

## Exploration of Student Saturation and Learning Independence Online Learning in Elementary Schools

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### ABSTRACT

Learning independently can decrease for students during the Covid-19 pandemic if they experience saturation in learning so they are too lazy to do the given tasks. This research uses a qualitative approach with a type of case study. The research, placed in Banjar sari Surakarta, used respondents totaling 27 upper-class students from grades 4-6 and 5 interviews with teachers. Data were collected through interviews and direct observation with respondents. Overall, the level of saturation and independence of students is at an alarming level; this is because students often experience fatigue and boredom, so they are reluctant to do learning and learning tasks independently (such as many students complain of headaches, dizziness, nausea, fatigue, sore eyes, difficulty sleeping, no appetite, tiredness, irritated eyes, lack of rest, and uncomfortable back sitting in front of a smartphone or laptops are too long and the shift from face-to-face to online learning habits cause learners to become bored and confused, thereby reducing their absorption).

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## 1. INTRODUCTION

Education is mandatory to develop children's abilities so that a generation is formed ready to face the changing times that continue to increase. With education, children will add to the process of knowledge, gain broad insight, and create the child's potential to become better people in facing challenges in the future (Astuti & Leonar, 2015). This is very much by national academic standards, which includes developing the ability of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens. (Putra Sanjaya, 2021) However, the Covid-19 Epidemic has resulted in modifications in the implementation of education in Indonesia, so it requires additional steps to keep the learning process in the school environment running. (Indah Fajrotuz Zahro et al., 2021)

According to statistics collected from the Covid-19 Handling Task Force, as of June 22, 2021, 2,018,113 people in Indonesia have tested positive for Covid-19, 1,810,136 patients have been declared cured, and 55,291 people have died. Meanwhile, the West Java Province Covid-19 Monitoring and Coordination Center reported 347,287 patients exposed to Covid19 until June 22, 2021, with a total of 312,448 recovered patient, 30,202 patients still being treated, and 4,637 people died.

According to this information, the COVID-19 pandemic has impacted the world of education. Face-to-face learning activities in schools are temporarily suspended based on the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 (Kemendikbud, 2020) concerning the Implementation of Education Policies during the Emergency Period for the Spread of Covid-19. (Patimah & Sumartini, 2022)(Aini, 2021)(Suleang, Katili, & Zakiyah, 2020)(Pramuditya, Noto, & Syaefullah, 2017a) and replaced with distance learning. The government's launch of distance learning has changed students to new learning methods. Students are encouraged to become independent learners through online learning because online learning allows students to be able to learn freely at home (Pratiwi, Istirahayu, & Mariana, 2022) But in online education, there are obstacles. One of the obstacles faced by students during the Covid-19 pandemic is the lack of optimal understanding of the material and the number of tasks given ((Widiyono, 2020). With these obstacles, make online learning must force learners to work extra hard to face the shift from conventional to online learning so that in the future, it will affect learning success Learning by indicators of changes that children experience and indicators of assessment standards for each child in school.

One of the most critical aspects that children must possess is learning independence which is an essential indicator in influencing whether children are successful in receiving education at school. Learning independence involves self-awareness, self-motivation, and learning to achieve one's goals. (Ranti et al., 2017). Learning independence is critical because it is a learning activity according to one's own will and responsibility in solving the problems the facesv (Ranti et al., 2017). Learning independence will encourage learners to actively learn when they are not in or out of the classroom. Learners engaged in independent learning will prepare well for the learning material independently and repeat what is outside the school, learning independence. Students must have high motivation to complete their work independently. That incentive might stimulate the desire to learn on their own. (Firdaus, Pratiwi, Riyani, & Utomo, 2021)

In addition, independent learning can decrease for students during the Covid-19 pandemic if they experience saturation in learning education. They are too lazy to do the given tasks. In the results of a survey from the (Komisi Perlindungan Anak Indonesia (KPAI), 2020) in April 2020, it was found that 76.7 percent of students stated that doing various tasks remotely was complicated and tedious, while 26.8 percent of students stated that multiple tasks remotely was not difficult. These findings are based on a survey of 246 KPAI whistleblowers as the primary respondents and 1700 comparative respondents from 20 provinces and 54 regencies/cities in Indonesia. SD Muhammadiyah 1 Surakarta also has saturated and dull conditions. Students at SD Muhammadiyah 1 Surakarta also experience learning saturation. This was revealed by Aisyah's mother, one of the parents of the 3<sup>rd</sup>-grade teacher, that her child, when told to study, likes to play on cell phones. There are some tasks, which are rarely done, and she must always ask her brother,

This is like the results of research from (Pramuditya et al., 2017; Syahrani, 2015) that A learner who is bored while studying will make progress in self-study. Other researchers (Yazid & Ernawati, 2020)(Firdaus et al., 2021) stated that learning independence, especially in primary schools, belongs to the poor category, where most children do not reach their full potential. Learning habits and less supportive technology are factors that cause low independence. (Indah Fajrotuz Zahro et al., 2021) This is supported by a study conducted by (Rahardjo & Pertiwi, 2020)(Ambiyar, Aziz, & Melisa, 2020) which states that changes in the learning system that occur during this *new normal* have an impact on the motivation and learning independence of students.

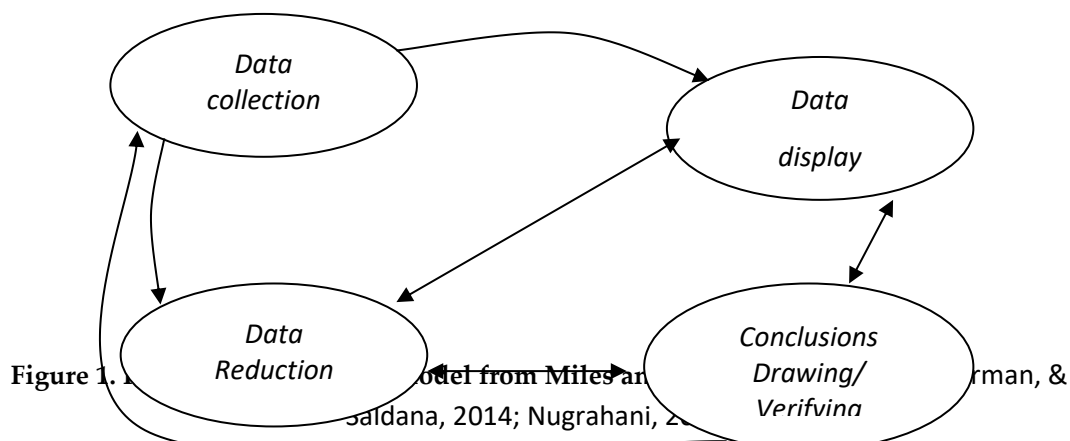
From several previous research arguments, it can be concluded in this case that researchers concluded that the learning independence of students that occurred during the Covid-19 pandemic was

still relatively low; they concluded that there were still many students and teachers who were not ready to face online learning because many students did not have support facilities. For this reason, as journal navigation the researcher formulated two main questions in this study: 1). How is the saturation and independence of students in online learning in elementary school?; 2). What solutions are offered to reduce the impact of self-reliance on online learning?. This research is essential to be researched as a benchmark to represent the level of saturation and independence of elementary school students and determine the causes and consequences. Therefore, this study focuses on exploring learners' level of saturation and independence in elementary schools during the covid-19 era. This study is intended to help map the results of students' learning habits in online learning, especially during the COVID-19 pandemic.

## 2. METHODS

This research uses a qualitative approach with a type of case study. The research Carried out during the Covid-19 pandemic, which was placed in Banjar sari Surakarta, used 27 upper-class students from grades 4-6. 5 Educators at SD Muhammadiyah Surakarta

Data were collected through interviews and direct observation with respondents. This statement became the beginning of the world when online learning was held. After collecting the data, the information is displayed proportionally. The data obtained are then examined using an inductive model (Sugiyono, 2017); This model is intended to explain the data reduction process to generate meaning in the basic information. These results were collected to analyze the raw data; the researchers used interviews to follow up on the results. Interviews are conducted to ascertain the problems that occur. The interviews used are structured interviews. In the end, the researcher also added observation as an essential source of data triangulation. Data validity was carried out with content, technical, and reference triangulation. The study used Miles and Huberman's theory to analyze the data (Huberman & Saldana, 2014):



An explanation of the interactive model data analysis activities can be presented as follows:

1) Data reduction (reducing selection and focusing) and modifying data collected from field recordings Data for this study were collected through surveys, interviews, observations, and documentation with respondents. The summary is then made more accessible to check the facts and move on to the next phase. 2) Data presentation (displays compressed data ordered from the information set for subsequent inference). In this phase, the researcher shows or displays the data based on the resulting data). Obtained and presented in order. 3) Concluding (after completing the data reduction and showing the collected data, the researcher concludes the field based on the research problem.

The grid sheet in the preparation of learning independence indicators can be seen in Table 2.

Table 2 grids of preparation of documentation needed in the study

Interview indicators	
level of learner saturation	1. Fatigue (Schaufeli & Hu, 2009) 2. Attitude cynics and the tendency to withdraw (Schaufeli & Hu, 2009) 3. Decreased personal achievement (academic competence, motivation, and work productivity) ((Maslach et al., 2001)
level of learning independence of learners	1. Confident (Thursan Hakim 2002: 6) 2. Discipline (Tresnaningsih, Santi, & Suminarsih, 2019) 3. Initiative (Suryana 2006:2) 4. Responsibility

Source: Processed researcher

### 3. FINDINGS AND DISCUSSION

In this section, researchers want to display the results of interpretations of raw data based on observations, and structured interviews with educators and learners about the findings obtained. Furthermore, presenting the causes and solutions related to follow-up related to the fullness of learning learners during online learning took place at SD Muhammadiyah 1 Surakarta.

#### 3.1 Results of observations and interviews about the implementation of online learning during the Covid-19 pandemic at SD Muhammadiyah 1 Surakarta

It begins with observation at the time of learning, showing: "that the level of independence of students' learning is low. This happens when the teacher delivers learning materials, and students accompanied by their parents tend to be excited and willing to do the assignments given. But on the contrary, if parents do not accompany them, students tend to be reluctant and at night, so they don't want to do assignments."

Then conduct the interview with principals at SD Muhammadiyah 1 Surakarta regarding online learning during the COVID-19 pandemic.

A: What is the level of saturation of online learning?

R (As Principles): "This online learning has many cons, especially for educators and students. One of the problems of teachers is that students are difficult to manage to participate in Zoom. Besides that students also do not do assignments and collect assignments that are often late. Even during learning, students seem lethargic, and the students' catching power tends to decrease, forgetfulness, frequent illness, and some have reduced appetite, as well as sleep." as well as being educated in the implementation of online learning."

In addition, class VI teacher interviews were also conducted.

S (As Teacher): "Actually, this online learning makes students feel saturated. Because during the learning process, many students are not enthusiastic about learning, besides that there are also students who look lethargic and unfocused when studying and students who have little difficulty in understanding the material that the teacher explains, and the most frequent occurrence is students who do not do assignments and collect assignments not precisely at a predetermined time. In the learning process, students often complain of headaches, and lethargy when explained by the teacher. Besides that, the student's response when asked whether the material described earlier needs to be understood, so please ask questions. However, there was no response from the students, who were silent and sleepier. This online learning has many cons, especially for educators and students themselves. One of the problems of teachers is that students are challenged to manage to participate in Zoom. Besides that, students also

do not do assignments and collect late assignments. Even during learning, students seem lethargic, and the student catching power tends to decrease, forgetfulness, frequent illness, and some have reduced appetite, as well as sleep support.

To strengthen the results, an interview with the parents of the students was conducted. The results were as follows:

K (As a mother the student): "Actually, children do show high learning interaction, but because learning is carried out online, children are often angry with parents not wanting to learn, children do not follow when given orders to learn, instead playing. So I always confirm with the class teacher to avoid missing the lesson. As a result, children experience learning saturation during online learning."

Based on the results of the observations and interviews above, the researcher seeks to answer questions about the summary results obtained as follows on 3.1.1- 3.1.4:

### 3.1.1 The level of student learning saturation during the implementation of online learning during the Covid-19 pandemic at SD Muhammadiyah 1 Surakarta

The online learning process at SD Muhammadiyah Surakarta caused some problems. Many students claim that online learning makes them pay less attention to the learning content offered and gives more homework than learning in traditional classes. At the same time, learners who don't complain about online learning have the right help and resources to engage. Since learners can access the content at any time and participate in online learning effectively, they stay energized. Online learning also causes students to feel bored or (burned out) while studying.

Table 3. Level of learning saturation  
SD Muhammadiyah 1 Surakarta

Aspect Learning Saturation	Learners Learning Saturation Level
Physical fatigue	Dizziness, lethargy, nausea, drowsiness, headache, forgetfulness, boredom, and lack of enthusiasm for
Emotional meltdown	Lazy, unable to learn, quickly restless, restless, unhappy, bored, and burdened
Cognitive fatigue	Unable to concentrate, unable to focus, apathetic to learning, and indifferent to the work.
Depersonalisasi or attitude tendency to withdraw	not sure of your friend's response, and also not interested in explanations teacher from friends and gur you.
Efficacy academic	There is a decrease in the understanding of learners online, as well as learners who feel incompetent and lower learner achievement.

Source: processed researcher

The most common cause of boredom in learners is fatigue because fatigue can trigger the appearance of boredom emotions in the learners in question. Researchers conducted an additional search on the physical state of the children and conducted interviews with class teachers, which revealed that some pupils reported physical fatigue. As a result, learners will need help to absorb the material offered and remember what has been previously stated. Physically exhausted learners often complain of headaches, irritated eyes, lethargy, and a lack of enthusiasm for learning. Learners who don't want to complete their projects to learn

Because the online learning system has been too long, there is a saturation of learning. Online learning from students' homes negatively impacts learners. Many students complain of headaches, dizziness, nausea, fatigue, eye pain, insomnia, no appetite, sore eyes, lack of rest, and back pain from sitting in front. Mobile phones or laptops should be shorter, as researchers did at SD Muhammadiyah 1 Surakarta. This is supported by the research of Dewi and Yosef (2016). Due to severe boredom and fatigue, learning saturation is a mental state in which a person feels lazy and does not want to engage in learning activities. When learners become physically tired when studying online, their focus is disrupted, and they become mentally disturbed, such as angry, lethargic, unable to learn, and easily distracted. I prefer to be angry, nervous, unhappy, bored, burdened, or depressed by the responsibilities given.

### **3.1.2 Independence of students during the implementation of online learning during the Covid-19 pandemic at SD Muhammadiyah 1 Surakarta**

Based on an interview with principals at SD Muhammadiyah 1, Surakarta need a better level of independence in online learning.

Mr. R (as Principal): During online learning, elementary school students are bored, rebellious when taught by their parents so that it is easier when explained, and do not have the initiative to learn, so they only wait for their parents' free time to join." that it may be because learners are used to face-to-face teaching and are not familiar with online learning. The shift from face-to-face to online learning habits causes learners to become bored and confused, affecting their absorption; however, online education has also resulted in learners developing strong and good visual and reading styles.

Purwanto et al. (2020) stated that all levels of education, from elementary schools to universities (universities), both under the Minister of Education of the Republic of Indonesia and the Minister of Religious Affairs of the Republic of Indonesia, have a detrimental impact. In face-to-face learning, learners, learners, and learners are "forced" to learn from home. No longer available. Students are accustomed to face-to-face learning, which involves direct interaction and transmission of information between lecturers and students. Learners often need to hand in homework assigned by the teacher.

Based on interview data obtained at SD Muhammadiyah Surakarta, teachers know that signals, quotas, and restrictions on the sophistication of gadgets are obstacles for them. On the other hand, many learners live in areas with strong signals, quotas, and capable devices but need to submit tasks. This condition is reinforced by the analysis of Hidayat et al. (2016), which argue that learners need more time to be ready to learn online due to poor study habits and less helpful technology. This impacts learner behavior in which they direct their actions to others, demand guidance from others, and even seek to ask for help in overcoming difficulties from others.

The impact of independence in learning is enormous in the academic world; children are expected to learn manners to develop academically and become outstanding students. It can be noticed that in the context of the learning process, there is a phenomenon of learners being less independent in their studies, which can also lead to mental illness after college, as well as dangerous practices (such as not being comfortable studying for a long time or studying only before exams, skipping classes, cheating, and looking for leaks and exam questions). Therefore, developing learners' learning independence toward excellence must be thoughtfully and correctly designed.

### **3.1.3 Causes of saturation and independence of students' learning in the online learning process during the Covid-19 pandemic at SD Muhammadiyah 1 Surakarta**

According to the research findings, the source of boredom of learning when conducting online learning is educators' monotonous teaching approach. As a result, motivation plays an active role in increasing learners' passion for learning. Approaching learners is also used to help teachers better

identify the characteristics of learners who are following online learning. Understand the personality of learners during the learning process. The goal is to make the learning process run smoothly. Learning fatigue is one of the most common learning problems faced by students, the researcher quoted based on the results of an interview with one of the teachers, namely Mrs. Rila,

"Personal traits are the main source of learning saturation in learners." Features, habits, or characters inherent in an individual's personality are defined as characteristics. This characteristic component of the self covers a fairly wide range in determining learning saturation. Individuals who have a negative self-concept, are too talkative and romantic, are incapable of managing their emotions, and are incompetent in the face of stress, tend to experience learning saturation. Furthermore, Ibu Dwi argued that "the cause of learning saturation may arise due to social support". . Social support refers to the learning environment and the interaction between teachers, learners, and parents. Not all children are in a safe situation that supports their learning process while attending an online school. Family situations full of conflicts and commotions and a dirty home environment significantly impact child psychology, causing them difficulty concentrating and potentially experiencing learning saturation.

According to researchers' research, the learning independence of learners in online learning could be improved. These findings imply that the amount of freedom from others in education is relatively high since they are usually less dependent on others. This suggests that learners, in general, are not adequately responsible for the importance of learning during COVID-19. . Students do not yet have a culture of distance learning because the learning system is still implemented face-to-face. The adoption of online learning in Indonesia is still gradual. Unlike other industrialized countries that have taken advantage of learning at a more advanced stage. The availability of Covid-19 is forcing learners to learn remotely by utilizing technology, a break from traditional face-to-face teaching.

### **3.1.4 How teachers overcome the saturation and independence of students' online learning during the COVID-19 pandemic.**

The position of teachers in learning requires mentors, instructors, and trainers who have creativity and innovation in structuring learning techniques. Today's teachers use an online learning system, which is very different from face-to-face learning. A teacher in this online learning system must have basic knowledge of ICT devices or other technical support tools that can be used as aids when learning online. As a grade 5 teacher, G1 (DP), "We are not very strong in ICT because in the past the facilities and infrastructure were not very complete, and the approach used was the lecture style, so learning was not too difficult." This changed when online learning was used in elementary schools. Because education is carried out online on this network, all teachers must be able to understand ICT. However, the increasing number of covid-19 is to the online learning approach that makes learners bored, demotivated, lazy, and so on. As a result, we should consider developing classes that will reduce the boredom of learners."

The ability of teachers to use technological equipment to improve online learning so that students are energized when studying at home. Because online learning requires different strategies, from face-to-face learning to creating the intended learning design, this ability to use ICT helps the teacher's position as a facilitator. This was also responded to by G3 (OM), who stated that "because learners are tired of online learning, teachers should consider making solutions so that learners do not feel bored studying at home." Because the WA program is used for children's learning, instructors provide the Google Meet application as a medium to eliminate student learning saturation by bringing students together with their peers through Google Meet." The other respondents further said:

"We are tired of studying at home because there is much homework to collect before 7 p.m., so we are overworked, and we can't play with our classmates either." But when we learn through Google Meet, we love learning with our other friends." As a result, it can be concluded that in the twenty-first century, teachers must have basic skills in using ICT Devices as one of the efforts of teachers to improve

the education system Teachers must be more innovative in developing educational materials that maximize teacher involvement in online learning.

**Table 4. The role of teachers in overcoming student learning saturation during the implementation of online learning**

Aspects of the role of the teacher	The role of the teacher in overcoming the boredom of Learning Learners
Mentors, teachers, and coach	So that students are not bored while studying teachers use various teaching methods, including audio-visual and visual media, such as instructional films and image media, so that students are not bored while looking. Furthermore, teachers use Google Meet as a platform for students to communicate with their peers. Interact with his peers.

Source: processed researcher

The teacher's efforts to convince students to behave well are continued by collecting student assignments by the rules of the Whatsapp group. Similarly, the teacher's efforts to provide Motivation are achieved by giving additional rewards or intensives to attentive learners in collecting assignments and by partnering with parents as teaching assistants at home to accompany learners during online learning. Based on the findings of a study conducted at SD Muhammadiyah Surakarta, teachers work together with parents of students to ensure the effectiveness of the distance learning (PJJ)/Covid-19 process. Parents and teachers can help children learn online. Educators who conduct online learning are reasonably competent; However, there are specific challenges, especially for grade 1 students who are still very special and need to be independent. The head teacher and homeroom teacher observe the teacher by going to class.

## Discussion

The level of independence in online learning found at SD Muhammadiyah Surakarta is still relatively low; elementary school children tend to be bored during online learning, behave poorly when taught by their parents so that it is easier when explained, and do not have the initiative to learn so they only wait for their parents' free time to join." This may be because students are used to face-to-face teaching and need to familiarize themselves with online learning. (Gemilang, Rezkiki, Kartika, & Meiyersi, 2021)(Fatmawati, Firdausiyah, & Jasmaniah, 2022)(Yusri, Dauzat, Adnin, & Sahrul, 2020) This shows that when online learning students lack a level of independence in problem-solving, SD Muhammadiyah Surakarta provides gifts or additional benefits for students who are conscientious in collecting homework and working with parents as teaching helpers to motivate children not to be lazy Despite the previous evidence, at home to join classmates during online learning (Anni, 2021; Tania et al., 2022; Alberta et al., 2021; Sanajaya, 2021) stated that the level of independence during the Covid-19 pandemic is quite good because the most crucial things to create student learning independence amid the Covid-19 outbreak by teaching students how to obtain and handle information related to the tasks given without paying attention to space or time restrictions.

This is because online learning allows learners to access information and knowledge from home or anywhere in their free time. The appropriateness of the learning independence marker is the most critical component in encouraging learning independence. Indicators of initiative and intrinsic

motivation to set learning goals/targets, utilizing and sourcing appropriate sources of teaching materials, and supporting learners' research and exploration phase. Furthermore, the indications display a very high category on the indicator of learning independence. This is important to encourage the academic achievement of learners. Another personality trait directly connected with academic performance is direct autonomous learning. (Geng et al., 2019; Hanik, 2020; Zetriuslita et al., 2020). The material of the argument, in the opinion of the researcher, depends on the readiness of students to face education independently; in addition to that motivation and also additional rewards from the school environment and family, the domain is also essential so that students remain enthusiastic about learning online during the Covid outbreak which will increase student independence.

However, this study has limitations; for example, the data collection approach is limited to interviews and observations, so it cannot express the opinions of others in depth. As a result, new techniques, such as surveys, are anticipated to be used in future studies.

#### 4. CONCLUSION

Overall, the level of saturation and independence of students is at an alarming level; this is because students often experience fatigue and boredom, so they are reluctant to do learning and learning tasks independently (such as many students complain of headaches, dizziness, nausea, fatigue, sore eyes, difficulty sleeping, no appetite, tiredness, irritated eyes, lack of rest, and uncomfortable back sitting in front of a smartphone or laptop. The long shift from face-to-face to online learning habits caused learners to become bored and confused, thus reducing their absorption). This study implies that all relevant stakeholders must realize the vital role of finding innovative learning without causing boredom to students.

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