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Online Learning Impressions on Students' Psychology at *Madrasah Ibtidaiyah*

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Abstract

This study describes in detail the online learning impression on student's psychology. This study used a qualitative research approach with a case study type. The data sources were interviews with twenty informants: the principal, one teacher, nine parents, and nine students at *Madrasah Ibtidaiyah* in Probolinggo. Based on the study's results, there were three categories of the online learning impressions on the students' psychology; cognitive, affective, and conative domain. Students' cognitive domain, students who can not solve problems well and have had a low level of understanding of students' material, students' knowledge of technology is getting wider. In the affective domain, emotional stability was disturbed, such as students being stressed, worried, afraid, dependent on gadgets, and bored with online learning. The conative domain was the intensity of communication with good parents and the lack of socializing with peers.

Keywords: *Madrasah Ibtidaiyah*, Online Learning, Student's Psychology.

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Introduction

The Covid-19 pandemic affects several changes components of life.¹ These changes include simultaneous appeals to keep their distance and minimize the existence of a trip; until then, this impact spreads to the education world. It impacts the shift in learning practices from offline to online learning. Online learning collaborates with digital components and the internet to produce engaging, creative, and independent learning.² Several technological

¹ Robert Grover and Alexander Wright, "Shutting the Studio: The Impact of the Covid-19 Pandemic on Architectural Education in the United Kingdom," *International Journal of Technology and Design Education* 32, no. 4 (2022): 533–58, <https://doi.org/10.1007/s10798-022-09765-y>.

² Irwansyah Irwansyah and Sofiatul Hardiah, "Digital Collaboration in Teaching and Learning Activities: The Reflexivity Study on Educational Digital Empowerment," *International Journal of Learning, Teaching and Educational Research* 19, no. 10 (December 17, 2020): 355–70, <https://doi.org/10.26803/ijlter.19.10.20>; Abid Haleem et al., "Understanding the Role of Digital Technologies in Education: A Review," *Sustainable Operations and Computers* 3 (January 1, 2022): 275–85, <https://doi.org/10.1016/j.susoc.2022.05.004>.

media can be used in online learning, including Google Meet, Google Drive, WhatsApp, Zoom, Youtube, and other online learning platforms.³ Online learning has several benefits; higher learning motivation because learning is flexible and comfortable makes it easier to monitor students, and can be used as a medium and fun learning resource.⁴

Implementing online learning has created various impressions on students, teachers, and parents, where online learning affects the students' psychology.⁵ Then it was also found that students were more silent than responding and even depressed.⁶ Research with a similar theme to the study results explains the impact of online learning on students; the lack of socialization, the presence of verbal violence, the lack of discipline in learning at home, the lack of learning facilities, and the inhibition of achieving learning objectives.⁷ Then research shows that online learning makes students less cooperative, boredom, and feelings of sadness because they miss their friends and teachers.⁸ The same theme was also investigated, with research results showing that online learning, which is the impact of Covid-19, causes less than optimal delivery of teaching materials and disturbances in the learning process, making the expected learning objectives challenging.⁹ In addition, many teaching materials are incomplete due to the implementation of learning media that is less than optimal, and the assessment stage in online learning is limited to cognitive assessment only.¹⁰

³ Annafi'atul Hikmah et al., "Online Learning in Primary School during Covid-19 Pandemic: How Does It Look Like?," *Journal of Education Research and Evaluation* 5, no. 3 (July 9, 2021): 350–61, <https://doi.org/10.23887/jere.v5i3.34237>.

⁴ Yasushige Ishikawa et al., "An EFL Flipped Learning Course Design: Utilizing Students' Mobile Online Devices," *Critical CALL – Proceedings of the 2015 EUROCALL Conference* 10.14705, no. 2015 (2015): 261–67, <https://doi.org/10.14705/rpnet.2015.000343>.

⁵ Oluwafemi J. Sunday, Olusola O. Adesope, and Patricia L. Maarhuis, "The Effects of Smartphone Addiction on Learning: A Meta-Analysis," *Computers in Human Behavior Reports* 4 (August 1, 2021): 100114, <https://doi.org/10.1016/j.chbr.2021.100114>; T. Muthuprasad et al., "Students' Perception and Preference for Online Education in India during COVID -19 Pandemic," *Social Sciences & Humanities Open* 3, no. 1 (January 1, 2021): 100101, <https://doi.org/10.1016/j.ssaho.2020.100101>; Andi Wahyu Irawan, Dwisona Dwisona, and Mardi Lestari, "Psychological Impacts of Students on Online Learning During the Pandemic COVID-19," *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)* 7, no. 1 (May 31, 2020): 53–60, <https://doi.org/10.24042/kons.v7i1.6389>.

⁶ Sri Wulan Lindasari, Reni Nuryani, and Nunung Siti Sukaesih, "The Impact of Distance Learning on Students' Psychology During The Covid-19 Pandemic," *Journal of Nursing Care* 4, no. 2 (June 20, 2021), <https://doi.org/10.24198/jnc.v4i2.30815>.

⁷ Nana Sutarna et al., "Dampak Pembelajaran Daring terhadap Siswa usia 5-8 tahun," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (April 27, 2021): 288–97, <https://doi.org/10.31004/obsesi.v6i1.1265>.

⁸ Wening Sekar Kusuma and Panggung Sutapa, "Dampak Pembelajaran Daring terhadap Perilaku Sosial Emosional Anak," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (December 30, 2020): 1635–43, <https://doi.org/10.31004/obsesi.v5i2.940>.

⁹ Ria Puspita Sari, Nabila Bunnanditya Tusyantari, and Meidawati Suswandari, "Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19," *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (March 29, 2021): 9–15, <https://doi.org/10.37478/jpm.v2i1.732>.

¹⁰ Lindsay Shaw, Jann MacIsaac, and Jill A. Singleton-Jackson, "The Efficacy of an Online Cognitive Assessment Tool for Enhancing and Improving Student Academic Outcomes," *Online Learning* 23, no. 2 (June 1, 2019), <https://doi.org/10.24059/olj.v23i2.1490>; Irwan Fathurrochman, "Online Evaluation System in the

From existing studies, this research focuses on the impression online learning has on students' psychology, which includes three psychological aspects: cognitive, affective, and conative. The three aspects are the impact felt by students when carrying out online learning. For this reason, this research needs to be carried out; what distinguishes this research from previous research is the research locus in an Islamic elementary school (*Madrasah Ibtidaiyah*, MI) and the use of the three psychological aspects as a point of view.

Methods

This study used a qualitative research method with a case study approach in *madrasah*.¹¹ The *madrasah* that became the research location was the private *madrasah Ibtidaiyah* in Probolinggo, East Java. The data were obtained through direct observation and the ongoing interview phase at the research site. Before heading to the research location on May 20, 2022, the researcher formulated the research focus, identified the problem, and continued the research reporting process. This research lasted until the first week of August 2022, the 10th. The data obtained through direct observation and interviews were described and filtered according to the research focus so that conclusions could be formulated easily. Determination of informants or resource persons in this study using purposive sampling to justify and validate the data obtained. The selected informants were twenty people; the *madrasah* principal, one teacher, nine parents, and nine students (three students with visual learning typologies, three with audio learning typologies, and three with kinesthetic learning typologies).

The researcher then presents a systematic explanation after going through data screening. The researcher then gave a frequent reason after going through data filtering. The filtering of the data was only adjusted to the research focus so that it was still based on the facts at the research location and could be measured both regarding the object and related to the condition of the site to conclude then. This research was expected to fully and thoroughly describe the impression of online learning on the psychology of *madrasah* students.

Pandemic Disruption in Madrasah: Opportunities and Challenges Based on Qualitative Report," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 6, no. 2 (December 2, 2021): 184–97, <https://doi.org/10.25217/ji.v6i2.983>.

¹¹ Robert K. Yin, *Case Study Research and Applications: Design and Methods*, Sixth edition (Los Angeles: SAGE, 2018).

Discussion

The Aspects of Online Learning Impressions on Student Psychology

The psychological realm is a topic that is quite interesting to discuss because every individual must have a process called a psychic process. The psychological process must coexist with three psychological aspects: cognitive, emotional, and conative.¹² Memory, learning, thinking, problem-solving, and perceptual processes are matters relating to the cognitive aspects of humans. As for the affective domain, the related component is about feelings, motives, or human emotions. Then, when discussing individual behavior, such as interpersonal or intrapersonal relationships, it is the realm of the conative aspect. It can be understood that the process of human life is always related to what is thought (cognitive), felt (emotional), and what is done (interpersonal relations).

Everything must have an impact or can be called an impression, as well as the online learning process, which is being intensively become a topic that is no longer foreign lately. Online learning itself, as it is known, is a learning process that takes place in cyberspace, where students and teachers can only exchange voices, or the most sophisticated ones can only make video calls without meeting face to face. It is not only due to the increasingly sophisticated technology but also to the effects of pandemic events in previous years. Inevitably online learning at that time became an alternative that was quite helpful in every organization, especially educational institutions. During the pandemic, as is well known, the government strongly appealed that all activities outside the house be turned indoors. However, apart from positive impressions, learning from learning also has negative impressions; in this case, it relates to the psychology of students.

The impression of online learning on the psychology of students in *madrasah* is divided into three categories of these aspects. First, the cognitive domain consists of symptoms of students not being able to solve problems correctly due to the lack of cooperative learning. Students' understanding of the material is not deep. In addition, there is also a positive impression that students add insight into technology, such as the use of Zoom, WhatsApp, and others. Second, the affective consists of disturbing emotional stability, such as students looking stressed, worried, afraid, gadget dependent, and bored in online learning. Third, the conative aspect consists of the intensity of communication with good parents and the lack of socializing with peers.

¹² Karen E. Smith and Seth D. Pollak, "Early Life Stress and Neural Development: Implications for Understanding the Developmental Effects of Covid-19," *Cognitive, Affective and Behavioral Neuroscience* 22, no. 4 (2022): 643–54, <https://doi.org/10.3758/s13415-021-00901-0>.

It was conveyed by the *madrasah* principal in his interview, "Of course, apart from having a good impact or impression, online learning also has a negative impression in its implementation. If it is related to student psychology, it is related to the three aspects that are not questioned. In terms of the affective aspect, students tend to be emotionally disturbed, can be stressed, scared, worried, and bored, and the most commonly encountered is gadget addiction. If the conative aspect increases communication between parents and students, then socialization is low because they don't hang out with peers."¹³ From this explanation, it can be understood that the psychological impression of students from online learning in *madrasah* can be seen from three psychological aspects: cognitive, affective, and conative.

Cognitive Aspects of Students Affected by Online Learning at *Madrasah Ibtidaiyah*

The online learning impression on the cognitive aspects of *madrasah* students is that it can be seen that students cannot solve problems correctly due to the lack of cooperative learning. Students' understanding of the material is not deep, and students' insight is getting more comprehensive about technology. It was conveyed by one of the *madrasah* teachers; "The impression in online learning for students, which has been observed and experienced, was that students feel challenged to solve problems. When there were problems with applications or related to online learning media that students could not overcome, it was because students were not close to their peers, so when they had problems, they could not share opinions. In such situations, students were increasingly dependent on their parents; with the excuse of helping solve their child's problems, parents helped by working on their child's problems and so on for the next task. Finally, students will depend on their parents, so it is not uncommon to find them doing their work when their parents do online learning."¹⁴

It also relates to the student learning typology. This impression was experienced by students with a visual learning typology in which they found it easy to learn by viewing or reading the material being studied. One of the students conveyed it: "Yes, students became lazy to do their work independently. That was because the examples of questions displayed were only in videos and oral explanations (lecture method) from the teacher, not direct or practical examples."¹⁵

¹³ Madrasah Teacher, Interview, interview by Research Team, July 18, 2022.

¹⁴ Teacher.

¹⁵ Second Male Students, Interview, interview by Research Team, June 7, 2022.

From this explanation, it could be understood that the online learning impression in the cognitive aspect was that students found it difficult to solve their problems because they did not gather with their peers; this also made students not independent, so they depended on their parents. The students who experienced this impression were students with a visual learning typology. The type of visual learning is that you have to see the evidence first and then be able to believe it.¹⁶ Students with a visual learning type will easily and happily understand or absorb material or information when presented in visual form because sight and observation are the main ways to process the information they learn. Regarding the impression of the cognitive aspect, one of the *madrasah* students also conveyed, "Students did not understand the subject matter because even though they followed the lesson, they were not focused, sometimes listening, sometimes while playing. As a result, students cannot answer questions, let alone have to complete their assignments quickly."¹⁷

It can be understood that the impression on the cognitive aspects of *madrasah* students was the low level of understanding of students on the learning material being taught. It was due to the limited supervision and reach of teachers to students. Teachers can only monitor through online learning media. In addition, one of the parents also stated, "The positive impact of online learning was that students became more proficient in operating cell phones. Although sometimes they must be guided initially, students could often tinker with them independently. The longer online learning was applied, the more proficient students were in operating cellphones."¹⁸

Understandably, one of the psychological impressions from the cognitive aspect is also adding insight into technology to students. The topic of student psychology is inseparable from its cognitive domain in it. The cognitive domain influences someone to make decisions and considerably affects educational psychology.¹⁹ It is because this aspect is related to intellectual thinking. It includes knowledge, understanding, application, decomposition, integration, and assessment. In addition, the cognitive domain is also closely

¹⁶ Werede Tareke Gebregergis et al., "The Predicting Effects of Self-Efficacy, Self-Esteem and Prior Travel Experience on Sociocultural Adaptation Among International Students," *Journal of International Students* 10, no. 2 (2020): 339–57, <https://doi.org/10.32674/jis.v10i2.616>.

¹⁷ Students, Interview, June 7, 2022.

¹⁸ Students' Parent, interview by Research Team, June 9, 2022.

¹⁹ Alexander Skulmowski and Kate Man Xu, "Understanding Cognitive Load in Digital and Online Learning: A New Perspective on Extraneous Cognitive Load," *Educational Psychology Review* 34, no. 1 (2022): 171–96, <https://doi.org/10.1007/s10648-021-09624-7>.

related to the ability to think, including the ability to memorize, understand, apply, analyze, synthesize, and evaluate the capacity.²⁰

It is in line with the cognitive process that forms the basis for the emergence of prejudice. Mental activity (brain) is the realm of the cognitive aspects of work. In other words, everything related to brain activity is part of the cognitive domain.²¹ Six elements are integrated into this cognitive realm knowledge, comprehension, application, analysis, synthesis, and evaluation.²² If described in detail, the purpose of the cognitive aspect of thinking ability is the intellectual ability to power in problem-solving that can help a student collaborate on various ideas, methods, and even procedures. Thus the cognitive aspect is a sub-taxonomy that reveals mental activities that often start from the level of knowledge to the highest level.²³ So by knowing the impression of online learning on psychology in the cognitive aspect of *madrasah* teachers, it is hoped that they will be able to read and overcome these symptoms. With these efforts, the learning objectives will be achieved even with the limitations of online learning.

Affective Aspects of Students Affected by Online Learning at *Madrasah Ibtidaiyah*

The impression of online learning in the affective aspect of the *madrasah* is that it consists of disturbing emotional stability, such as students looking stressed, worried, afraid, dependent on gadgets, and bored in the online learning process. One of the *madrasah* teachers said, "Online learning can cause anxiety in students, feeling bored, depressed, and tired, which in turn makes students easy to experience mood swings or mood changes."²⁴ It could be understood that the online learning impression on the affective aspects of *madrasah* students was the emergence of stress, anxiety, boredom, depression, and fatigue. That then affects the mood or enthusiasm of learning students. In another context, Sutarna also reported

²⁰ Ramla Ghali, Sébastien Ouellet, and Claude Frasson, "LewiSpace: An Exploratory Study with a Machine Learning Model in an Educational Game," *Journal of Education and Training Studies* 4, no. 1 (2016): 192–201, <https://doi.org/10.11114/jets.v4i1.1153>.

²¹ André Czauderna and Emmanuel Guardiola, "The Gameplay Loop Methodology as a Tool for Educational Game Design," *Electronic Journal of E-Learning* 17, no. 3 (2019): 207–21, <https://doi.org/10.34190/JEL.17.3.004>.

²² Abu Hasan Agus R, Muhammad Mushfi El Iq Bali, and Izzatul Maula, "Role-Playing Therapy in Handling Hyperactive Children," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (2022): 34–44, <https://doi.org/10.35723/ajie.v6i1.213>.

²³ Arthur Firipis, Siva Chandrasekaran, and Matthew Joordens, "Differentiating the Curriculum to Achieve 'Learner Growth' When Using 1:1 Mobile Devices for Learning," *Athens Journal of Education* 7, no. 2 (2020): 219–40, <https://doi.org/10.30958/aje.7-2-6>.

²⁴ Teacher, Interview, July 18, 2022.

that online learning makes students less cooperative, bored, and sad because they miss their friends and teachers.²⁵

Regarding the impressions of other affective aspects, the student's parents also conveyed, "The impact of online learning has resulted in students getting addicted to mobile phones. Because the duration of its operation was quite frequent, it became interesting to tinker with it so that it became students addicted to gadgets."²⁶ Gadget addiction is one of the impressions of the affective aspect of online learning in *madrasahs*. The affective element is related to moral matters, attitudes, and values.²⁷ Part of the affective aspect is that learning outcomes appear in students through various behaviors such as paying attention, responding, appreciating, and organizing. Several types of affective domain categories as learning outcomes exist. The classes start from the simple to complex level; receiving is a kind of sensitivity in receiving stimulation, responding, and the reaction given by a person to motivation that comes from outside.²⁸

From this explanation, it can be understood that gadget addiction is one of the impressions of the affective aspect of online learning in *madrasahs*. The affective domain is related to moral matters, attitudes, and values.²⁹ Things that are in direct contact and are symptoms of recognition are the meaning of feelings or emotions. These feelings or emotions need to be subjectively experienced because if examined in depth, emotions or feelings are parts that do not have a fixed nature, both in terms of form and level. By knowing the psychological impression from the affective aspect of students, it is hoped that *madrasah* teachers will be able to overcome the obstacles faced during the online learning process.

Therefore, the relationship between attitudes, morals, values, and behavior will be combined and interpreted in the practice of values. So that then it could be understood that values must be known first so that they can be internalized and also driven by morals. Only then will it form an attitude before switching to appear to be behavior that is following existing values. Things that are in direct contact and are a symptom of recognition are the meanings of feelings or emotions. It needs to be internalized subjectively. That is because if

²⁵ Sutarna et al., "Dampak Pembelajaran Daring."

²⁶ Third Student's Parents, Interview, interview by Research Team, July 20, 2022.

²⁷ Mahyudin Ritonga et al., "Online Learning During the Covid-19 Pandemic Period: Studies on the Social Presence and Affective and Cognitive Engagement of Students," *Pegem Egitim ve Ogretim Dergisi* 12, no. 1 (2022): 207–12, <https://doi.org/10.47750/pegagog.12.01.21>.

²⁸ Shelly Meyers and Linda D. Feeney, "Examining Interactive and Metacognitive Processes in Student Learning: Findings from a Hybrid Instructional Environment," *Online Learning Journal* 20, no. 3 (2016): 110–25, <https://doi.org/10.24059/olj.v20i3.968>.

²⁹ Christine Evain and Chris De Marco, "The EZoomBook Tool: A Blended and Eclectic Approach to Digital Pedagogy," *Journal of Education and Training Studies* 6, no. 8 (2018): 139–48, <https://doi.org/10.11114/jets.v6i8.3428>.

examined in depth, emotions or feelings are parts that do not have a fixed nature in form and levels. By knowing the psychological impressions from the affective aspects of students, it is hoped that *madrasah* teachers will be able to overcome the obstacles encountered during the online learning process.

This affective aspect is related to the learning typology of kinesthetic students, in which this learning style can learn well if it moves. One *madrasah* student said, "Students were tired of studying online. Student activities only observed their cellphones, unlike offline learning, where they could come to the front of the class to do assignments on the blackboard or ask the teacher directly (real contact). So, when the teacher explains the material during online learning, students do not listen because they are bored of sitting all the time and just watching the teacher speak."³⁰

Understandably, students with kinesthetic learning typologies experience the effects of online learning, such as boredom and others. Kinesthetic learning type is a learning process in which students can be directly involved in learning activities. They will tend to be impulsive, work as they please, be impatient, and feel restless during the learning process if they cannot move freely in doing something. Kinesthetic learning is a learning process that must touch something that can provide certain information to be remembered. The success of the learning process with this kinesthetic type is learning with more importance on body movements.³¹

Conative Aspects of Students Affected by Online Learning at *Madrasah Ibtidaiyah*

The impression of online learning from the conative aspect of *madrasah* consists of the intensity of communication with good parents and the lack of socializing with peers. One *madrasah* teacher said, "Students cannot socialize with their peers in online learning. Even though the teacher can communicate, the interaction is lacking."³² It indicated the impression of online learning on psychology from the conative aspect is the lack of interaction of students with their peers; it causes students to lack experience. Regarding the impression in the conative domain, one of the student's parents also conveyed that, "The positive impact of online learning was that students get closer to their parents because parents automatically became study companions for students when studying online. A place for students to share

³⁰ Third Female Students, Interview, interview by Research Team, July 20, 2022.

³¹ Panggung Sutapa and Suharjana Suharjana, "Improving Gross Motor Skills By Gross Kinesthetic-And Contemporary-Based Physical Activity In Early Childhood," *Jurnal Cakrawala Pendidikan* 38, no. 3 (October 3, 2019): 540–51, <https://doi.org/10.21831/cp.v38i3.25324>.

³² Madrasah Teacher, Interview, interview by Research Team, June 6, 2022, 18.

their complaints about their learning activities. At first, only when after school, and even then in the form of light questions."³³

According to this viewpoint, the online learning impression from the conative element is the tighter contact between parents and children. The conative aspect relates to behavior as a final decision before reacting to a situation;³⁴ with the conative domain, an individual will have provisions in making decisions about something.³⁵ Examples are how a child should be able to identify himself, choose healthy relationships, avoid bullying towards himself and others, and analyze gender identity and sex.³⁶

The conative impression is related to the typology of auditory learning; learning by hearing. Regarding listening to the teacher, it is very effective for this online lesson for students with this typology. However, students with this typology are vulnerable and easily distracted when they hear other noises. One of the students conveyed, "Students like online learning as it is today because they can understand the material explained by the teacher. If you occasionally hear the sound of motorized vehicles or crowds of neighbors or friends coming to play at home, it's easy for students to lose focus."³⁷

It is clear from this description that pupils with an auditory learning style benefit from online learning. It happens when you hear a sound other than the teacher's explanation. The auditory learning type relies on listening to remember material during learning. Listening is the key to successful understanding in the auditory learning type. Consequently, students may talk a lot and be easily distracted by sound or noise. The conative aspect will work optimally if the surrounding environment is also supportive. The surrounding environment can be a social ecosystem, meaning the family, community, and school.³⁸ A healthy and friendly social ecosystem can support children's conative development and thus protect children's physical, psychological, and social aspects. Therefore, by knowing the impressions of online learning from the conative domain, parents can consider the attitudes

³³ Parents, Interview.

³⁴ Ramazan Topuz, Ziya Bahadir, and Çağrı Hamdi Erdogan, "Examining the Social Appearance Anxiety and Self-Esteem Levels of Students of the Sport Management Department," *Asian Journal of Education and Training* 5, no. 1 (2019): 74–79, <https://doi.org/10.20448/journal.522.2019.51.74.79>.

³⁵ Nilawati Tadjuddin et al., "Emotional Intelligence of Elementary Scholar: Instructional Strategy and Personality Tendency," *European Journal of Educational Research* 9, no. 1 (2020): 203–13, <https://doi.org/10.12973/eu-jer.9.1.203>.

³⁶ Wu Yui Hwang, Chaknarin Kongcharoen, and Gheorghita Ghinea, "Influence of Students' Affective and Conative Factors on Laboratory Learning: Moderating Effect of Online Social Network Attention," *Eurasia Journal of Mathematics, Science, and Technology Education* 13, no. 3 (2017): 1013–24, <https://doi.org/10.12973/eurasia.2017.00655a>.

³⁷ Students, Interview, July 20, 2022.

³⁸ Sutapa and Suharjana, "Improving Gross Motor Skills."

and behaviors that should be carried out during online learning so that children can still reach learning goals.

Conclusion

The online learning impression from the student's psychology in *madrasah* is divided into cognitive, affective, and conative. In the cognitive domain, students who cannot solve problems well and have a common understanding of students' material, a student's knowledge of technology is getting wider. In the affective domain, emotional stability is disturbed, such as students being stressed, worried, afraid, dependent on gadgets, and bored with online learning. The conative domain is the intensity of communication with good parents and the lack of socializing with peers. The research implications are a reference in considering and deciding to manage online learning. This research is limited to learning impressions from the student's psychology on one of *Madrasah Ibtidaiyah* in Probolinggo; further research is needed from another point of view and broader context.

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