



# Digital Humanities in Online Learning on the Mental Health of ITB Students

Ernawati Ernawati<sup>(✉)</sup> , Dicky R. Munaf , Sutiadi Rahmansyah , Ayi Rohayati , Sansan Ziaul Haq , Ira Adriati , Rusdiana Rusdiana , and Alvina Alvina

Institut Teknologi Bandung, Bandung, Indonesia  
erna\_ernawati73@yahoo.co.id

**Abstract.** The Covid-19 pandemic has caused humans to be faced with various conditions that they never imagined, there were many changes in various fields of life, one of which was teaching and learning activities. The pattern of teaching and learning activities undergoes a shift from face-to-face to networked where new media and technology are used in teaching. When the application of technology that is applied suddenly certainly has a real impact, especially on mental health. Almost all teaching and learning activities, including students, have experienced the impact of this pattern change. This study will discuss the influence of Digital Humanities on online learning on the mental health of ITB students. The application of the use of digital technology that is supposed to be used by humans and advances humans, has an impact on mental health, one of which is due to unpreparedness and inability to adapt. Based on the results of questionnaires and interviews ITB students experienced depression and stress before entering ITB as many as 34% who answered no as much as 66%. After entering ITB, the level of stress and depression was 70% and those who were not depressed/stressed were 30%. For learning, ITB students prefer face-to-face learning as much as 82% and online learning as much as 18%. The heaviest obstacle in online learning is signal, quota, distraction, etc. problems as much as 66%, boredom as much as 34%. The advantages of online learning are 60% more effective and efficient, 30% relaxed and 10% practical. ITB provides facilities for mental health consultations during the pandemic, as many as 50% answered already, not yet 22% and those who answered did not know as many as 28%. Regarding digital technology for online learning in the context of digital humanities, 96% of those who answered were not and 4% of those who answered.

**Keywords:** Digital Humanities · Students ITB · Online learning · Mental Health

## 1 Introduction

The COVID-19 pandemic is an extraordinary event (KLB) that occurs in various parts of the world, where the governments of all countries in the world must increase their preparedness to prevent and overcome the outbreak (Ernawati, 2020). The Covid pandemic has an impact on all aspects of human life, including the field of education and students.

With a pandemic, of course, a very significant impact, especially on the physical health of students and the impact on their psychological conditions (Brook, 2020).

The impact of online learning on the mental and mental health of students affects learning patterns, thinking patterns and even patterns of action. According to Fitria (2020), the pandemic condition that comes and changes suddenly makes anyone unprepared. This unpreparedness can have an impact on the mental. An unhealthy mentality is a disturbed mentality, which is defined as a disorder or disease that can prevent a person from living a healthy life as desired by that individual and others (Semiuin in Revelation 2020). Starting from emotional disorders to the inability to adjust (Revelation, 2020). There are several groups of people who are very vulnerable to mental disorders during the pandemic, namely women, children, adolescents, and the elderly (Desinta, 2020). Teenagers are the age group most vulnerable to stress and vulnerable to mental health when faced with the reality of a pandemic. According to WHO, mental health is a state of well-being that individuals realize, in which there are abilities to manage the normal stresses of life, to work productively and productively, and to participate in their community.

The concept of Person in Environment explains that the existence of individuals in an environment will influence each other. The presence of the individual will produce dynamic conditions for the environment, and the environment will directly or indirectly affect the individual and have an impact on changes in certain individuals. This explains how someone who suffers from mental health disorders is the result of the individual's failure to adapt to the surrounding environment (Adisty, 2015).

With the new adaptation in learning which is usually face-to-face to online, of course, requires students to be ready or not ready to adapt to technology. How the use of digital technology for humanitarian issues is changing the user experience by advancing humanity, creating new forms of knowledge, and exploring the impact of technology on humanitarian-based disciplines (<https://digitalhumanities.id/>). In this study, we want to examine Digital Humanities in online learning on the mental health of students, especially the mental health of ITB students.

## 2 Method

This study uses a qualitative phenomenological approach, which is a research method that seeks to reveal the universal essence of phenomena experienced personally by a group of individuals (Cresswell, 1998). Phenomenological research data were obtained from interviews, questionnaires distributed to 100 students of the Bandung Institute of Technology, as well as from various other sources such as the media and others.

## 3 Results and Discussion

### Pandemic Covid 19

The COVID-19 pandemic has hit Indonesia and has had a profound impact on various areas of life. The COVID-19 pandemic is an extraordinary event (KLB) that occurs in various parts of the world, where the governments of all countries in the world must

increase their preparedness to prevent and deal with the outbreak (Ernawati, 2020). With the COVID-19 pandemic, all human activities are carried out in their respective homes. Including learning activities.

### **Bandung Institute of Technology**

Bandung Institute of Technology is one of the universities in Indonesia which at the time of the COVID-19 pandemic implemented an online learning pattern (online learning) due to the COVID-19 pandemic in accordance with government recommendations as stated in the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning Implementation Education Policy in an Emergency Period for the Spread of CoronaVirus Disease (COVID-19).

Bandung Institute of Technology has a large number of students and many majors with a student age range of 18 - 24 years, of course, it brings its own problems related to online learning.

### **Online Learning**

In 2020 online learning is used as a solution when a pandemic hits because it is feared that the outbreak will spread. Online learning is a learning method that uses an internet-based interactive model and a Learning Management System (LMS). Like using Zoom, Google Meet, and others. (<https://www.kompasiana.com>). Learning/lectures that are usually face-to-face become online. The use of technology such as zoom, google meet, google classroom and others is the solution due to a pandemic disaster. The dynamics of learning that were originally face-to-face to online are implemented starting from kindergarten, elementary school, junior high school, high school to college. This is done so that the COVID-19 virus does not spread. Because in online learning during the COVID-19 pandemic, students/students must continue to learn and obtain material/knowledge from teachers/lecturers and learning continues. Online learning can be used as a distance learning solution when a natural disaster occurs. As happened when the government set a social distancing policy. Social distancing is implemented by the government in order to limit human interaction and prevent people from crowds in order to avoid the spread of the COVID-19 virus (Albitar, 2020).

### **Digital Humanities**

Digital humanities is basically a new adaptation of how the use of digital technology for humanitarian issues changes the user experience by advancing humanity, creating new forms of knowledge, and exploring the impact of technology on humanitarian-based disciplines (<https://digitalhumanities.id/>). The pattern of learning changes that are usually face-to-face to online, of course, requires students and students who are ready or not ready to be able to adapt to technology. Where so far, the use of digital technology for humanitarian issues that is expected to change the user experience by advancing humanity, creating new forms of knowledge, and exploring the impact of technology on humanitarian-based disciplines is experiencing obstacles, one of the reasons is the unpreparedness of the humans themselves.

## Mental Health

Mental health according to WHO is a state of well-being that is realized by individuals, in which there are abilities to manage the normal stresses of life, to work productively and productively, and to participate in their communities. In a pandemic condition that suddenly comes to make anyone unprepared, they must be able to deal with it and this greatly affects a person's mental health. This unpreparedness can have an impact on the mental (Fitria 2020). In the context of the COVID-19 pandemic, with continuous learning patterns in the network, students are saturated with new adaptations in learning and have an impact on the mental health of these students.

## Questionnaire and Interview

To dig up information in this study related to Digital Humanities in online learning on the mental health of students, especially the mental health of ITB students. Interviews and questionnaires were distributed to 100 students. With a line of questions and interviews as follows. Outline of questionnaire and interview questions.

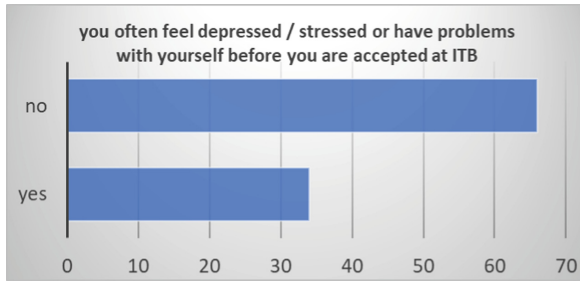
1. Did you often feel depressed/stressed or had problems with yourself before you were accepted at ITB?
2. Do you often feel depressed/stressed at ITB?
3. What is more fun online learning or face-to-face lectures, please give reasons?
4. What are the toughest obstacles faced when online learning?
5. What are the advantages of online learning?
6. Has the pandemic condition affected your economic condition and family harmony?
7. Do you think ITB has provided facilities for mental health consultations during a pandemic?
8. So far the use of digital technology (related to online learning) for humanitarian issues can change the user experience by advancing humanity?

Based on the results of questionnaires and interviews, the following results were obtained. On the question, did you often feel depressed/stressed or had problems with yourself before you were accepted at ITB? Those who answered yes, I often felt depressed/stressed or had problems with yourself before you were accepted at ITB as much as 34%. 66% of those who answered that they did not often feel depressed/stressed or had problems with yourself before you were accepted at ITB (Fig. 1).

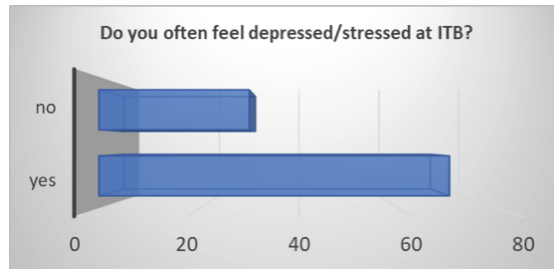
The question is, do you often feel depressed/stressed at ITB? Those who answered yes, I often felt depressed/stressed at ITB as much as 70% and those who answered that I didn't often feel depressed/stressed at ITB were 30% (Fig. 2).

On the question of what is more fun online learning or face-to-face lectures, please provide a reason. Those who answered that it was more fun to study online (online learning) as much as 18% on the grounds that it could be recorded, and was more relaxed. 82% of those who answered that face-to-face lectures were more fun with the reasons that they could meet lecturers, interact with friends, were more enthusiastic in learning, were more fun and were not constrained by the network (Fig. 3).

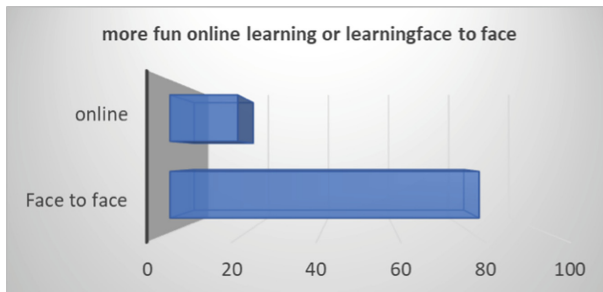
On the question: what are the toughest obstacles faced when learning online? Those who answered the toughest obstacles faced by online learning were signals, quotas,



**Fig. 1.** Graph of depression condition before at ITB



**Fig. 2.** Graph of depression/stress condition after entering ITB



**Fig. 3.** Graphics of online and face-to-face learning

distractions and others as much as 66%, those who answered the toughest obstacles faced during online learning were boredom as much as 34% (Fig. 4).

On the question, what are the advantages of online learning? Those who answered the advantages of online learning were 60% more effective and efficient, 30% relaxed and 10% practical (Fig. 5).

On the question of whether the pandemic conditions affect your economic condition and family harmony? Those who answered that the pandemic conditions did not affect economic conditions and family harmony were 62% who answered that the pandemic conditions affected economic conditions and family harmony as much as 38% (Fig. 6).

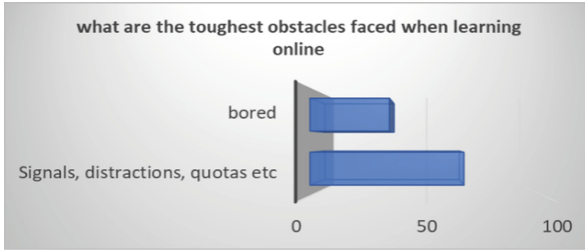


Fig. 4. Graph of online learning constraints

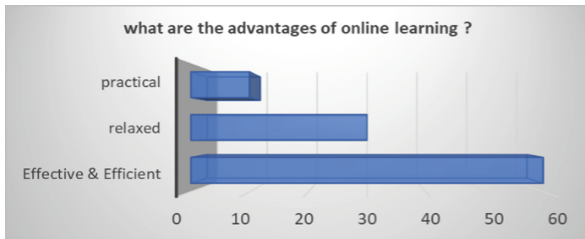


Fig. 5. Graph of the advantages of online learning

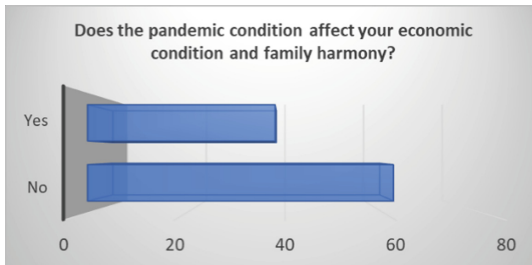
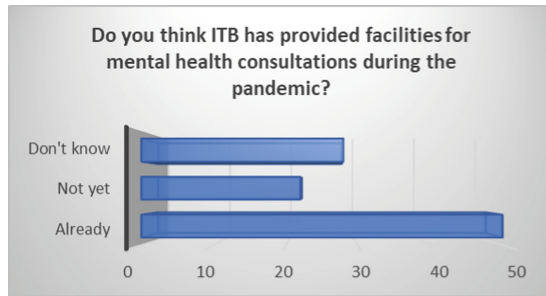


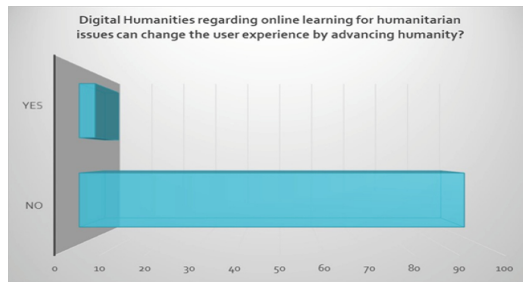
Fig. 6. Graph of the condition of the influence of the pandemic on economic conditions and family harmony

On the question, do you think ITB has provided facilities for mental health consultations during the pandemic? Those who answered that ITB had provided facilities for mental health consultations during a pandemic were 50% of those who answered that ITB had not provided facilities for mental health consultations during a pandemic were 22% and those who answered that they did not know were 28%(Fig. 7).

On the question: How far does the use of digital technology (related to online learning) for humanitarian issues change the user experience by advancing humanity? Those who answered not yet were 96% and those who answered not yet were 4% (Fig. 8).



**Fig. 7.** Graph of ITB’s condition in providing mental health consultation facilities during the pandemic



**Fig. 8.** Graph of the condition of digital technology related to online learning in the context of digital humanities

## 4 Conclusion

Online learning is indeed a solution in preventing the spread of the transmission of the COVID-19 outbreak, but continuous learning in the network will gradually have an impact on student health, especially mental health problems. Because basically humans are social beings who need and must interact with others and their environment. The application of the use of digital technology that should be for and can be utilized by humans and advances humans, has an impact, one of which on mental health due to unpreparedness, inability and compulsion due to circumstances in adapting to forced situations. ITB students who often felt depressed/stressed or had problems with themselves before becoming ITB students were 34% who answered that they did not often feel depressed/stressed or had problems with themselves before being accepted at ITB as many as 66%. After entering ITB, the level of stress and depression was 70% and those who were not depressed/stressed were 30%.

For learning, ITB students prefer face-to-face learning as much as 82% and online learning as much as 18%. The heaviest obstacle in online learning is signal, quota, distraction, etc. problems as much as 66%, boredom as much as 34%. The advantages of online learning are 60% more effective and efficient, 30% relaxed and 10% practical..

For the effect of the pandemic on economic conditions and family harmony, those who answered the pandemic did not affect economic conditions and family harmony

as much as 62%. Those who answered that the pandemic condition affected economic conditions and family harmony were 38%.

ITB provides facilities for mental health consultations during a pandemic as many as 50% of those who answered that ITB had provided, those who answered that ITB had not provided facilities for mental health consultations during a pandemic were 22% and those who answered that they did not know were 28%.

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