Chapter 10
Linking Social Support, Self-Support, and Emotional Regulation of Students Learning Online at Home During the COVID-19 Pandemic

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ABSTRACT

This study investigates the linkages of social support and self-support on the emotional

regulation of students learning online at home during the COVID-19 pandemic. Data collected from 300 public higher-education students were analysed using partial least squares-structural equation modelling (PLS-SEM) via SmartPLS3.0. The results revealed that the emotional regulation of students learning online at home during the COVID-19 pandemic was heavily influenced by self-support, followed by social support. During the COVID-19 pandemic, online learning was perceived as a novel experience, with individuals who were open and flexible being able to access and utilize various creative ideas. This empirical study can serve as a basis for developing a comprehensive action plan to improve training methods and strengthen existing support systems. These efforts are crucial for the successful implementation of educational activities for future generations.

INTRODUCTION

The COVID-19 pandemic has emerged as a significant threat to the socio-economic system, with the education sector, including higher education, being particularly hard hit (Abdeahad et al., 2023; Behzadnia et al., 2023; Mao et al., 2023; Salimi et al., 2023). The "new normal" required the adoption of virtual learning facilitated by technology platforms such as Microsoft Teams, Google Meet, Zoom, Google Classroom, Telegram, and WhatsApp (Endrawati & Suwartono, 2023; Ohei, 2023; Windhiyana, 2020). Teachers had to change their approach to maintain continuity of teaching, leading to a rapid transition to virtual learning and the sudden change was challenging for some children and led to psychological anxiety (Masry-Herzallah, 2023; Mohan et al., 2020; Sidi et al., 2023). Online learning brings challenges such as difficulty concentrating due to unfavorable learning conditions and internet problems (Ayusi et al., 2021).

Scholarly works by Noriyani (2017) and Zhooriyati (2021) highlight various barriers to online teaching and learning, including a lack of equipment, poor learning environments and internet connectivity issues, thus placing a psychological burden on some students. They face numerous challenges, such as learning in isolation without the guidance of teachers or the presence of familiar classmates. The long periods of studying in a single room and being confined to a computer screen also contribute to stress. This sudden change and the resulting restrictions make adjustment difficult and contribute to psychological pressure among students (Shazarina et al., 2020). In addition, students from less privileged families have limited or no access to modern devices, forcing them to share a single device with their siblings to participate in online learning. This places an emotional burden on students as they strive to participate in class and not miss out on anything.

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