Sharing to Carring: Self Regulated Millennials Facing Tuition Loads

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ABSTRACT

Most students are in Online learning has psychological problems, among others: stress due to many tasks, adjustments self that less burden thought that Great, and there is Powerlessness in the student. Therefore, there needs to be psychological support so that students can be optimistic, realistic, hopeful, and achieve the desired target during the learning process. The purpose of this devotional activity is to give information steps backing psychological to students so that students can undergo learning daring with good. Audiences goal In this activity, there are as many students as 62 participants, using lecture methods, Q&A, and discussions conducted online using the application *zoom*. Result implementation Devotion The society shows that nearly 50 percent of students understand the concept of psychological support information during learning well.

Keyword: self regulated, tuition loads

INTRODUCTION

The COVID-19 pandemic has raised a wide range of concerns, including the learning process in higher education environments. For almost one year universities in Indonesia carry out online learning (in network). This is in accordance with the circular letter of the Minister of Education and Culture of the Republic of Indonesia No. 36962 / MPK. A/HK/2020 dated March 17, 2020 on online learning and working from home in order to prevent the spread of coronavirus disease (COVID-19), appealed to school or university leaders to implement online learning from home for students and students.

Based on data obtained by online magazine Tekno Tempo on April 19, 2020, that according to the UNITED NATIONS agency UNESCO there are a range of 850 million more students in one hundred and two countries feel that their school activities are disrupted and feel worried about the educational rights of students in the future (Hanggara *et al,*2021). In line with this, as quoted by Mahanani (2020), that there are more than 300 thousand schools and 4,504 universities in Indonesia to switch their learning systems online (online). This aims to suppress the spread of corona virus disease (COVID-19). The change in the learning system makes students have a variety of assumptions. The online lecture system that has been running for almost a year is considered by students to be very burdensome.

Based on discussions with several Lecturers at IAIN Ternate, which in this case also the community service team, found some obstacles in students in the implementation of online learning, for example, the absence of student habits with technology applications used in online learning activities; the feeling of shame and fear or even more. not yet able to express verbally in online lectures; lack of desire to learn independently to students, even though lecturers have shared material before the

implementation of online lectures so tend to wait for instruction from lecturers; students are burdened with many tasks because every time the lecturer completes online lectures giving assignments; and there are demands that students should be able to use online learning systems (Hamzah, 2020). Some of the obstacles described above can certainly make students feel depressed. Students need positive psychological support to stay afloat during the online learning process, completing coursework well, and other demands (Almira, 2020). Support for this important psychological condition is known as psychological capital. The concept of psychological capital as a positive support has been developed over a decade, characterized by hope, self-efficacy, resilience, and optimism.

Some studies on psychological capital show that positive psychological support can minimize stress or stress in various disciplines. Based on these studies and explanations, it becomes important if a positive psychological condition or known as psychological capital is applied to be able to increase optimism and academic performance so that students have the confidence to be successful even though learning is carried out online.

Based on the problems and needs described above, psychological information is needed addressed to students. The purpose of this devotional activity is to provide information on psychological support measures to students so that students can undergo online learning well, and it is expected that students have new knowledge and understanding in improving their development.

Studying in higher education, as well as learning in a broad sense, whose main goal is the occurrence of a behavior change that is needed for a particular situation. Expected behavioral changes include the achievement of knowledge, skills, skills, personality, attitudes, and habits. Learning is a process of increasing relatively permanent changes that include understanding, attitudes, knowledge, information, abilities, and

individual skills through experience. Because the material presented in the sports psychology theory course, the expected changes include the achievement of understanding, attitudes, knowledge, information, and student abilities towards sports psychology. In addition, the educational process is said to be successful if the change in student behavior is achieved within a predetermined time. Sports psychology lecture for one semester with 16 face-to-face meetings. It is hoped that after students have taken this time, at the end of the lecture, they will be evaluated to determine the level of student success in learning.

Learning outcomes are influenced by various factors, including the factors of students themselves, lecturers, materials, methods, and learning models. Student factors depend on their psychological conditions, including the level of intelligence, talent, interests, aspirations, and motivation in learning. However, other factors such as interests, aspirations, and motivation in learning depend on the students themselves, so that student failure in learning is due to interest, aspiration, and motivation factors.

There are no lecturers who are happy when their students fail in learning, including in sports psychology. For this reason, various learning models are adopted by lecturers so that students quickly understand and know about the material presented. Lecturer factors also determine student success, so lecturers must master teaching techniques, presentation materials, and be able to interact with students so that the learning process becomes good. If it is fulfilled by the lecturer, it is possible that the learning process will run smoothly and student learning outcomes will be better.

METHOD

Community service application of student psychological support during online learning is addressed to IAIN Ternate students. As for the methods applied during community service activities, among others: (1)

devotional activities are carried out using lecture, question and answer methods packaged in the form of webinars (*web-based* seminars) that can allow seminar participants to connect online; (2) evaluation, where the evaluation is carried out at the end of the activity in the form of online questionnaires using google form media to find out the extent of knowledge and usefulness of community service.

RESULTS AND DISCUSSIONS

1. Preparation Stage

The implementation of community service activities about the application of psychological support of students during online learning is carried out for one day.

2. Devotional Stage

Community service activities are carried out online using the zoom application. The moderator of this devotional event is BKPI Lecturer IAIN Ternate who will guide the event from the beginning to the end of the event. Psychological support for students is very important to keep paying attention to students' mental health so as not to experience anxiety during online learning. The material is packaged in the delivery of lectures and discussions between speakers and students. Optimisme students in online learning which is focused on the importance of optimistic attitudes owned by students in carrying out learning, both online and offline, and about practical ways of optimistic development of students in carrying out learning in this millennial era. The material is packaged in the delivery of lectures and discussions between speakers and students.

3. Evaluation Stage

The results of the implementation of Community Service activities are that based on the results of the evaluation of activities carried out by the

service team, several results were obtained that support the success of community service activities about the application of psychological support of students during online learning, among others, indicated antusiasme students to actively participate in community service activities about the application of psychological support of students during online learning is carried out until completion, and during the activity there is a willingness from students to learn and share experiences related to the implementation of online learning that has been experienced, especially psychological conditions. This is supported from qualitative data in the form of messages and impressions of participants in the implementation of this devotion.

Based on the above discussion, it can be known that students who apply psychological capital will be able to overcome the challenges they have positively instead of avoiding, and if the higher the ability of students in solving these challenges then psychological problems in the implementation of online learning will be easily resolved. Based on the above exposure, psychological capital is very effective in online learning in students.

So far, the learning process that takes place face-to-face and assignments after the subject is explained. The material is presented with lectures according to the subject matter at each face-to-face that has been designed in the sports psychology learning syllabus. The task given to students is to summarize the material that has been presented in the lecture process. During the face-to-face lecture process, students are always given the opportunity to ask questions about the current material. However, based on the observations of researchers so far, students generally have difficulty asking questions or submitting opinions. This is possible because the task of summarizing for each subject is carried out after students attend face-to-face lectures, so students do not have the provision to ask questions about the subject matter presented.

Giving assignments after the subject seems to violate the law of learning

readiness. Because students in association do not have an idea about the material to be discussed. For this reason, in learning theory, it is stated that the basis for the learning process is the formation of associations (cognition) before entering the fixation and automation stages. At the association stage, students already have an overview of the subject matter that will be delivered by the lecturer, so that students can attend lectures in line with the material that has been read previously.

So the learning model for giving assignments after the subject is a conceptual framework that is compiled, designed, and developed by giving assignments after the subject is explained by the lecturer. It is suspected that the learning model of giving assignments after the subject does not have a positive impact on students' understanding of the subject presented.

In principle, the learning model for giving assignments before the subject is the same as the learning model for giving assignments after the subject, both regarding face-to-face, structured assignments, independent assignments given, and the question and answer process. However, the difference between the two lies in the assignment of tasks to each subject. In the learning model of giving assignments before the subject, students are given a syllabus for all face-to-face lectures, so that at the second face-to-face and so on, students already know the subject to be taught. Furthermore, students are given the task of summarizing the topics that will be presented at the next face-to-face from various sources. In this way, when face to face, students already have the provision to ask questions about the material presented by the lecturer. Because while summarizing, of course, students find things that are not yet known, so that when face-to-face they can ask quite a lot of questions (problems) that are relevant to the subject. This means that students who come to lectures are not in an empty state.

Such learning seems to help students, so that during the final exam students really understand and master all the material being tested. Theoretically, giving assignments before the subject encourages students to read more literature that supports the subject to be explained. In addition, this model obeys the law on learning readiness. The law of learning readiness will support the law of effects,

because the readiness of students in attending sports psychology lectures will provide a different atmosphere during learning. The atmosphere can be receptive if the material presented is suitable for students, on the other hand, the atmosphere will reject if the material presented is not needed by students. 9

Thus the learning model for giving assignments before the subject is a conceptual framework that is compiled, designed, and developed by giving assignments before the subject is explained by the lecturer. It is suspected that the learning model of giving assignments before the subject is likely to have a positive impact on students' understanding of the topics presented. Based on the theoretical study, the proposed hypothesis is: "It is suspected that there are differences in student learning outcomes in sports psychology material between those who are taught using the assignment-giving learning model before the subject and those taught using the assignment-giving learning model after the subject"

CONCLUSION

Community service aims to provide information on psychological support measures to students in order to undergo online learning well, and students have new knowledge and understanding in improving their self-development. The participants' response during the activity was very positive and actively asked questions. This indicates the enthusiasm of participants and the motivation to improve the ability of self or soft skills students tend to be high.

Therefore, lecturers who teach theory should not just give assignments without being corrected and returned as feedback for students. In that way, the lecturer will really know and be able to assess the work collected by students, on the contrary, students in doing assignments are really serious so that the returned assignments can be used as reading material to facilitate learning.

For this reason, it is recommended for lecturers who teach theory to be more

responsible in giving assignments to students, so that learning objectives can be achieved as desired. In addition, in theory lectures students should be given the opportunity to ask questions about the material discussed as much as possible. However, if students are passive in asking questions, the lecturer's job is to ask questions so that students can answer them. Such a model really helps students' understanding of the mastery of the subject matter presented.

For researchers who are interested in conducting similar research, it can be done to students who take theoretical courses in the regular semester and other subject matter. For students who take sports psychology courses in the regular semester, face-to-face lectures are only once a week, so students are assumed to have sufficient time to read and summarize assignments.

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