Covid-19 and The Impact of Virtual Learning on The Mental Health of Higher Education Students
(Covid-19 dan Kesan Pembelajaran Maya Terhadap Kesihatan Mental Pelajar Pengajian Tinggi)

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ABSTRACT

The impact of the COVID-19 pandemic has serious implications for the education aspect. Therefore, in order to reduce the spread of the epidemic, the Malaysian government has ordered the implementation of the Movement Control Order (MCO). This MCO has limited many activities including the learning process, where it needs to be changed from face-to-face learning to online learning. This situation certainly has a serious impact on students, especially from the mental health aspect because they have to adapt to the new learning process. Therefore, this study was conducted to find out the challenges of online learning and its impact on the mental health o Higher Education Institution (HEI) students during the pandemic. This study has 155 respondents from HEI students to answer the questionnaire through the google form platform and distributed using social media to facilitate the study. The findings of the study found that the main challenge in implementing this online learning because it affects mental health is the problem of heavy workload. The impact on mental health is that the majority experience anxiety at a serious level. This study also suggests not to hide the problem itself and to have a strong resilience strategy so that the problem can be overcome.

Keywords: Online Learning; Mental Health; HEI Students; COVID-19 Pandemic; Challenges; Impact.

ABSTRAK

Kesan dari pandemik COVID-19 memberi implikasi yang serius terhadap aspek pendidikan. Justeru, bagi mengurangkan penyebaran wabak tersebut, kerajaan Malaysia telah mengarahkan bagi pelaksanaan Perintah Kawalan Pergerakan (PKP). PKP ini telah mengehadkan banyak aktiviti termasuk proses pembelajaran, di mana ia perlu ditukar daripada pembelajaran bersemuka kepada pembelajaran dalam talian. Keadaan ini tentunya memberi kesan serius kepada pelajar khususnya dari aspek kesihatan mental kerana mereka perlu menyesuaikan diri dengan proses pembelajaran baharu. Oleh itu, kajian ini dijalankan untuk mengetahui cabaran pembelajaran dalam talian dan kesannya terhadap kesihatan mental pelajar institusi pengajian tinggi (IPT) semasa pandemik. Kajian ini mempunyai 155 orang responden daripada pelajar IPT untuk menjawab soal selidik melalui platform google form dan diedarkan menggunakan media sosial bagi memudahkan kajian. Dapatan kajian mendapati cabaran utama dalam melaksanakan pembelajaran dalam talian ini kerana menjejaskan kesihatan mental ialah masalah beban kerja yang banyak. Kesan kepada kesihatan mental ialah majoriti mengalami kebimbangan pada tahap yang serius. Kajian ini juga menyarankan agar tidak menyembunyikan masalah itu sendiri dan mempunyai strategi ketahanan yang kuat agar masalah tersebut dapat diatasi.

Kata Kunci: Pembelajaran Secara Atas Talian; Kesihatan Mental; Pelajar IPT; Pandemik COVID-19; Cabaran; Impak.

INTRODUCTION

According to the Ministry of Health Malaysia (2021), the rise of COVID-19 cases across the country has a wide range of consequences, including political, economic, and educational problems, as well as mental health issues (Rashid Abdul Aziz et al., 2021). In an effort to eradicate the spread of this epidemic, the authorities have decided to implement the Movement Control Order (MCO) which was implemented on 18 March 2020, causing people's life patterns and norms to change. This has had a serious influence on all parts of human existence, including students. They are unable to attend school or lectures in live and must instead rely on e-learning systems as a study platform. This makes students depressed since they are unable to continue their education as normal due to socialization barriers (Mustapha, 2020). As a result of online learning, several issues exist that have a negative impact on their ability to maintain mental health.

Mental health, according to the Ministry of Health Malaysia (2021), is "a state in which an individual realizes his potential to be robust to life's stresses, to work efficiently, and to contribute to society." However, when the Movement Control Order (MCO) is implemented, it will cause indirect disruption to daily routines because some people will have to part with their parents, family, and friends, as well as loneliness in dealing with the situation, particularly for students living in residential colleges while the MCO is in effect. Furthermore, students who study at home are influenced by specific issues as well as the lack of interaction with other students during online learning classes. This will cause stress, depression, and anxiety in society, particularly among students, because they must complete all their learning online, and certain problems, such as an unfriendly environment, internet access issues, and a lack of peer support, will become challenges for students to overcome. The effects of stress problems faced associated with the notion of online learning, it will become the source of students' lack of motivation to study. This is supported by Ahad et al., (2020), which found that stress experienced by students during online learning has a significant impact on students' self-motivation due to anxiety in lessons, poor internet connectivity, and emotional management, which is unstable in such conditions.

Therefore, the researcher has conducted a study on HEI students to know the effect of online learning on mental health during the COVID-19 pandemic, this is because it is easier for the research process since the researcher is also an IPT student. In addition, they are more mature minded in sharing about the problems they face during this online learning is implemented. They are also more experienced students who are able to differentiate well between face-to-face learning and online learning and are indirectly able to know clearly the challenges that are stressful to them. Thus, HEI students are very suitable and also the main alternative in completing this study.

According to Berita Harian (2021), a university student is thought to have died as a result of stress caused by online learning, which needs many assignments to be finished in a short amount of time in order to prepare for the final test. This issue is in line with a study conducted to find out the challenges of implementing online learning that affects mental health among HEI students during the COVID-19 pandemic. Along with a previous study (Abdul Aziz et al., 2021), the implementation of this new concept of online learning not only changes the paradigm of how students and lecturers interact, as well as new practices in students' daily routines during online studies, but it also leads to changes in their emotions and behaviours that pose a risk, such as stress, depression, anxiety, and so on. Therefore, students play a critical role in effectively managing issues or pressures with the necessary coping mechanisms in order to combat the COVID-19 wave, which has yet to reach its endpoint.

LITERATURE REVIEW

Introduction

Mental health is a state where an individual understands his own abilities, is calm in the face of challenges and pressures, productive in work, and able to contribute to society. (WHO, 2004). But when mental health is not taken seriously and taken care of properly by some communities, it will result in an individual experiencing serious life stress. This finding is consistent with the study conducted by Abdul Rashid et al., (2020) that this mental health can affect the way they think, behave, feel, and emotions of an individual. As a result, the individual will often feel frustrated, sad, and easily discouraged.

The spread of the COVID-19 diseases has indeed had a negative impact in various aspects on the entire world community, including human health issues (Abdul Rashid et al., 2020). According to (Soon et al., 2021) that to break the epidemic chain by controlling the spread of the virus, The Movement Control Order (MCO) is implemented across the country caused all activities to be limited in access (Ana et al., 2020; Azman & Abdullah, 2021). According to (Haizvanie

et al., 2021) in line with this declaration, the global education sector has also been closed and learning will be conducted through online learning. This study from Izyan et al., 2021 states that from such situations there are challenges and impacts faced by students during the period of this e-learning is carried out. There is no denying that students are indeed among the most impressed in this regard. This sudden change certainly requires students to adapt to the learning process so as to have an impact on health (Izyan et al., 2021) and (Jafar et al., 2020).

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Unconducive Environment

An unconducive learning environment, according to a study by (Ismail et al., 2020), is a barrier to online learning. Some students are unable to study online at home due to distractions from younger siblings, a small living space, and a lack of a designated study area. The atmosphere at home is not conducive to focus fully on learning because it has other tasks to do coupled with the distraction of a younger sibling complicates students in dividing their time well in completing assignments, reviewing lessons for exams, and making discussions with classmates (Salleh et al., 2021). (Salleh et al., 2021). According to Wisanti et al. (2021), one of the obstacles of online learning for students is an unconducive learning environment, where the noisy atmosphere and uncomfortable study area, such as no desks or chairs dedicated for them, make it impossible to focus fully. This study supports the findings of Rahayu et al. (2020), who found that unfavorable family environments cause people to feel stress throughout their lives. This condition makes life more difficult for pupils because they must adjust to new norms.

Financial problem

Simamora (2020) discovered that integrating online learning is equally difficult due to family issues. This is because the COVID-19 pandemic's impacts have already had an impact on parents' income, as many have been laid off as a result of the movement control order (MCO) being enforced. As a result, students are harmed by the circumstance because most students are still financially dependent on their parents. They are unable to purchase internet quotas to access online learning media as a result of this. This is reported to be the case since students must purchase additional quotas at a more expensive fee to upgrade to high-speed internet in order to attend lessons without interruption. Ease of internet access is a very important aspect in implementing online learning. However, this may be a financial burden on students who are less able to study properly because they must pay for internet data in order to attend classes online, take examinations online, and submit assignments (Mohamad, 2021). According to a study by (Ismail et al., 2020), a large number of students in Indonesia come from low-income families and live in low-cost housing areas with small rooms that must be shared with other siblings, making it difficult for them to afford high-tech equipment and internet data, especially for large families. This study is in line with (Soon et al., 2021) that some students also experience stress and difficulties because they have to face challenges where there are students who do not have stable internet access and lack of electronic devices, especially for students living in rural areas or out. which is of low socioeconomic status.

Internet Access Problems

Based on a study conducted by (Simamora, 2020) the biggest challenge faced by students in Indonesia is the problem of internet access where there are still many students there who do not have internet access or mobile phones to implement online learning. A study conducted by (Ismail et al., 2020) also found that the main challenge faced by students is the problem of internet access speed where 79.3 percent of students indicated that they may face internet problems whether the internet speed is low or no Wifi connection at all. (Ismail et al., 2020), while 48 percent of English Language Learners (EEL) students in Arabic also experience similar problems (Mahyoob, 2020). Most of the students who experience this problem come from remote cities where the internet network there is weak (Mahyoob, 2020). According to Anuar Ahmad (2020), students are facing with the limited accessibility to a good internet network access and need to be solved immediately in order to help to assist the online learning platform (Berita Harian, 2020).

Lack of Emotional Support From Family

According to a study conducted by (Baloch et al., 2021) it is noted that over 91% of students live with family members throughout the closure of college and university. Students are seen spending more time at home with parents and siblings which makes them

more vulnerable with their family members. During the PKP period, all educational institutions involving all levels including primary, secondary, and institutions of higher learning (HEI) were closed. This situation has put pressure on parents as they have to be responsible in the educational aspect of their children as well as at the same time have to ensure that the aspect of home management runs smoothly (Wang et al., 2020). These parental stress and negative emotions will affect especially the children as they will let go of all the problems faced by their child (Chung et al., 2020). Family well-being factors play an important role in a student's emotions. This study is supported by Nurul Naimah & Mohd Yusri (2018) that a happy family will make an individual more stable, but if the family situation facing conflict, then it also disturbs the emotions of the student.

Lack of Self Motivation

Time management efficiency is found to have a relationship with the level of stress faced by students (Sri Wulan et al., 2021), Hamizatun Akmal & Norzaini (2013) and Norhana et al., 2020. Various challenges that will be faced when students are at home including assignments for daily work to help the family indirectly can cause disruption to the level of concentration of students while following online learning sessions. In addition, students are affected because physical social interaction with peers cannot be done, thus being exposed to the risk of stress and depression (Soon et al., 2020).

The Impact of Online Learning on the Mental Health of HEI Students During the COVID-19 Pandemic

Fear

According to (Abdul Rashid et al., 2021) stated this fear is one of the psychological aspects following the COVID-19 pandemic. This fear is indeed defined as one of the unpleasant emotional states triggered by stimuli that are felt to be self-threatening. The study conducted by Soon et al. (2021) found that students were seen spending more time at home with parents and siblings than friends in the wake of the COVID-19 pandemic. In this regard, the students were seen to be extremely afraid and anxious about the health of their loved ones, especially their parents. This fear has caused them to overthink and affect their mental health and can eventually lead to severe depression. (Goyal et

al., 2020; Mamun & Griffiths, 2020).

Depression

According to a study conducted by (Firdaus Abdul Ghani, 2020), this depression is not like normal sadness but it is diagnosed clinically and is a medical disease that involves prolonged feelings of sadness and affects a person's daily functioning. A study (Soon et al., 2021), noted that students are often stressed with virtual learning issues such as difficulty accessing the internet, lack of emotional support from family, and unconducive home environment and eventually they will experience depression. This situation causes them to fall further behind in lessons and eventually they will experience stress to the point of panic. Magson et al. (2021) are of the opinion that stress in online learning is a factor in the cause of emotional stress. This is because students need to be proficient in using online media tools or devices since the beginning of this new normative state. In addition, as a result of always hiding feelings without sharing the problems faced with close people, especially peers, students' mental health problems will become worse. This situation has caused them to face risks such as prolonged depression because it has had a negative impact on student mental health (Soon et al., 2021).

Loneliness

Loneliness is described as a lack of significant contact with others or an inability to create appropriate contact, according to Noornajihan et al. (2021). Silence is not only focused on the elderly but can occur at any age, especially in adults up to the elderly. However, this loneliness is often associated with depression, social anxiety, and antisocial behavior (Ming, 2013). According to Mohd (2013), since the country was hit by the COVID-19 epidemic, most students have to study online causing extreme stress. This is supported by a study (Ismail et al., 2016) that found that online learning methods greatly influence student achievement and performance because sudden learning changes will cause them to be frustrated plus no friends to share problems with. This is supported by Fadzil (2019), stating that no face-to-face communication from peers causes problems of stress and loneliness among HEI students. According to (Soon et al., 2021), based on the analysis of study findings, learning at home for a long period of time without physical face-to-face has caused students to experience loneliness. This is because they have less opportunity to interact with their peers.

Emotional Stress

According to (Abdul Rashid et al., 2021), this stress is viewed as a disease in the age of modern society. In general, whether confronted with hardships, the loss of a loved one, or when confronted with a time of change in any scenario, most people will suffer symptoms of depression in the short term. Based on the latest situation, the COVID-19 pandemic has caused a change in learning from face to face to online. This will result in students being overwhelmed by these abrupt changes plus having to adapt to these new normative conditions. Thus, the group that is more vulnerable to 'stress' or pressure is university students (Muhammad Izzat et al., 2021). This is because, the stress in lessons such as heavy workload and academic achievement can lead to adverse consequences that lead to mental health problems (Auerbach, 2018). This study is in line with the study conducted by Norfatmazura et al. (2021), that the pandemic contagion has had a huge impact on youth especially students who face online learning conflicts, communication problems, social isolation, and changes in living norms making them vulnerable to stress, depression, and anxiety thus affecting health their mental.

METHODOLOGY

The study design used in this study is in the form of a descriptive survey using a quantitative approach to conduct this study. According to Ang (2016), this quantitative method also involves the process of data collection, where it is more result-oriented and statistical methods in analyzing data. The implementation of data collection of this study is fully involved in quantitative methods that use primary data. Primary data is data obtained directly from the research subject by using measurement tools or data acquisition directly at the original source (Maghool and Mohamad, 2012). The researcher obtained the original primary data collected through the method of distributing questionnaires to the respondents by simple random sampling. This method is very suitable for the current situation where there are constraints to get respondents to face-to-face due to the implementation of movement control orders (MCO) which causes movement to be more restricted. The selected respondents are from among the students of HEI, which is a total of 155 students. Questionnaire forms were distributed using links shared on social media platforms. As the required respondents are from among the HEI students, then there is no difficulty in obtaining and obtaining feedback from the respondents.

According to Tabrani (2019), a survey questionnaire is defined as a set of questions or items in written form and is a tool designed specifically for the collection of data or information for the purpose of analysis to answer the questions of this study. Therefore, to facilitate the analysis of the study, the researcher divided the questionnaire into 3 parts consisting of 42 questions and also took about 5 minutes to answer. Part A is the demographics in which to find out information about the respondents. The next part is part B was to identify the challenges of online learning on the mental health of HEI students during the pandemic and part C consists of questions related to the impact of online learning on the mental health of HEI students during the pandemic. Respondents have to answer these questions which include open and closed types of questions. Next, to facilitate the measurement, the Likert Scale is used to measure the attitude, perception, and evaluation of respondents to a statement. The Likert Scale is a measurement index that is often used to see the level of agreement of respondents based on each given statement (Malhorta, 2017).

The researcher analyzed the data obtained using descriptive analysis. Data obtained from the questionnaires were collected and analyzed using computer software Statistical Package for the Social Science (SPSS) version 26 and Microsoft Excel. This descriptive analysis involves basic analysis such as percentage and frequency for the purpose of translating data in a concise and concise form. For the analysis of the central tendency (Measure of central tendency) which is the mean that aims to summarize the data by using only one value that can describe the size of a data set. The mean is also the average value of an observation or the arithmetic average obtained by summing the scores in the score distribution and dividing by the total number of scores. For the analysis of the measure of dispersion (Measure of dispersion), that is the standard deviation is intended to provide a range of overall data values. This standard deviation indicates the average amount of an individual value or score that is excluded from the mean score in a data distribution (Darusalam & Hussin, 2016). Cross-tabulation analysis (cross-tabulation) is also used to calculate the frequency and percentage of two variables simultaneously by crossing the variables to see the relationship between the two variables.

FINDINGS AND DISCUSSION

Demographics of Respondents

TABLE 1. Demographic Analysis

Questions	Answer Options	Frequency	(%)
Age	18 - 20 years	12	7.7
	21 - 23 years	139	89.7
	24 - 26 years old	4	2.6
	27 years and above	0	0
Race	Malay	140	90.3
	China	6	3.9
	India	4	2.6
	Others	5	3.2
Residential Area	City	59	38.1
	Sub-City	45	29.0
	Rural	51	32.9
	Diploma	6	3.9
	Bachelor's Degree	146	94.2
Education Stage	Bachelor	3	1.9
	PHD	0	0
Institutions of Study	Institutions of Higher Learning (Public)	146	94.2
	Institution of Higher Education (Private)	9	5.8
Existence throughout Online Learning	Own Home	93	60.0
	Residential College	50	32.2
	Rental House	12	7.7

Table 1 shows the demographics of respondents who answered the survey ques-tionnaire. Based on the number of 155 respondents, the highest number of respond-ents was in 21 to 23 years old at 89.7% followed by 18 to 20 years old age at 7.7%, while the respondents aged 24 to 26 years were the least of the respondents at 2.6%. Based on racial composition, majority of the respondents were Malays (90.3%) followed by Chinese (3.9%). Meanwhile, the Indians and others, the Sabah and Sara-wakians, accounted for 2.6% and 3.2% respectively. Most of the respondents lived in urban and rural areas compared to sub-urban which was 38.1% and 32.9% respectively. The respondents in the sub-city were 29%. Most of the respondents were bachelor's degree students (94.2%) followed by diploma (3.9%) and master (1.9%) students. This study focuses on students of Higher Education Institutions (HEI). Thus, the respondents from Institutions of Higher Learning (Public) were 94.2% while the respondents from Institutions of Higher Learning (Private) were 5.2%. The researcher also found that most of the respondents were living in their own home during their online learning (58.7%) followed by residential colleges (58.7%) and rental houses (7.7%).

Online Learning Challenges Against the Mental Health of HEI Students During the COVID-19 Pandemic

Table 2 shows the analysis done on the challenges of online learning on the mental health of HEI students during the COVID-19 pandemic. The mean analysis showed the highest of 4.32 was from a lot of workloads during online learning. This was evidenced that the majority of respondents who expressed consent were 130 respondents (83.8%), 18 respondents were unsure (11.6%), 4 respondents disagreed (2.6%) and the remaining 3 respondents strongly disagreed (1.9%). The transition of the learning medium to an online medium has resulted in more work or assignments than they were before the COVID-19 pandemic. This is due to the change of assessment method by the lecturer in line with the current situation.

TABLE 2. Online learning challenges on the mental health of HEI students

Challenges faced during Online Learning	Very Disagree F (%)	Disagree F (%)	Not Sure F (%)	Agree F (%)	Very Agree F (%)	Mean	Standard Deviation
The environment is less conducive during the online learning	8 (5.2)	24 (15.5)	38 (24.5)	54 (34.8)	31 (20.0)	3.49	1.13
The absence of devices when implementing online learning	41 (26.5)	44 (28.4)	26 (16.8)	24 (15.5)	20 (12.9)	2.60	1.366
Internet accessibility disruption	8 (5.2)	17 (11.0)	25 (16.1)	43 (27.7)	62 (40.0)	3.86	1.206
Students' time division is not structured between online learning and home activities	2 (1.3)	7 (4.5)	25 (16.1)	46 (29.7)	75 (48.4)	4.19	0.954
Lack of emotional support from families	17 (11.0)	32 (20.6)	33 (21.3)	38 (24.5)	35 (22.6)	3.27	1.316
Lack of interaction between lecturers and students on elusive lessons	5 (3.2)	9 (5.8)	24 (15.5)	61 (39.4)	56 (36.1)	3.99	1.022
A lot of workloads	3 (1.9)	4 (2.6)	18 (11.6)	45 (29.0)	85 (54.8)	4.32	0.918

The analysis of students' timeshare of unstructured between online learning and home activities showed the second highest mean value of 4.19. This is indicated by the number of respondents who expressed consent was 121 respondents which is about (78.1%). According to a study from (Sri Wulan et al., 2021) also says that other commitments available at home such as helping parents and everyday responsibilities have caused the management of students' time to become irregular.

The analysis of lack of interaction between lecturers and students on elusive lessons had the third-highest mean value of 3.99, where the respondents who expressed strongly agreed were 56 respondents (36.1%), 61 respondents agreed (39.4%), 24 respondents were unsure (15.5%), 9 respondents disagreed (5.8%) and the remaining 5 respondents strongly disagreed (3.2%). The mean for this question is 3.99. This shows that interaction between students and lecturers is needed, as the interaction is important to know the extent of the results and effects gained in the online learning process (Arwansyah et al., 2021).

The mean analysis of the device's prevalence when conducting online learning was the lowest at 2.60, with the majority of respondents who expressed consent being 44 respondents (28.4). Therefore, the researcher found that the absence of devices during online learning is not the main challenge as the average HEI student has devices such as laptops and mobile phones.

Table 3. Online learning challenges put pressure on mental health

Items		Frequency	Percentage (%)
Is the challenge of implementing this online learning stressful on the mental health of students?	Yes	118	76.1
	Do not	37	23.9
Total		155	100

Table 4. The Biggest Feeling affecting mental health

If so, what is your biggest problem in conducting this online learning that affects your mental health?

Items	Frequency	Percentage (%)
Task problems	75	48.4
Environmental problems	25	16.1
Communication problems	15	9.6
Internet access problems	9	5.8
The problem of lack of association	8	5.2
Emotional / stress problems	17	11.0
Family problems	2	1.3
Problems of lack of rest/sleep time	4	2.6

Based on tables 3 and 4, the majority of respondents, 118 or 76.1%, said that the challenge of implementing online learning is detrimental to the mental health of students. Meanwhile, only 37 people (23.9%) answered "No" to this statement which showed that these students did not feel pressure on mental health during this online learning exercise. The researchers also wanted to know the main reason or cause for the respondents who said that the challenge of online learning is putting pressure on the mental health of the students. Thus, the researcher found that the majority of tasks during online learning were the main cause of stress to mental health with 47 people or 30.3% followed by environmental problems at 18 people or 11.6%. This study is in line with a study conducted by (Ismail, M.Zain & A.Hamid, 2016) which found that students will experience stress to the burden of many tasks plus a non-conducive environment. This is said because students are more pressured to perform assignments and instructions given indefinitely online especially in competitive situations to get the best results in the learning process. Therefore, this online learning will directly cause stress to a student.

The Impact of Online Learning on the Mental Health of HEI Students During the COVID-19 Pandemic

Table 5 shows an analysis of the impact of online learning on the mental health of HEI students during the COVID-19 pandemic. Based on the results of the analysis, the highest mean value was 9.26 which is anxiety problems during online learning. This was evidenced by 62 respondents (40%) who had the most severe symptoms and 22 respondents (14.2%) experiencing severe symptoms. The study, conducted by Sundrasen et al., (2020) also found that during the COVID-19 pandemic, respondents among these students experienced anxiety problems ranging from moderate to severe and very severe. This is likely for the students to think too much about various matters

Table 5. The impact of online learning on the mental health of HEI students

	Normal F (%)	Light F (%)	Moderate F (%)	Severe F (%)	Very severe F (%)	Mean	Standard Deviation
Stress	58 (37.4)	27 (17.4)	48 (31.0)	18 (11.6)	4 (2.6)	8.94	4.364
Anxiety	31 (20.0)	22 (14.2)	22 (14.2)	20 (12.9)	60(32.3)	9.26	5.097
Depression	39 (25.2)	25 (16.1)	38 (24.6)	24 (15.5)	29 (18.6)	9.21	5.303

during the implementation of the Movement Control Order (MCO) such as financial problems, academic performance, non-conducive environment, and future work prospects (Norhazirah,2020). This can be supported by a study conducted by Muhammad Izzat et al. (2021) that most of the students are also concerned about academic achievement especially during this online learning as lecturers use more continuous assessment platforms than examination assessments to facilitate the online assessment process. This situation will cause them distress with the change in assessment and the situation. In addition, these students are also concerned about the COVID-19 pandemic from being infected plus living alone in college without any support and encouragement from anyone will cause the problem to become more serious such as depression or other negative symptoms (Goyal et al., 2020; Mamun & Griffiths, 2020).

Table 6. The impact of online learning on the mental health of HEI students and the existence throughout online learning

The Impact of Online Learning on the Mental Health of HEI Students * The existence throughout online learning				
	The existence throughout online learning			
Items	Own Home	Residential College	Rental House	Others
Stress:				
Normal	38	18	2	0
Light	15	8	3	1
Moderate	25	17	5	1
Severe	12	6	0	0
Very Severe	1	1	2	0
Anxiety:				
Normal	23	9	0	0
Light	5	5	2	0
Moderate	17	7	3	0
Severe	16	5	1	0
Very Severe	30	24	6	2
Depression:				
Normal	26	11	6	0
Light	15	7	3	1
Moderate	25	10	1	1
Severe	13	10	1	0
Very Severe	12	12	1	0

In addition, the analysis of depression had the second-highest mean value of 9.21, where the majority of respondents experienced symptoms at normal levels of 38 respondents (24.6%) and moderate at 38 respondents (24.6%). This shows that the level of depression among HEI students is still at a normal and moderate level where they are able to control the stress from suffering from severe levels of depression. According to Harian Metro (2020) also stated that this problem of mental instability or depression occurs when an individual is often alone and has more of a problem of his own and has a serious impact on their mental health. This can be proven through demographic analysis, the majority of students are staying at home while conducting online learning rather than alone in residential colleges. This shows that the students who live in this house are more suffering from normal and moderate levels of depression where their family members care for each other and pay attention to each other.

The mean analysis for the impact of online learning on stress was the lowest at 8.94. This showed that the majority of respondents were at the normal level of 58 respondents (37.4%) and moderately 48 respondents equivalent to 31%. Researchers found that the students of this institution suffer from stress problems that can be controlled and improved before having a serious impact. According to Dr. Izzat Hazmir (2017), this stress is interpreted as the condition of an individual experiencing instability either physically or mentally due to a burden that befalls him. This can be explained that the students have a response or strategy that is capable of controlling the stress at a non-dangerous level. This is supported by Aisyah (2019), that an individual's stress is at a low level when they use the right techniques in dealing with problems such as actionability strategies. According to Sri Norhayati, Fonny Dameati & Noor Aishah (2020), that action force is a regulatory process that can reduce negative feelings because of stress. Students who are able to respond, so the student has good psychological well-being. This clearly shows that HEI students are wise in controlling stress in facing the challenges of the implementation of online learning.

Based on table 6. above, the researcher found that respondents who were in their own home experienced more symptoms that affected mental health i.e., anxiety than those living in residential colleges, rental homes, and others. This was evidenced by 30 respondents living in their own homes experiencing very severe anxiety and 16 respondents experiencing severe symptoms. This finding is in line with a study by (Nor Haslina, 2020) which also stated that students also experience anxiety through online learning sessions due to examinations, conferences, course project assessments which all need to be online to replace the mode of face-to-face learning. In addition, the situation at home that is not conducive will disturb the students' emotions causing the motivation to learn to fall and eventually the student's academic performance deteriorates. So, when they stay at home for a long time without any social interaction with their peers to get along it is likely that their feelings of anxiety can lead to a more serious condition that leads to mental problems. The findings of the study by (Soon et al., 2021) also found that online learning in this house over a long period of time without face-to-face lectures will result in students experiencing more loneliness. This is because students are used to communicating with their peers rather than family at university, but when they stay at home for a long time, it is likely that the anxiety problem will lead to an alarming type of depression. Therefore, it is clear that the availability of online learning at home itself is more affecting mental health i.e., anxiety than in residential colleges, rental homes, and others.

CONCLUSION

In conclusion, this study has answered the objective of the study which is to identify the challenges faced during the implementation of online learning that affects mental health among HEI students during the COVID-19 pandemic. The results of the analysis showed that the main challenges in online learning affecting the mental health of HEI students are the problems a lot of workloads and the unstructured division of students' time between online learning and home activities. Meanwhile, the impact affecting the mental health of HEI students according to this study is that the majority of students with anxiety problems are at a severe level and very severe when conducting online learning. In addition, stress are at normal and moderate levels and depression are also at normal and moderate levels.

Overall, it was found that almost all of these students experienced mental health problems but only differed in the level of symptoms during online learning. This is because students are forced to adapt to the challenges of the new norm. The main challenge, which is the burden of many tasks, certainly invites concern among the students of higher learning institutions as they have to do such many tasks in a short period of time compared to the previous learning process. This condition when not addressed will lead to more serious

problems such as negative social and behavioral problems, depression and can eventually lead to stress to suicide.

The suggestion to address the impact of this online learning on the mental health of HEI students, especially to the problem of anxiety which is at this severe stage is that students can get emotional support when they feel sad and worried about something that has been, is or will happen through the way of communicating with family members, friends, counselors or credible individuals. According to Berita Harian (2021), communication among family members plays an important role so that emotional stress-related problems can be detected and addressed collectively. Resilience is also one of the measures that individuals can take to deal with and adapt when faced with situations of trauma and anxiety. According to Mohd Tajudin & Rohany (2014), this resilience is defined as the ability of the individual to bounce back and build strength after facing difficulties and challenges. In the context of this study, students can improve their resilience by always being strong and able to cope with stress and successfully adapt throughout the online learning implemented no matter where they are. Poor endurance will have a negative impact, especially on the mental health of the students. This is also supported by a study conducted by Fauziah, Nazirah, & Werdi Werdana (2018), that the lack of self-resilience will make these individuals more likely to have the wrong thoughts and behaviors. They are likely to be involved with mental problems as a result of imperviousness, especially in terms of academic stress and psychosocial changes. Therefore, the measures stated should be predictable in addressing the problem as well as being able to adapt to the difficulties and challenging environment.

Therefore, all parties play a role in helping to overcome the mental health problems of the students of higher learning institutions from falling into a more serious situation. According to a study conducted by (Soon et.al, 2021), without the initial help of this problem, students tend to grow to the next level as adults with a more serious conflict of issues. This will lead to behavioral problems and cause their adulthood to be traumatized as a result of past events and thus contribute to the deterioration of mental health, increased social problems, and high crime rates in the community. So, with the cooperation of all parties in helping to overcome this mental health problem, it can indirectly help the students involved overcome the emotional disorders and feelings experienced. The government can also organize mental health education programs to raise awareness among all parties on the importance of building a healthy mentality among students. With this step, it is able to create awareness for students to develop internal strengths to drive the process of developing positive emotions and thoughts as well as building more friendly and harmonious social relationships.

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