qualitative approach to describe students' emotional responses to the challenges they face, such as limited social interaction, academic pressure, and lack of emotional support. The findings indicate that students experience complex emotional fluctuations, ranging from stress and boredom to loss of motivation and feelings of isolation. However, there are also indications of positive adaptation in some students, who demonstrate increased learning independence and self-management skills. Data visualization through documentation reveals expressions and situations that reflect students' emotional tensions in their learning activities. This study reinforces the importance of psychosocial support and adaptive pedagogy in the education system and emphasizes the need for empathy-based interventions and a humanistic approach to help students navigate similar situations in the future. Thus, this study not only provides a snapshot of students' emotional states post-pandemic but also offers practical recommendations for educators, school counselors, and policymakers in creating more inclusive and emotionally supportive learning environments.

✉Corresponding Author: dwirianti26092002@gmail.com

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INTRODUCTION

The drastic transformation of the education system due to the COVID-19 pandemic has marked a turning point in global learning practices. The widespread implementation of distance learning (PJJ) policies has forced students to adapt to digital technology as the primary medium for learning (Arifa, 2020; Setiawan & Kertanegara, 2023). This condition has a major impact on students' psychosocial aspects, especially in terms of emotional management (Baihaqi & Mabekrurroh, 2022). Amidst limited access, academic pressure, and the loss of face-to-face interaction, many students face significant emotional instability (Muali & Fatmawati, 2022). Now, even though the



pandemic has subsided and face-to-face learning has begun to return, the emotional traces of that crisis have not completely disappeared (Ashari et al., 2022; Putri Agradewi & Fahmawati, 2023). Some students still carry the mental burden of distance learning, which affects their attitudes, motivation, and well-being in the classroom. Therefore, it is important to thoroughly evaluate how the emotional changes students experienced during distance learning continue to impact learning conditions in the post-pandemic era.

In the post-COVID-19 recovery period, schools have begun implementing a hybrid learning model, combining in-person and online learning. However, this transition has not immediately restored students' emotional stability (Nurfatimah et al., 2021). Most of them experienced confusion in adjusting to the new learning rhythm, which was very different from the previous online system (Novita Sari et al., 2023). There are feelings of anxiety, fear of being left behind, and even loss of interest in learning due to unresolved digital trauma (Tafat et al., 2024). The school environment, which used to be a place for enjoyable social interaction, now feels foreign to some students (Alwina, 2023). Symptoms such as mental fatigue, difficulty focusing, and emotional instability often appear as aftereffects of long periods of isolation (Tampubolon, 2020). Therefore, the approach to designing future learning should not only focus on curriculum and academic outcomes, but should also consider the emotional dimensions of students, which will be affected in the long term.

Studies show that emotional disorders such as stress, anxiety, and apathy increased dramatically during distance learning, especially among students with less social and economic support. When in-person learning returned, some students struggled to open up and actively engage in class. This situation stems from the psychological impacts accumulated during the distance learning period. They tended to exhibit passive behavior, fatigue quickly, and even lose confidence due to feelings of incompetence due to the lack of support during distance learning. In this context, it is crucial for educators, school counselors, and policymakers to understand that the emotional adaptation process does not end with the pandemic but requires time, strategies, and ongoing empathy within a supportive learning environment.

Furthermore, in the post-pandemic digital era, students now face new challenges such as gadget distractions, digital fatigue, and high multitasking expectations. While technology has provided many conveniences, excessive digital exposure during the pandemic has had serious emotional impacts. Many students struggle with time management, focus, and emotional regulation due to being too accustomed to unstructured learning patterns (Amabela et al., 2022). Therefore, educational approaches in this new era need to more seriously integrate character education, mental well-being, and emotional literacy. This research is crucial to examine more closely how students' emotional transformations are affected by the challenges of distance learning during a crisis, and how reflections on these experiences can inform the development of a more humane and adaptive educational ecosystem in the future.

RESEARCH METHOD

This research uses a qualitative approach with a case study method, aiming to deeply understand the dynamics of emotional changes experienced by students in the context of distance learning, particularly in the post-COVID-19 pandemic period. The primary focus of this research is to uncover students' subjective experiences of learning pressure, technological adaptation, and social support during the distance learning period and how these experiences have impacted their emotional well-being to date.

Data collection was conducted through observation, in-depth interviews, and documentation techniques, involving students as the primary participants. Informants were selected purposively, considering the diversity of students' academic, social, and psychological backgrounds. Data validity was strengthened by triangulation of sources and methods, and data rechecking was conducted through member checking with participants to ensure the accuracy of the researcher's interpretation. Data analysis was conducted thematically using the steps of data reduction, data presentation, and conclusion drawing in accordance with the interactive model of Miles et al., (2014).

This research was conducted at a junior high school in East Java, involving six key informants representing the learning experiences during and after distance learning (PJJ). The location was selected based on the characteristics of the school, which previously implemented full PJJ during the pandemic and has now returned to full in-person learning.

Table 1. Informant Data

No.	Informant's Initials	Gender	Class	Experience During Distance Learning	Current Emotional State
1	AN	Woman	IX	Feeling lonely and demotivated	Starting to stabilize, but still often anxious
2	MR	Man	VIII	Difficulty focusing and often falling behind in class	More confident, but still easily stressed
3	FS	Woman	IX	There is no study assistance at home	Emotional, sometimes withdrawn from friends
4	DN	Man	VII	Dependence on gadgets	Often restless if not holding a cell phone
5	RA	Woman	VIII	Lack of internet access and piling up assignments	Adapted, but cries easily
6	IK	Man	IX	Enjoy online learning, but rarely interact	Easily bored and quickly mentally tired

The data analysis in this study follows the interactive analysis model of Miles and Huberman which involves three main components: (1) Data reduction, which is the process of simplifying, summarizing, and focusing raw data from interviews and field notes into meaningful information; (2) Data presentation, which is done through the creation of matrices, thematic narratives, and visualizations to systematically describe the emotional dynamics of students; and (3) Conclusion drawing and verification, which is interpreting the meaning of the data that has been analyzed, accompanied by repeated verification to maintain the validity of the findings. The entire process is carried out simultaneously and repeatedly so that the analysis is more reflective and in-depth.

RESULT AND DISCUSSION

The drastic changes in the learning system during the COVID-19 pandemic have significantly impacted students' learning experiences, both academically and emotionally. In this context, understanding students' affective responses is crucial because they are closely related to their successful adaptation to distance learning models. The emotional dynamics experienced by students reflect not only technical challenges but also complex psychological changes. Therefore, this study highlights several key findings that illustrate students' emotional transformation during distance learning. These findings not only reflect the current situation but also illustrate the need for more humanistic support in education. The following are some key points identified during the analysis process, which serve as an important foundation for understanding the phenomena students are facing.

Result

Spike in Academic Stress and Anxiety at the Start of Distance Learning

The sudden change in the learning system had a significant emotional impact on students. When schools closed and learning shifted online, many felt disoriented in their learning process. This situation not only affected academic understanding but also psychological stability. During various learning interactions, students appeared to feel more overwhelmed when receiving new assignments, especially when the instructions felt unclear. Some students even exhibited behavioral changes, such as becoming quieter, frequently complaining of fatigue, and being reluctant to open their cameras during virtual sessions.

One student's statement reflected this pressure: "There's a lot of assignments, and I don't know where to start. Sometimes I feel anxious because I'm afraid of making mistakes, but I also don't know who to turn to." This statement reflects a feeling of being trapped and lacking a safe space for active learning. A similar situation was evident in teacher notes, which showed a decline in student participation in the first weeks of distance learning.

From the statements above, it is clear that students' responses to the material were minimal, and assignments often exceeded deadlines. This indicates their difficulty managing their time and understanding the material independently. Students' learning environments at home also showed limited facilities, such as studying in a cramped space with ambient noise, which further increased the mental stress they faced. Overall, the initial phase of distance learning was emotionally challenging. This was not only because students had to learn in a new way, but also because they lacked the psychological resilience to adapt quickly to prolonged uncertainty.

Emotional Adaptation Through Social Support and Technology

The transition to distance learning wasn't immediately accepted by all students. However, over time, emotional dynamics emerged that demonstrated students' efforts to adapt to the pressure and uncertainty they previously experienced. Support from

their immediate environment became a key motivator. Students who initially felt anxious and confused began to feel emotionally secure as communication with peers and family became more open. This sense of social connectedness became a crucial bulwark in navigating academic challenges. In fact, several students acknowledged that having their parents more frequently at home helped them feel safer and calmer. Previously rigid communication patterns shifted to more fluid ones, both within the family context and within friendships, ultimately impacting students' emotional stability, allowing them to engage in online learning more productively.

One of the most prominent adaptive strategies is the formation of informal digital-based learning communities. Chat groups like WhatsApp and Telegram provide first-aid support when students are struggling to understand the material. Students share files, re-explain assignments, and even schedule online discussions independently. This form of collaboration not only strengthens academic understanding but also minimizes feelings of isolation that previously caused stress. One student said, "We created our own group. If there's a difficult assignment, usually those who understand it immediately help. It makes me feel more motivated and less alone." Experiences like this demonstrate that social skills can develop adaptively through digital media. Even in times of crisis, students can create a collective support system that strengthens each other emotionally and cognitively.

The role of teachers and homeroom teachers has also undergone significant changes in building students' emotional stability. Many teachers have begun incorporating motivational messages into online meetings, creating more flexible question-and-answer forums, and providing grace periods for students experiencing technical or psychological difficulties. This more humane approach makes students feel valued and understood. Screenshots show positive messages from teachers, such as, "It's okay to be late, the important thing is to understand and maintain your enthusiasm." Meanwhile, families have also begun to become more actively involved by providing support, providing learning resources, or simply ensuring that children are not under pressure to learn. This collective care from teachers and parents creates a more emotionally friendly learning environment for students, enabling them to manage their feelings and maintain consistency in completing academic assignments.

These positive changes are evident in student statements, communication documentation, and the dynamics of social interactions that developed during online learning. Many previously apathetic students are now actively asking questions, responding more quickly, and showing improvements in the accuracy of assignment submissions. This indicates that emotional adaptation goes hand in hand with increased self-confidence and self-control in managing academic workloads. Overall, healthy social support, supported by wise use of technology, is key to fostering student emotional resilience. The following visualization of concrete evidence reflects this adaptation process:

Table 2. Students' Emotional Adaptation

Visual Evidence of Student Emotional Adaptation	Information
Screenshot of WhatsApp study group	Students actively discuss assignments and motivate each other.
Motivational chat from teachers on the learning platform	Giving positive affirmations when students feel overwhelmed
Photo of students studying together via video call	Demonstrate initiative in creating independent online discussion spaces
Task notes and completion progress	Indications of increased consistency and improved time management

Long-Term Decreased Motivation and Burnout Symptoms

After prolonged distance learning, a number of students began to show a decline in enthusiasm for academic activities. While initially able to adapt to the online system, over the long term, many of them lost their intrinsic motivation. Boredom with monotonous routines, minimal social interaction, and fatigue from constantly facing digital assignments are the main triggers for burnout symptoms. Some students expressed feelings of stress, irritability, and an inability to focus despite their best efforts. In some cases, students even chose not to attend online classes even though they experienced no technical difficulties. This phenomenon indicates that continuing online learning without emotional balance can seriously impact students' learning enthusiasm. Therefore, it is crucial to understand their psychological state so that appropriate interventions can be implemented before motivation is completely lost.

A school environment that doesn't actively adapt its learning approach to students' emotional states is one factor exacerbating the situation. Teachers tend to complete the curriculum formally, while students begin to feel that the learning process is limited to completing assignments. Monitoring interactions on learning platforms reveals fewer student comments, and many simply read without participating in discussions. Several homeroom teachers also reported a decline in student participation, especially among previously active students. One teacher stated, "The kids are quiet now, only turning in assignments when I ask them to. They don't have the same enthusiasm as before." This situation demonstrates an imbalance between the academic burden and students' psychological resilience. If not addressed with a more adaptive approach, this burnout could become permanent and hinder their academic and emotional development in the future.

Meanwhile, not all families are able to provide adequate emotional support to their children. In some families, the home environment can actually be an additional stressor due to economic pressures and relationship tensions. Students who lack a comfortable study space or parental attention are more severely impacted. One student said, "I'm exhausted, Sis. The house is noisy, so I can't concentrate. My homework is piling up, but if I talk to my parents, they get angry." This evidence suggests that the home environment significantly determines how students cope with the challenges of distance learning. When the home environment is unsupportive, students experience compounded mental fatigue. Ultimately, they lose their passion for learning because they feel they don't have a safe place to vent or get the emotional support they

need.

Student attendance in online classes is also a clear indicator of burnout. Documented attendance records over the past three months show a drop in attendance of more than 30% in some classes. Assignments are also beginning to fall behind deadlines or are submitted with significantly lower quality. Some students even submit assignments with only bare sentences, indicating low engagement in the learning process. This is supported by screenshots from learning platforms showing messages such as, "Sorry, I can't do it this week." or "Can I do it next week?" This data confirms that mental exhaustion has eroded students' motivation and commitment. If this condition persists, it will not only affect academic achievement but also students' emotional stability and overall self-confidence.

Emotional Awakening in the Post-COVID Transition Period

The transition to in-person learning after COVID-19 has brought a new dimension to education, particularly in the emotional realm of students. Although students are physically returning to school, not all are recovering emotionally. Some students appear to be regaining their enthusiasm, but many are also exhibiting withdrawn expressions, reduced social interaction, and a tendency to withdraw in the classroom. This situation reflects the lingering psychological impact of distance learning and social isolation during the pandemic. The school environment, which should be a safe space for learning, has instead become a new challenge for some students as they adjust. Therefore, understanding emotional expression and psychological dynamics post-pandemic is crucial to ensuring a holistic relearning process—not just about pursuing academic achievement, but also about restoring students' enthusiasm and emotional well-being along the way.

Direct observations in several classrooms revealed a striking difference between socially engaged students and those who appeared isolated. Students who were once known for their cheerful disposition now appeared quieter, often looking down, and avoiding eye contact during interactions. Some students sat apart, even though social distancing rules were no longer strictly enforced. Documentary images show classrooms with students deliberately choosing seats far apart and blank facial expressions during group activities. This situation demonstrates that even though learning has returned to normal structurally, students' emotional dynamics are still recovering. One image shows a student sitting alone in a corner of the room even though a group discussion is underway. This suggests feelings of awkwardness or social anxiety that have not fully resolved after prolonged isolation.



Figure 1. Student emotional changes

The image above provides a visual representation of students' emotional changes in facing the challenges of distance learning. The variety of expressions clearly reflects the students' psychological state, from excitement and enthusiasm when feeling supported to expressions of fatigue, stress, and loss of motivation when facing obstacles such as limited access, lack of interaction, or excessive workloads. The differences in the background and atmosphere in each photo also demonstrate that the learning environment also influences students' emotional stability. This visual indirectly emphasizes the importance of emotional attention in the distance learning process, especially after the COVID-19 pandemic, when adapting to online systems remains a major challenge for many students. Appropriate support from the surrounding environment is crucial in determining whether students will thrive in a healthy learning environment or experience emotional stress that hinders their academic and psychological development.

DISCUSSION

Emotional changes in students during distance learning are a significant phenomenon following the COVID-19 pandemic. Based on Bronfenbrenner's ecological theory, the shift from the classroom to the private sphere results in drastic changes in students' microenvironments (Efendi, 2021; Yulianto, 2020). Students are taking part in learning while caring for younger siblings, indicating the presence of emotional distraction and social burden in the same space (Muali & Fatmawati, 2022). This shows that students not only face academic challenges, but also role conflicts at home which impact emotional stability and learning focus (Puspita, 2020). This non-conducive learning environment also exacerbates symptoms of digital fatigue, academic stress, and decreased active participation in online learning activities (Nasution et al., 2024). Therefore, it is important to understand the home context as a learning space that influences students' emotional dynamics. This situation supports the idea that

education systems need to consider integrating psychosocial aspects in planning for future distance or hybrid learning.

Students' emotional adaptation in the context of online learning is closely related to the Self-Determination theory put forward by Haggerty et al., (2023) This theory emphasizes the importance of fulfilling basic psychological needs, such as competence, autonomy, and relatedness. Many students use suboptimal devices and share access with other family members(Nasution et al., 2024). This hinders access to information and ongoing learning. The lack of technological facilities results in low student self-confidence and reduces their active involvement in the learning process(Eraku et al., 2023; Tsauri et al., 2024). This situation demonstrates how technological conditions and the home environment contribute to lowering intrinsic motivation. This finding aligns with a UNESCO study (2021) which stated that unequal digital access directly impacts students' emotional and psychological well-being, particularly in developing countries(N. Husain, 2021). Therefore, digital learning must be designed not only technically, but also psychologically adaptively.

From Vygotsky's perspective, social interaction is an important foundation in the cognitive and emotional development of students(Fauziyah, 2020; Yuniarti, 2023). However, in post-pandemic practice, teacher-student interactions through digital media have become more limited and rigid. Students stare at screens with blank expressions during online learning activities. The lack of enthusiasm and lack of response to learning stimuli reflects emotional burnout and a reduced social connection with teachers and peers(Aprilia et al., 2020). This can lead to feelings of alienation and a decreased enthusiasm for learning. In this context, the teacher's presence is needed not only as an academic facilitator but also as an agent of strengthening students' emotions and motivation(M. Mahmubi, 2024; Wulandari, 2021). Therefore, strengthening the social-emotional approach in digital learning models is crucial, by integrating activities that encourage emotional connections and build a sense of safety and respect amidst limited in-person interactions.

Post-pandemic, students' emotional recovery cannot be separated from the trauma-informed education approach, which emphasizes the importance of educational institutions' responses to collective psychological impacts(Javornická et al., 2024). Even though students have returned to the classroom, many of them still show a tendency to withdraw or feel awkward in social interactions(Angelis et al., 2024). This indicates that post-pandemic psychosocial recovery has not been fully achieved(Ho et al., 2024). Readjusting to routines and social norms at school requires structural support, whether through an adaptive curriculum, an emotionally safe learning environment, or character-building and mental health programs(Qurtubi & Hudi, 2022; Rosa et al., 2024). These findings reinforce the importance of integrating counseling services and empathy-based pedagogy as part of a transformative learning system(Cuprianto & Firmansyah, 2023). Thus, learning success is measured not only by cognitive aspects, but also by the educational institution's ability to facilitate students' ongoing emotional recovery.

CONCLUSION

This study highlights the dynamics of students' emotional changes in facing the challenges of distance learning, particularly after the COVID-19 pandemic. These changes include fluctuations in motivation, increased anxiety, and feelings of loneliness and boredom, which impact the quality of their learning. Findings indicate that limited social interaction, lack of direct supervision, and an unbalanced workload are key triggers of emotional distress. This results in decreased concentration, mental fatigue, and a reduced enthusiasm for learning. Therefore, the education system needs to adapt by providing a more responsive approach to students' emotional needs. Strategies such as improving communication between schools, strengthening the role of teachers as emotional facilitators, and providing psychosocial support are important steps that should be prioritized.

This research provides theoretical and practical contributions to the field of educational psychology. Theoretically, the findings reinforce Vygotsky's notion of the importance of social context in individual development and emphasize that learning cannot be separated from emotional aspects. This research also broadens understanding of the long-term impact of online learning on student well-being. Practically, the results can serve as a reference in designing more adaptive and empathetic education policies, both by schools and policymakers. By considering the balance between academic achievement and student mental health, it is hoped that the world of education will be able to shape a generation that is not only intellectually intelligent but also emotionally resilient in facing future challenges.

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