



GENDER DIFFERENCES AND PSYCHOLOGICAL IMPACTS IN HIGHER EDUCATION DURING COVID-19 PANDEMIC

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Abstract

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E-learning during covid-19 pandemic gives positive and negative effects on students' psychology. One of the effects of E-Learning is students whose negative and positive perception towards the process of E-Learning. The objectives of the study are to know (1) The difference perception between male and female EFL post-graduate students of the use of online learning platforms? (2). Impacts psychologically of E-learning during Covid-19 to female and male EFL students in higher education. The method of the study is mixed research with the explanatory sequential design. The participants were 31 EFL postgraduate students in PGRI Indraprasta University. The data collection technique of the study was questionnaires with a Likert scale and an open interview. The data analysis technique of the study is an independent sample t-test with SPSS 22.0 version and collection, reduction, display, and conclusion. The results of the study are: (1) There is no significant difference perception between male and female EFL postgraduate students of the use of online learning platform because the significance value (0.695) which is bigger than 0.05. (2) E-learning during the Covid-19 pandemic did not give anxiety, fear, fatigue, and saturation to female and male EFL students in higher education. Implication of this research is University must develop LMS (Learning Management System) for teaching EFL students

Keywords: Perception, E-Learning, Covid-19 pandemic, psychological impacts, EFL Students

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INTRODUCTION

On November 24th, 2020, The Ministry of Health of the Republic of Indonesia has reported 506.302 people with confirmed COVID-19. There have been 16.111 deaths related to COVID-19 reported and 425.313 patients have recovered from the virus disease.

The Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim said learning in tertiary institutions in all zones was still required to be carried out online until further policies were made. In the future, the policy may have been changed. But, until now there has not been a single change for it, so it is still doing it online. That is the decision for this moment time," explained Nadiem in a conference of video Guidelines for the Implementation of Learning in the Academic Year and New Academic Year during the Covid-19 Pandemic. Because of the policies, the students of University and lectures are learning from home. Studying at home through E-learning will give a psychological impact on university students. A study shows that when students are not at school, for example, on holidays or study at home, they are physically less active and use mobile phones more, and they will also feel bored, even with severe, mild stress Brazendale et al., (2017). E-learning had many psychological effects on

students' s anxiety and fear Sharp & Theiler, (2018), Corona pandemic gave not only the death from infection but also psychological impacts for people around the world Xiao, (2020).

Online learning is an option for conducting lectures during the Covid-19 pandemic in all universities in Indonesia Kemendikbud, (2020). Online learning is a learning process between students and teachers/instructors not face to face directly but using electronic media in the internet network simultaneously in different places. Singh & Thurman, (2019).

According to Irawan, (2020), (a) students started to get bored with online learning after the first two weeks of learning from home, (b) Feel anxiety about research subjects whose parents do not have good earning, because they have to buy quotas in order to participate in online learning, (c) Mood changes occur due to many tasks and are considered ineffective by students.. According to Atmojo and Nugroho (2020), many applications and platforms ranging from learning management systems to the additional resources are applied to carry out online learning. However, many problems occur from the students, the teachers, and the students' parents. As result, e-learning does not run well since it lacks preparation and planning.

Bruno & Pavani, (2018) states that perception is a phase of the whole process of action which permits us to adjust our activities to the world, we live in. Here, the pupils' perception can be explained as the developed opinion after having a certain experience that needs adjustment. Sharpe & Benfield, (2005) investigated the students' experience of online learning at Oxford Brookes University. They highlighted some common themes in the student's online learning experience and recommends implications such as the emotionality of the student experience and concern about time, and time management. Smart & Cappel, (2006) see students' perceptions of integrating online components in two undergraduate matter courses where students do online learn modules to class discussion. The result of the study was participants who lecture gave an elective lesson through the online modules significantly better than not using an elective lesson through the online modules.

Fedynich et al., (2015) analyzed graduate students' perceptions of online learning. The finding reveals that interaction, between students, and the instructor, has a major impact on their satisfaction. Other challenges identified were sufficient learner material that linked to campus resources and the need for varying instructional design and delivery to facilitate students' willingness to learn. In the study of Agung et al., (2020) most English learners are not ready for this fast shift regarding the teaching and learning process. Various reasons were identified, and they can be categorized into three factors: the first is availability and sustainability of the Internet connection, the second is the accessibility of teaching media, and the last is the compatibility of tools to access the media. The awesome news is, the students also report that their competence of IT literacy is increasing when doing the stressful- marathon assignments, though they also report that their gadgets are not ready for this sudden hi-tech change.

The preliminary study of condition in online learning was from Nasution, (2020) said the results of study was students' perceptions of online learning were not very good because of poor internet access, burdensome internet quota, difficulty communicating with lecturers.

The previous research did not provide analyzing of gender differences and psychological impacts in higher education, Nasution,(2020). The research gap is the researchers will investigate the impact of online learning during the covid-19 the pandemic for psychological impacts in Higher Education TEFL Students. Therefore, the guiding research questions for this research are: (a) Is there any significant difference perception between male and female EFL postgraduate students of the use of online

learning platforms? (b). How does the covid-19 pandemic give an impact psychologically during E-Learning to EFL post-graduate students?.

METHODS

This research was conducted at EFL postgraduate students in a private university in Jakarta. The method of research is a mixed method of quantitative and qualitative. Johnson & Christensen, (2019) mixed methods research is research that combines qualitative and quantitative approaches. Creswell & Poth, (2016), the types of mixed methods is the convergent parallel designs, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, and the multiphase design. In this study, the researchers used the explanatory sequential design. In the sequential explanatory design, the data are collected over the period of time in two consecutive phases. Thus, a researcher first collects and analyzes the quantitative data. Qualitative data are collected in the second phase of the study and are related to the outcomes from the first, quantitative, phase. The steps of this method are: (a) Firstly, the researchers collect and analyze the quantitative data through spreading questionnaires. Then, the researchers analyze the result of data collection with the SPSS 22.0 version. (b) Secondly, the researchers collect and analyze the qualitative data based on the outcomes from a quantitative analysis through interview data a collection technique. The participants were 31 EFL postgraduate students in the first semester in a private university in Jakarta.

The researchers show the demographic information of the research participants by using table below.

Table 1.
Number of Respondents' s Gender

Gender	Number	Percentage
Male	13	41.9%
Female	18	58.1%
Total	31	100%

Source: Researcher (2020)

The gender classification of the participants was 41.9 % or 13 males and 58,1% or 18 females.

Table 2.
Number of Respondents 's Age

Age	Number	Percentage
20-30	22	71%
31-40	5	16.1%
41-50	3	9.7%
51-60	1	3.2%
Total	31	100%

Source: Researcher (2020)

The age of participants was 20-30 (71% or 22), 31-40 (16.1% or 5), 41-50 (9.7% or 3), and 51-60 (3. 2% or 1). The researchers also provide the gender and age distribution of the survey participants can be shown by the circle diagram below.

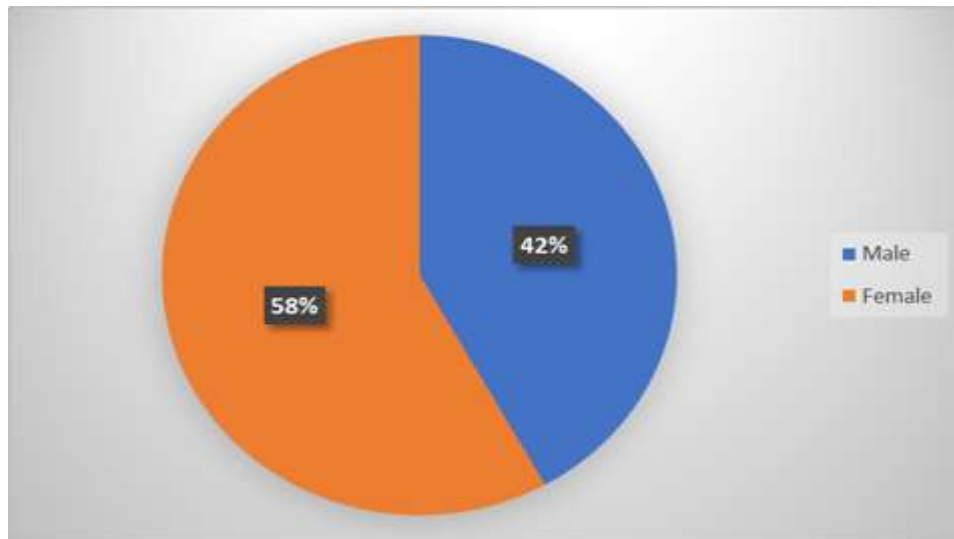


Figure 1.
The Gender Distribution of Respondents
Source: Researcher (2020)

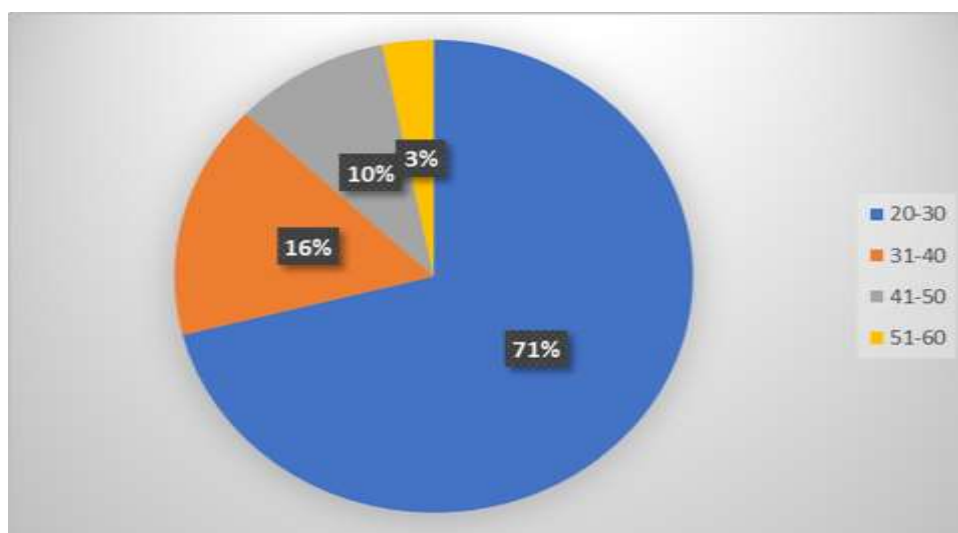


Figure 2.
The Age Distribution of Respondents
Source: Researcher (2020)

31 EFL postgraduate students in the first semester were given questionnaires through a google form. There are three indicators for writing the questionnaire. They are the use of e-learning platforms, material and assignment delivery, and accessibility in e-learning.

The use of the e-learning platform consists of 5 items. They are lecturers use online learning media that make it easy for students to receive lecture materials, the online learning media used by the lecturers have a positive impact on students in discussing, online learning media used by the lecturers can be accessed by students, online learning media used by the lecturers provides comfort for students in learning, and online learning media used by the lecturers can overcome students' difficulties in completing lecture assignments. Material and assignment delivery consists of 5 items. They are lecturers give assignments in accordance with the lecture materials that have been taught, lecturers

explain the material well and clearly, lecturers provide assignments that can improve students abilities, lecturers provide materials in accordance with the lecture event unit, and lecturers have good teaching skills. Accessibility in E-learning consists of 5 items. They are online learning conducted by the lecturers and students runs smoothly, online learning presented by the lecturers is easily accessible to students, online learning provided by lecturers have a stable internet network, online learning media used by The lecturers support the achievement of good materials for students, and students are satisfied with the access to online learning media used by the lecturers.

Table 3.
Questionnaire Blue Print

Indicators	Number of items	Total
The Use of E-Learning Platform	1,2,3,4,5	5
Material And Assignment Delivery	6,7,8,9,10	5
Accessibility In E-Learning	11,12,13,14,15	5

Source: Lestari (2020)

The researchers also used the Likert Scale with score options 1 = for highly disagreeable answer category (HD), score 2 = for the category of disagreeing answers (D) score 3 = for the category of hesitant answers (H), score 4 = for the category of agreed answer (A), and score 5 = for highly agreeable answer categories (HA). The researchers used moment product correlation coefficient to test the validity of the questionnaire's items and Cronbach Alpha to test the reliability of the instrument.

The result of the validity test with SPSS 22.0 version can be seen as follow:

Table 4.
The Result of The validity Test

No	Statements	r account	r table	Results
1	Lecturers use online learning media that makes it easy for students to receive a lecture materials.	0.563	0.3009	Valid
2	The online learning media used by the lecturers have a positive impact on students in discussing.	0.704	0.3009	Valid
3	The online learning media used by the lecturers can be accessed by students.	0.747	0.3009	Valid
4	The online learning media used by the lecturers provides comfort for students in learning.	0.478	0.3009	Valid
5	The online learning media used by the lecturers can overcome students' difficulties in completing lecture assignments.	0.708	0.3009	Valid
6	Lecturers give assignments in accordance with the lecture materials that have been taught.	0.708	0.3009	Valid
7	Lecturers explain the material well and clearly.	0.731	0.3009	Valid
8	Lecturers provide assignments that improve students' abilities	0.717	0.3009	Valid
9	Lecturers provide materials in accordance with the Lecture Event Unit.	0.677	0.3009	Valid
10	Lecturers have good teaching skills.	0.589	0.3009	Valid
11	Online learning conducted by Lecturers and students runs smoothly.	0.342	0.3009	Valid
12	Online learning presented by lecturers is easily accessible to students.	0.706	0.3009	Valid
13	Online learning provided by lecturers has a stable	0.460	0.3009	Valid

	internet network.			
14	Online learning media used by Lecturers supports the achievement of appropriate materials for students.	0.796	0.3009	Valid
15	Students are satisfied with the access to online learning media used by lecturers.	0.784	0.3009	Valid

Source: Researcher (2020)

With $df\ n-2 = 31-2= 29$ with alpha 5% with one-tailed so that r table product-moment is 0.3009. Based on the table product-moment above, r count product-moment of all of the items > r table product-moment. It means all of the questionnaire' items are valid. The result of reliability test can be seen as follow as.

Table 5.
 The Result of Reliability Test

Cronbach's Alpha	N of Items
.923	15

Source: Researcher (2020)

Green, (2013) said that test developers work to established standards for the acceptability of Cronbach alpha results:

Table 6.
 Standards for the Acceptability of Cronbach Alpha

Cronbach's alpha	Internal reliability
Above 0.90	Excellent
0.80 to 0.90	Good
0.70 to 0.80	Acceptable
0.60 to 0.70	Questionable
0.50 to 0.60	Poor
Below 0.50	Unacceptable

Source: Researcher (2020)

Because the value of Cronbach's Alpha > 0.90 the questionnaire items dictated excellent reliability. The researchers used the interview to collect the data. The researchers chose 15 EFL postgraduate students in the first semester to give responses to the interviewing. Research interviews investigated to know the psychological impacts of E-learning during the Covid-19 pandemic for EFL master students. The researchers used random sampling for choosing the respondents. 15 EFL postgraduate students were used to be investigated by WA application and google form. To validate the result of interview data, the researchers use data coding.

The interview dimensions are anxiety, fear, tiredness, stress, and saturation. These dimensions are taken from Irawan,(2020), Brazendale et al., (2017), and Xiao, (2020), the researchers used five questions to interview the respondents. These questions asked about the psychological impacts of E-learning during the Covid-19 pandemic. They are (1) Do you experience anxiety while studying using online learning?. Please explain the reason completely!, (2) Do you experience fear while learning using online learning? . Please explain the reason completely!, (3) Do you experience fatigue while studying using online learning?. Please explain the reason completely!, (4) Do you experience stress while studying using online learning? Please explain the reason completely!, and (5) Do you experience saturation while studying using online learning? Please explain the reason completely!.

To analyze data of qualitative, collection, reduction, display, and conclusion were conducted by the researchers. The steps are the researchers did the interview for collecting the data. Then, the researchers did reduction to gain the most important data to be used in concluding. After that, the researchers did display by using the writing, table, and circle diagram. Finally, the researchers drew the conclusion. To analyze data of quantitative, SPSS 22.0 version. (Statistical Package for Social Science) was used to account for descriptive statistics and independent sample t-test to know the difference between perception male and female EFL students of postgraduate students of the use of online learning platform based on gender.

RESULTS & DISCUSSION

The difference perception between male and female EFL postgraduate students of the use of online learning platform

The hypothesis testing of this study is tested through the output of the independent sample t- test calculated in SPSS 22.0 version. The result of hypothesis test can be seen as follow as:

Table 7.
 Result of Analyzing Data Using Independent T-test

F	Sig.	T	df	Sig. (2- tailed)
0.149	0.703	0.396	29	0.695
		0.414	23.568	0.683

Source: Data Analysis (2020)

Based on the analysis data using independent t-test the data showed that there is no any significant difference perception between male and female EFL post graduate students of the use of online learning platform. It is proved by the significance value (0.695) which is bigger than 0.05.

Male students and female students did not have stress, fear, and boredom in learning through the online system. Male students and female students did not have a problem with the online learning system because they were still enthusiastic about learning. They considered that online learning provided new challenges and knowledge in learning.

Between male and female EFL students of post graduate students did not have negative perception of the use of online learning platform. This study is supported by Qazi et al., (2017), the gender does not give any significant effects towards online learning for both Bruneian and Pakistanis. Sood & Singh, (2014), no significant difference (with $p = 0.78$) found among men (50.4%) and women (49.6%) respondents due to their industrial exposure among total of 238 (60.7%) respondents. Cuadrado-García et al., (2010), there are few differences between male and female students in their use of e-learning and their motivation and satisfaction. Arenas Gaitán et al., (2010), students' conduct of acceptance of e- learning technology do not manifest statistically significant differences between women and men. Malkawi et al., (2020), the results did not show a significant difference at the level ($\alpha = 0.05$) for the independent variables: students' gender. In contrast, this finding of study is different from Bagata, (2020), there is a significant difference between male and female of the use of online learning platform. Men students' perspective is more positive than women in the use of online learning platforms. Rantung, (2015), everyone has a different perception in

using, attitudes, and learning interests for using e-learning. According to Selwyn, (2008), internet usage among students very different based on gender, males showed great interest in internet usage compared to the woman. Alobiedat & Saraierh, (2010), the male has a keen interest higher use of technology, because of male naturally prefers the practical and so fast when doing male assignments prefer to use technology internet, Dabaj, (2009), female students have a positive perception towards online learning than male students.

Covid-19 pandemic gives impacts psychologically during E-Learning to EFL post graduate students

Anxiety, fear, tiredness, stress, and saturation of female EFL post graduate students in Online Learning During the COVID-19 Pandemic

Table 8.

Anxiety of female EFL post graduate students in Online Learning During the COVID-19 Pandemic

<i>No</i>	<i>Answer</i>
<i>FM1</i>	<i>No, I don't. As long as the signal is stable and the media for online learning is ready to use.</i>
<i>FM2</i>	<i>No, I don't.</i>
<i>FM3</i>	<i>Yes, I do. But not really anxious because I did not understand the material.</i>
<i>FM4</i>	<i>No</i>
<i>FM5</i>	<i>No</i>
<i>FM6</i>	<i>No</i>
<i>FM7</i>	<i>No</i>
<i>FM</i>	<i>No, online learning did not make me anxiety</i>
<i>FM9</i>	<i>Yes, I do. If I wanted to present my power point, my daughter was crying</i>
<i>FM10</i>	<i>No</i>

Source: Researcher (2020)

It is found that 2 female EFL students in higher education felt anxiety because her daughter was crying when she was studying through zoom platform. Aristovnik et al., (2020), in e-learning during covid-19 pandemic, the students were bored, anxious, and frustrated. The highest anxiety were found in South America (Brazil) and Oceania. Pather et al., in Aristovnik et al., (2020), the higher anxiety of students from the southern hemisphere, e.g., from New Zealand and Australia (the same in South America, e.g., Argentina, Brazil). People whose a relative who is infected with COVID-19 is an independent risk factor for anxiety experienced. COVID-19 gave anxiety of economic stressors, daily life, and academic activities. Huang et al., (2020), found that women showed more anxiety and fear than men. Respondents of the city showed more anxiety and fear than country side's respondents, but rural respondents showed more sadness than the urban respondents.

Table 9.

Fear of female EFL post graduate students in Online Learning During the COVID-19 Pandemic

<i>No</i>	<i>Answer</i>
<i>FM1</i>	<i>No, because I feel this online learning makes me accustomed to following technological developments.</i>
<i>FM2</i>	<i>No,</i>
<i>FM3</i>	<i>No</i>

FM4	No
FM5	No, online learning is more convenient because it is more efficient in terms of time, material, distance
FM6	Yes, I am afraid because the signal is not stable.
FM7	No
FM8	No
FM9	Sometimes, when I take course that I think is difficult to understand, like statistics
FM10	No

Source: Researcher (2020)

The result of interview showed that two female EFL students in higher education experienced fear because the signal is unstable and the material is difficult. According to Irawan, (2020). The Ministry of Education and Culture of the Republic of Indonesia estimates that 34.5 percent of students are unable to access online education. Significant efforts are being made by governments and educational institutions at all levels to find practical solutions in online learning amid the COVID-19 outbreak. Aguilera-Hermida, (2020), the pandemic was transformative for many people. The pandemic of Covid-19 created fear, sadness, and uncertainty.

Table 10.
Tiredness of female EFL post graduate students in Online Learning During the COVID-19 Pandemic

No	Answer
FM1	Yes, sometimes I feel tired if the tasks are given too much and the time to complete them is determined simultaneously.
FM2	Yes. My eyes are tired
FM3	Yes, because the time and duration are too long.
FM4	No
FM5	No, I feel enjoyed
FM6	Yes, my eyes get tired because my eyes stare at the monitor for too long.
FM7	Yes, I am tired because I sit and stare at the monitor screen for a long time.
FM8	Yes, because I study while doing household chores
FM9	No
FM10	No

Source: Researcher (2020)

Most of female EFL students in higher education experience fatigue while studying using online learning because their eyes are tired for watching the monitor, the time and duration are too long, the tasks are given too much and the time is too short, and they must study while doing household chores. E-learning effects students spent much time for finishing assignments, (Albelbisi & Yasop) in Aguilera-Hermida, (2020). Irawan,(2020), research subjects experienced emotional disturbances due to too many tasks, and they considered that the pattern was not sufficient. In online learning, lack of physical interaction is one reason. Students are busy with themselves to complete their assignments.

Table 11.
Stress of female EFL post graduate students in Online Learning During the COVID-19 Pandemic

No	Answer
FM1	No, because I feel online learning will increase the experience and new knowledge.
FM2	No

FM3	No
FM4	No
FM5	No
FM6	No
FM7	No
FM8	No
FM9	Yes, sometimes I feel stressed.
FM10	Yes, I do. Because it depends to the lecturers' assignment gave to me. If he or she gave easy assignment I'm not feel stressed, but If the lecturers gave me difficult assignment sure I feel stressed.

Source: Researcher (2020)

There are two female EFL students in higher students experience stress while studying using online learning because there is a difficult assignment. According to Xiao, (2020), covid-19 pandemic gave psychological stress for people throughout the world. WHO (2020), has reported that society level variants are stress because of covid-19 pandemic. Bird flu and SARS pandemic also caused a negative impact on the mental health of sufferers.

Table 12.

Saturation of female EFL post graduate students in Online Learning During the COVID-19 Pandemic

No	Answer
FM1	Yes, sometimes I feel bored if online teaching method is monotonous, so it is better to be more imaginative and creative.
FM2	No
FM3	Yes, because I just sit.
FM4	No
FM5	No
FM6	No
FM7	No
FM8	Yes, I am bored because it is too monotonous. We cannot discuss with teachers and friends directly, there is no variation in learning.
FM9	No, because I think online learning is suitable for housewives. So we don't need to leave children to study.
FM10	Yes, because there is no direct interaction

Source: Researcher (2020)

The result of interview showed that female EFL students in higher education experience saturation while studying using online learning because online teaching method is monotonous, so it is better to be more imaginative and creative, they just sit and there is no direct interaction. Aguilera-Hermida, (2020), students prefer face-to-face instruction over online education, students thought e- learning caused an unhappy experience, and a negative attitude towards. Students were more difficult to get learning resources. Then, students was boredom Williams et al., (2020).

Anxiety, fear, tiredness, stress, and saturation of male EFL post graduate students in Online Learning During the COVID-19 Pandemic

Table 13.

Anxiety of male EFL post graduate students in Online Learning During the COVID-19 Pandemic

No	Answer
M1	Yes, if the signal is not good because it will interfere with learning.

M2	<i>Yes, I do. because the knowledge provided is not optimal.</i>
M3	<i>No, I don't.</i>
M4	<i>Yes, I do. because sometimes the internet connection is not stable</i>
M5	<i>No, I don't.</i>

Source: Researcher (2020)

It is found that male EFL students in higher education felt anxiety because the signal is not stable, and the material teaching is not optimal. According to Cao et al., (2020), during the COVID-19 epidemic, student anxiety and depression levels increased significantly, which was also related to many factors. Therefore, it is very important to conduct psychological interventions that are needed on students. Kapsia et al., (2020), students faced depression anxiety, unstable internet connectivity, and hostile study environment at house. Students from isolated zone and marginalized division mainly face huge challenges for studying during this pandemic.

Table 14.

Fear of male EFL post graduate students in Online Learning During the COVID-19 Pandemic

<i>No</i>	<i>Answer</i>
M1	<i>No</i>
M2	<i>Yes, if the material is the most difficult and the lecturer asks me.</i>
M3	<i>Yes, I am afraid I cannot achieve the material.</i>
M4	<i>Yes, suddenly, burnout happens</i>
M5	<i>No.</i>

Source: Researcher (2020)

The finding of interview showed that male EFL students in higher education experience fear while learning using online learning because the material is the most difficult, the lecturer asked me about the material, they cannot achieve the material, and burnout will be happened. Aguilera-Hermida, (2020), the qualitative data showed that students perceived that the quality of education decreased. Mirza & Al-Abdulkareem in Al-Azawei et al., (2016), 1% of population in Iraqi had internet connection. Because the signal was not stable when the students were studying through E-learning, it made the students were fear because they thought that they would not understand the material. The more successful online learning transition is caused by the user's target and the practicality of the technology, Kemp, Palmer, & Strelan, (2019); Yakubu & Dasuki, in Aguilera-Hermida, (2020). Irawan,(2020) in the learning conditions, students complain about situations that burden them in learning.

Table 15.

Tiredness of male EFL post graduate students in Online Learning During the COVID-19 Pandemic

<i>No</i>	<i>Answer</i>
M1	<i>No, I am not tired.</i>
M2	<i>Yes, I do. Because online learning from 7.30 AM until 4. PM.</i>
M3	<i>Yes, because my eyes are tired for watching the monitor.</i>
M4	<i>Yes, because studying from morning until evening.</i>
M5	<i>Yes, because online learning is too long time.</i>

Source: Researcher (2020)

The result of interview found that male EFL post graduate students in higher education experience fatigue while studying using online learning because the time of e-learning is too long, and their eyes are poignant for staring the monitor. E-learning can

influence the risk of sore eyes because of the radiance of monitor. Then, Korucu & Gunduz, (2011) staring the monitor of laptop or computer can make dizzy.

Table 16.

<i>No</i>	<i>Answer</i>
<i>M1</i>	<i>No.</i>
<i>M2</i>	<i>Yes, I do. Because there are so many assignments and the time is too short.</i>
<i>M3</i>	<i>Yes, I do. Because I heard unclear voice because the signal is not stable.</i>
<i>M4</i>	<i>No.</i>
<i>M5</i>	<i>Yes, I do because the time for studying is too long.</i>

Source: Researcher (2020)

The result of interview found that male EFL post graduate students in higher education experience stress while studying using online learning because there are so many assignments and the time is too short, the voice is not clear, and the signal is not stable. Aguilera-Hermida, (2020) students have expressed stress related to online learning and difficulties when completing schoolwork. Irawan,(2020), the psychological impact of students on online learning during the COVID-19 pandemic, namely, emotional disturbances are indicated by changes in mood or mood caused by too many tasks that are examined useless by students. Some findings of study suggested covid-19 pandemic has increased the generality of different mental health problems. Huang et al., (2020), many people whose experienced emotional reactions to it, such as stress and fear during COVID-19 pandemic.

Table 17.

<i>No</i>	<i>Answer</i>
<i>M1</i>	<i>No, I don't.</i>
<i>M2</i>	<i>Yes, I do. Because the process of learning is monotonous.</i>
<i>M3</i>	<i>Yes, I am getting bored because I am alone for studying. There is no direct interaction.</i>
<i>M4</i>	<i>Yes ,I do. Because I just watch the computer.</i>
<i>M5</i>	<i>Yes, I do. Because e-learning is too long time.</i>

The result of interview found that male EFL post graduate students in higher education experience saturation while studying using online learning because e-learning is too long time, there is no direct interaction, and the process of learning is monotonous. Danckert et al., (2018), boredom showed low self-control, Danckert et al., (2018). So someone who is quickly bored while studying at home has low self-control. This shows that individuals who tend to be drilled are unable to arrange, guide, regulate, and direct the forms of behavior that can bring it in a positive direction. Irawan, (2020), online learning that limits physical interaction causes no social interaction, so verbal and non-verbal communication is not used correctly. The research findings show that the psychological impact of students on online learning during the COVID-19 pandemic, namely, students are bored with online learning after the first two weeks of learning from home

The researchers thought that male and female EFL post graduate students did not have the negative perception when they studied through online learning. Then, they were not anxiety, fear, fatigue, and saturation in learning through online learning.

CONCLUSION

These results of study are there is no any significant difference perception between male and female EFL post graduate students of the use of online learning platform because the significance value (0.695) which is bigger than 0.05 and E-learning during Covid-19 pandemic did not give anxiety, fear, fatigue, and saturation to female and male EFL students in higher education.

Online learning does not have a negative psychological impact on students. Male students think that online learning provides challenges for them in learning. Next, female students thought that online learning was very interesting if the lecturers gave them the opportunity to discuss. Male students and female students argue that the learning media used by lecturers must be attractive so that students feel interested and comfortable in learning.

There were some limitations in this study that must be conducted in further research. They were sample size, time allocation, and previous studies in the research area. Future research should use respondents from three private Universities in Jakarta, spend long time for conducting the research, and take the most reliable previous studies in the research area to support the findings and discussion of the study. Implication of this research is University must develop LMS (Learning Management System) for teaching EFL students.

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