



Examining mental health needs of open and distance learning students: A case study of Universitas Terbuka, Indonesia

Vita Elysia¹, Isti Rokhiyah², Made Yudhi Setiani³, Arip Priatna⁴, and Titi Chandrawati⁵

¹Fakultas Sains dan Teknologi, Universitas Terbuka, Tangerang Selatan, Banten, Indonesia

²Fakultas Keguruan dan Ilmu Pendidikan, Universitas Terbuka, Tangerang Selatan 15437, Banten, Indonesia

Corresponding Author. e-mail: vita@ecampus.ut.ac.id

Abstract

The growing demand for open and distance education calls for a stronger focus on student well-being, particularly mental health. This study explores the mental health landscape at Universitas Terbuka (UT), Indonesia's national open university, which serves a geographically dispersed and diverse student population. Employing qualitative methods, including in-depth interviews and focus group discussions (FGDs), this research aims to assess mental health needs, identify contributing stressors, and develop policy recommendations to strengthen mental health support in a distance learning context. The findings indicate that students experience anxiety, stress, and burnout, exacerbated by academic pressure, social isolation, and the absence of structured counselling services. To address these challenges, the study proposes a phased strategy: short-term awareness programs, medium-term pilot e-counselling initiatives, and long-term institutional development through a centralized mental health center. This study contributes to the field of education by offering a practical framework for integrating mental health support into distance learning environments at UT, with potential implications for similar institutions across the ASEAN region and beyond.

Keywords: Mental health; distance learning; counselling services; student wellbeing

How to Cite (APA): Elysia et. al. (2025). Examining mental health needs of open and distance learning students: A case study of Universitas Terbuka, Indonesia. *Jurnal Penelitian Ilmu Pendidikan*, 18(2), 89–98. doi:<https://doi.org/10.21831/jpip.v18i2.87105>

Received 12-06-2025; Received in revised from 15-07-2025; Accepted 7-10-2025

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



INTRODUCTION

In an era of unprecedented access to knowledge and education, Universitas Terbuka (UT) play a pivotal role in expanding higher learning opportunities. Their flexible and inclusive nature enables education to transcend geographical and socioeconomic boundaries, allowing diverse learners to pursue academic and professional advancement (Gamage & Herath, 2021). However, access to education alone does not ensure student success. A growing body of research highlights mental well-being as a crucial determinant of academic performance, retention, and overall student experience (Ridwan et al., 2022). The unique challenges of open and distance learning (ODL), including geographical dispersion, limited face-to-face interaction, and self-directed study requirements, may increase students' vulnerability to mental health challenges (Abu Hasan et al., 2023; Lister et al., 2023; Yeh & Tsai, 2022). Despite the critical role of mental psychological well-being in ODL remains limited, particularly in the context of Universitas Terbuka in the ASEAN region (Jabin, 2025).



The rapid expansion of ODL has intensified concerns regarding student well-being, with studies indicating an increased prevalence of mental health issues among distance learners (Wang et al., 2023). While digital learning environments have reduced barriers to education, they have also contributed to social isolation, psychological distress, and academic burnout (Gamage & Herath, 2021). Distance learners, who often study in isolation without direct access to campus-based support systems, may experience heightened levels of anxiety, depression, and stress (Budiman, 2025; Lister et al., 2023). While traditional universities have implemented comprehensive mental health and counselling services, many OUs still lack structured interventions, leaving distance learners without adequate psychological support (Samra et al., 2023). Existing studies on mental health support in ODL have primarily focused on developed countries with well-established digital counselling services, such as online therapy platforms and virtual peer support groups (Wells, 2023). However, little is known about the effectiveness and accessibility of such services within the ASEAN Universitas Terbuka, highlighting a significant research gap.

Counselling services are widely recognized as an essential component of student support in higher education, contributing to academic self-efficacy, emotional resilience, and career readiness (Okafor et al., 2021). In conventional universities, face-to-face counselling services provide personalized support to students facing academic and psychological challenges. But in ODL settings, these kinds of services aren't possible because students are spread out geographically. This means that different methods are needed, like e-counselling and mental health interventions powered by AI (Ahimie et al., 2020). While research suggests that technology-based mental health solutions have the potential to bridge the gap in student support services, their implementation remains inconsistent across Universitas Terbuka, particularly in developing regions (Wells, 2023). Given these disparities, it is imperative to investigate the current state of counselling services in ODL institutions and explore strategies for enhancing student mental health support in a digital learning environment.

This study is part of a broader comparative research initiative involving five Universitas Terbuka in the ASEAN region (OU5): Universitas Terbuka (UT) in Indonesia, the University of the Philippines Open University (UPOU) in the Philippines, Open University Malaysia (OUM) in Malaysia, Sukhothai Thammathirat Open University (STOU) in Thailand, and Hanoi Open University (HOU) in Vietnam. As the first phase of this initiative, the present study focuses on Universitas Terbuka (UT), assessing the demand for counselling services and the existing mechanisms for supporting student mental well-being in an ODL setting. The findings from this research will serve as a foundation for the next phase, in which insights from all five institutions will be synthesized to conduct a comparative analysis and formulate region-wide strategies for improving student support mechanisms in ASEAN Universitas Terbuka.

Despite the clear need for mental health support, UT has yet to establish dedicated counselling services, leaving students without a structured resource for addressing psychological challenges (Auerbach, R.P., 2018). This study aims to provide a comprehensive assessment of the mental health landscape at UT within the broader context of ASEAN Universitas Terbuka. Specifically, it seeks to (1) identify the mental health needs of UT students, (2) examine key factors contributing to mental health challenges, and (3) propose policy recommendations to strengthen counselling services at UT and similar institutions (Zhu et al., 2020).

Addressing mental health concerns in ODL is not only an institutional responsibility but also a strategic investment in the long-term success and resilience of distance learners. By advocating for the establishment of dedicated mental health support mechanisms, this research contributes to the broader discourse on student well-being in open and distance education. Ultimately, fostering an inclusive and supportive learning environment is essential to ensuring that students at UT and across the ASEAN region receive not only quality education but also the psychological support necessary for their academic and personal growth.

METHODS

This study employed an exploratory qualitative design to comprehensively investigate mental health issues and the perceived need for counselling services among Universitas Terbuka (UT) students. This design was selected because it allows for a nuanced exploration of complex, context-dependent psychological and institutional experiences that could not be fully captured through quantitative surveys. Multiple qualitative data collection methods were integrated, including in-depth interviews, focus group discussions (FGDs), and a SWOT analysis, to triangulate findings and achieve a holistic, contextually grounded understanding of students' mental health challenges within a distance learning environment.

The study focused on undergraduate students enrolled in four faculties at Universitas Terbuka: the Faculty of Science and Technology, the Faculty of Law, Social and Political Sciences, the Faculty of Education and Teacher Training, and the Faculty of Economics and Business. A total of 21 students participated in the interviews, selected through purposive sampling to ensure diverse representation in terms of academic background, gender, and geographic location.

Participants were drawn from four regional offices Yogyakarta, Medan, Samarinda, and Makassar representing Indonesia's western, central, and eastern regions. Inclusion criteria required participants to be active undergraduate students who had completed at least two semesters of study and were willing to share their experiences voluntarily. No exclusion criteria were applied except for students currently on academic leave. Recruitment was conducted via online announcements and direct email invitations sent through UT's regional offices. The final sample size was determined based on the principle of data saturation, where no new themes emerged from additional interviews.

Data were collected using semi-structured interview and FGD guides developed by the researchers. The guides were constructed based on relevant literature on student mental health and institutional support frameworks in higher education. Example questions included: "What challenges have you experienced in maintaining your mental wellbeing during distance learning?" and "What kind of counselling support would you expect from UT?" Both guides were reviewed by two experts in educational psychology to ensure content validity and clarity. The SWOT framework (Strengths, Weaknesses, Opportunities, and Threats) was later applied to synthesize institutional insights from the interviews and FGDs.

Prior to data collection, ethical approval was obtained from the Research Ethics Committee of Universitas Terbuka. All participants received detailed information about the study and signed informed consent forms. Data collection was conducted between March and May 2024, consisting of three main stages:

1. Interviews

Conducted via the Zoom platform, interviews lasted 45—60 minutes each and provided a safe, confidential environment for discussing sensitive personal experiences. The semi-structured format enabled participants to share perceptions of mental health, academic stressors, coping strategies, and expectations regarding institutional support.

2. Focus Group Discussions (FGDs)

FGDs involved a wider range of stakeholder's students, tutors, and administrative personnel to capture collective and institutional perspectives. Each FGD session lasted approximately 90 minutes. The discussions validated emerging themes from the interviews and informed them of the formulation of practical recommendations.

3. SWOT Analysis

Insights gathered from interviews and FGDs were synthesized into a SWOT framework to assess UT's readiness for implementing structured counselling services. This analysis supported the formulation of phased and sustainable policy recommendations aligned with UT's institutional context.

RESULTS AND DISCUSSION

Results

This study explores the mental health issues faced by students at Universitas Terbuka (UT) and examines the role of counselling services in mitigating these challenges. Based on the collected data through surveys, interviews, and focus group discussions, several key themes emerged that highlight the complexities and specific needs regarding mental health support within the open and distance education environment at UT. The study revealed key factors contributing to students' mental health concerns, including academic pressures, social isolation in ODL environment, and the absence of structured institutional support. These findings highlight the urgent need for targeted interventions, providing a foundation for strengthening mental health services at UT.

Understanding Mental Health Needs at UT

The findings highlight a broad spectrum of mental health issues affecting students at Universitas Terbuka (UT). Among the most prevalent concerns are anxiety, stress, and burnout, which are widespread across different segments of the university community. These challenges are significantly exacerbated by the unique characteristics of UT's distance learning model, which introduces stressors not typically encountered in conventional, on-campus education. Social isolation, limited peer interaction, and restricted access to support services are key contributors, underscoring the complex nature of mental health in an open university setting.

One major factor influencing student well-being is the environmental context of distance learning. The absence of face-to-face interaction and limited opportunities for social engagement hinder the development of support networks. Many students reported experiencing isolation and loneliness due to the lack of immediate social connections, a condition often intensified by their geographic dispersion across Indonesia.

As one student described, "I often feel like I'm studying alone, with no friends to discuss things within person. Sometimes I wish I could experience direct interaction with fellow students like in a traditional university setting. But distance learning like this is indeed the most suitable option for me. I work from Monday to Friday, from morning until evening, so attending in-person classes is not possible.

Another student added: "Almost all learning is conducted through e-learning (online tutorials), so interaction with other students is very minimal. In each online tutorial class, there are students from various regions across Indonesia. I read the case studies they post in the discussion forum, which are based on their respective local areas. Thankfully, in my study program, there are three group-based practical courses, where we are grouped with other UT students from the same region. So, I still get to interact with them during the practical sessions, it's been an interesting experience."

This sense of isolation not only affects academic performance but also potentially diminishes overall well-being, as students miss out on casual interactions that might help alleviate stress or anxiety. Furthermore, the lack of a traditional campus environment means students are less likely to access institutional mental health resources, compounding their sense of disconnection.

Academic stress also emerged as a prominent concern. In a self-directed learning environment, students are responsible for managing their academic progress, often leading to anxiety about workload, deadlines, and performance. Without direct access to academic advisors, tutors, or peer groups, many students find it difficult to seek timely support or guidance.

One respondent shared, "Online tutorials at UT are not mandatory, they're optional. I don't participate in online tutorials because I'm very busy with work even on weekends. So I just study from the module (main course book) to prepare for exams I study on my own. Sometimes I'm confused about where to start because there's no lecturer I can directly ask."

Another respondent shared, “I participate in the online tutorials (Tuton), but there’s no direct interaction with the tutor (asynchronous), so I can’t ask questions directly. It’s different with the course I’m taking this semester, Karil (Scientific Writing which has a Tuweb, a tutorial webinar. In that one, there’s direct interaction with the tutor, and I can ask questions or have a conversation with the tutor. But most courses only have regular Tuton without Tuweb, so if I face any difficulties, I can’t ask the tutor directly—at most, I can use the chat column.”

This lack of direct academic support often results in heightened levels of stress and anxiety, particularly for those who may already be struggling with the academic content or balancing their studies with other responsibilities. The data indicates that many students feel overwhelmed by the need to self-manage their learning processes, which can lead to a decline in their mental well-being over time.

Beyond academic and environmental stressors, personal responsibilities heavily shape the mental health landscape at UT. Many students are full-time employees, primary caregivers, or individuals managing personal health concerns. These roles, combined with financial pressures, create a demanding reality that impacts their capacity to engage with academic tasks.

For instance, one participant noted, “I have to work full-time and also take care of my children, so my study time is very limited. On weekdays, I work, and on weekends I also have many other obligations. I have a husband and two young children. And you know, motivation to study can go up and down. Plus, my mind is pulled in different directions—work, family matters, and study so sometimes it just gets overwhelming, haha.”

Another respondent shared this: “Most UT students are working, and I work too sometimes I even have to work overtime. Last semester, my GPA dropped significantly because I had so much work, lots of overtime, and sometimes had to travel out of town. I couldn’t study properly and wasn’t well prepared for the final exams. It became really stressful I kept wondering whether I could actually finish my degree. It would be a shame not to finish, but managing time is really hard. The only time I can study is at night after work, if I’m not too exhausted, or on Sundays.)

Students who are working professionals may find it particularly challenging to allocate sufficient time and energy to their studies, leading to feelings of inadequacy or failure. Similarly, students who are primary caregivers often struggle to balance family obligations with academic demands, resulting in increased levels of stress and burnout. Financial concerns further complicate this picture, as many students are required to manage limited resources while pursuing their education.

As another student expressed, “*Saya harus pilih antara bayar biaya kuliah atau kebutuhan sehari-hari, penghasilan saya pas-pasan, ga menentu. Saya bingung juga, tapi saya tetap ingin kuliah, di UT ya sudah murah biaya persemesternya, meski tetap berat buat saya. Semoga ada jalan saya bisa menyelesaikan kuliah ini, saya berharap hidup lebih baik*” (I have to choose between paying tuition or daily necessities. My income is modest and unpredictable. I’m confused too, but I still want to pursue my studies. UT is the most affordable in terms of semester fees, even though it’s still a burden for me. I hope there’s a way for me to finish this degree—I’m hoping for a better life.), highlighting how financial hardship can contribute to a sense of hopelessness and anxiety.

These findings paint a multifaceted picture of the mental health challenges faced by UT students. Environmental, academic, and personal stressors intersect in complex ways, often amplifying each other. These insights underscore the urgent need for tailored mental health support that considers the unique context of open and distance learning.

The Role of Counselling Services

The absence of a structured and accessible counselling service at Universitas Terbuka

(UT) emerged as a significant gap in the university's support framework, highlighting an urgent need for mental health services tailored to the specific challenges of distance learning. The findings point to meaningful implications for both students and staff, who consistently emphasized the need for specialized counselling to support their academic and emotional well-being.

Thematic analysis revealed a strong demand for structured counselling services designed for the realities of open and distance learning (ODL). Students shared that juggling work, study, and family responsibilities often leads to mental exhaustion and emotional distress.

One student explained, "I study while working. I'm grateful that I can still pursue my studies while working the existence of UT gives me the opportunity to go to university without having to leave my job. But sometimes I do feel overwhelmed, especially since I'm not that young anymore. Maybe I need to manage my time better between studying, family, and work so that everything can still run smoothly)." This reflects the complex balancing act many UT students face, demonstrating the need for professional support to manage these overlapping pressures.

A counselling service tailored to the ODL context would provide critical guidance and emotional support. Students described feelings of confusion, stress, and a lack of motivation during busy or difficult times. Counsellors trained in distance education contexts could assist students with time management, stress regulation, and maintaining motivation over time.

One respondent shared, "Studying online like at UT requires us to be self-directed learners. We must be able to manage our study time amid all our other responsibilities. Sometimes, when I'm already exhausted, I just don't have the motivation to study. Keeping that motivation up to stay focused on learning isn't always easy. I mean, if we don't make time to study like doing online tutorials or reading the modules how can we expect to get good grades on the final exam, right? I'm aware of that, but still, motivation tends to go up and down."

Beyond academic concerns, the interviews also revealed the emotional toll of studying in isolation. Unlike traditional universities, UT students are dispersed across the country, with limited opportunities for in-person interaction. This isolation can heighten feelings of loneliness and discouragement.

One student explained, "Studying at UT is distance learning, so we don't have to go to campus and we don't get to meet the lecturers in person. I work, so every day I go to the office, not to a campus like most university students. I've never even been to the UT main campus in Pondok Cabe. I've been to the local UT office here a few times, though. As for fellow students, we rarely meet maybe during exams, and even then, we don't really know each other. Basically, you have to figure everything out on your own."

The lack of peer or tutor interaction makes it difficult to seek help or feel connected, reinforcing the need for counselling services that can also foster a sense of belonging. Furthermore, even students who do participate in online tutorials often find the interaction lacking. For most courses, however, the asynchronous format limits real-time communication, leaving students without immediate support when they face difficulties. Counselling services could fill this gap by offering not only one-on-one sessions but also webinars, workshops, and facilitated discussion groups tailored to common struggles such as stress, motivation, and work-life balance.

Counselling services could also foster community among UT students by offering platforms for shared experiences. Group counselling or peer support sessions would allow students to connect and learn from one another, helping to ease the sense of isolation and create a shared space for encouragement. For example, virtual support groups could serve as spaces where students realize they are not alone in their struggles whether it's burnout, time management, or self-doubt.

Developing Policy Recommendations to Enhance Mental Health Support at Universitas Terbuka (UT)

To develop context-sensitive and actionable policy recommendations for enhancing mental health support at Universitas Terbuka (UT), this study employed a multi-method strategy combining qualitative inquiry with strategic situational analysis. In-depth interviews and a focus group discussion (FGD) were conducted with students, academic staff, and university administrators to capture the complexity of mental health challenges within UT's open and distance learning (ODL) ecosystem. These data were further integrated into a SWOT analysis to systematically assess UT's internal conditions and external environment, ensuring that the resulting policy direction is grounded in institutional realities and aligned with stakeholder needs.

The SWOT analysis reveals both the potential and limitations of UT in implementing mental health initiatives at scale. On the one hand, UT benefits from strong digital infrastructure, a flexible learning model, and a long-standing mandate for inclusive access factors that position the university well to introduce scalable interventions such as e-counselling, digital awareness programs, and targeted support services. Stakeholders across groups expressed readiness and enthusiasm for the establishment of a dedicated mental health support system, indicating a favourable institutional climate for policy change.

At the same time, significant challenges must be addressed. The absence of a counselling unit, limited mental health literacy among staff and students, and financial constraints typical of a public university highlight the need for phased capacity-building before comprehensive services can be operationalized. External opportunities including growing global investment in digital mental health tools, potential collaborations with ministries and NGOs, and increasing recognition of well-being in national education policy offer avenues for innovation. However, persistent cultural stigma, digital inequality among remote learners, and risks to long-term sustainability if initiatives are not formalized within policy frameworks remain key threats. These insights collectively underscore the urgency and strategic importance of developing a structured, context-responsive mental health support system at UT.

Discussion

The findings of this case study illustrate a complex yet urgent landscape of mental health challenges among distance learning students at UT. Consistent with broader research on online learning during the Covid-19 period, students reported high levels of stress, anxiety, and academic burnout, much of which stems from the isolating conditions of remote study (Pebriani, 2021; Deliviana & Al., 2020). Social isolation was particularly influential: the experiences of our participants resonate with Mosanya (2021), who found that reduced social connectedness during online learning significantly undermines students' psychological well-being. The self-paced and self-directed nature of UT's learning model, while offering flexibility, can leave students feeling unsupported a pattern also observed in Indonesian nursing and health programs where online learning heightened students' mental strain (Saniya, 2022; Padila & Al., 2021). In line with findings that online study may intensify psychological stress when institutional support is limited, our study demonstrates that ODL environments can amplify existing academic pressures and generate new stressors unique to remote study (Manda & al., 2023).

A key contribution of this study is revealing the absence of institutional mental health support within a mega-university in a developing-country context. Much of the existing literature on online learning in Indonesia has documented heightened depression, stress, and emotional fatigue among university students, but typically in settings where basic academic advising or limited counselling services are available (Budistuti, 2021) (Syahputri & al., 2022). By contrast, UT currently offers no formal counselling services, creating a substantial gap in student support. This situation parallels findings from other contexts where scholars have highlighted inadequate support structures in large online institutions and emphasized the urgency of strengthening learner support mechanisms, particularly for mental health needs (Gabrovec et al., 2022). The unanimous call from our participants for counselling services reinforces the argument that

psychological support is a universal necessity in ODL settings, including those in resource-limited environments.

The results also highlight the interaction of academic, personal, and cultural dimensions shaping student mental health. Many students reported time management difficulties, balancing multiple roles, and motivational decline patterns commonly found among adult and working learners engaged in online study (Tiyas & Utami, 2021). However, cultural stigma surrounding mental health in Indonesia introduces a unique layer of complexity. Students expressed fear of being judged or misunderstood when discussing psychological distress, which may suppress help-seeking behaviors. Studies in Indonesian higher education underscore that stigma reduction and sensitivity to local cultural expectations are essential for mental health interventions to be effective (Melizza & Al., 2022). These insights indicate that counselling models from other countries would require careful adaptation to suit the sociocultural realities of UT students.

Another significant point concerns the potential impact of implementing the recommended mental health support services. Evidence from Indonesian and international higher education contexts shows that well-designed psychological support and coping-skills programs can improve student resilience, academic satisfaction, and well-being during online learning (Mosanya, 2021; Gabrovec et al., 2022). Should UT proceed with the establishment of a Centre for Mental Health and Well-Being, it could provide an important example for other open universities by demonstrating how scalable and context-sensitive systems can be developed even in resource-limited environments. Within the broader OU5 comparative initiative, UT's experience may offer valuable insights for counterparts in the Philippines, Malaysia, Thailand, and Vietnam, which face similar structural and cultural challenges in supporting student mental health in ODL contexts.

CONCLUSION

This study set out to examine the mental health challenges faced by students at Universitas Terbuka (UT), Indonesia's largest open and distance learning (ODL) institution, and to identify viable strategies for integrating counselling support within its academic system. The findings reveal a multifaceted landscape of psychological distress characterized by stress, anxiety, and burnout, conditions exacerbated by social isolation, limited peer interaction, and constrained access to institutional support. These challenges are not merely individual but systemic, rooted in the structural realities of distance education.

The study's contribution lies in its synthesis of empirical insights and strategic recommendations through a phased framework for policy development. By proposing a structured progression from short-term awareness initiatives to the long-term establishment of a Centre for Mental Health and Well-being this research offers a contextually grounded, scalable model for embedding mental health into the institutional fabric of ODL universities. Theoretically, it extends the discourse on student well-being in distance education by illustrating how technological mediation, institutional design, and social connectedness interact to shape psychological outcomes and help-seeking behavior. Practically, it provides a roadmap for policy innovation that aligns student welfare with educational quality and institutional sustainability.

Future research should evaluate the implementation and long-term impact of these proposed strategies, examining how digital counselling platforms, staff capacity-building, and stigma-reduction efforts can be optimized to enhance student engagement, retention, and academic success. Cross-institutional and cross-cultural studies could further illuminate how diverse ODL environments adapt mental health interventions to their unique socio-educational contexts. Ultimately, this study affirms that student mental health is not a peripheral concern but a foundational pillar of educational excellence and equity in open and distance learning. By embedding well-being within its core mission, UT and similar institutions worldwide can lead a paradigm shift toward more humane, inclusive, and resilient models of higher education.

ACKNOWLEDGEMENT

This research is part of a larger comparative study involving five Open Universities in the ASEAN region (OU5), which consists of Universitas Terbuka (UT), University of the Philippines Open University (UPOU), Open University Malaysia (OUM), Sukhothai Thammathirat Open University (STOU), and Hanoi Open University (HOU). Thank you to the Institute of Research and Community Service (LPPM) of Universitas Terbuka for providing funding and support for this project.

REFERENCES

- Abu Hasan, N. I., Ganggayah, M. D., Suhaimi, S., Abu Hasan, N., & Jamal, N. F. (2023). Mediating Effects of Fear on Mental Health among Undergraduate Students during Open Distance Learning. *Malaysian Journal of Medical Sciences*, 30(6), 91–107. <https://doi.org/10.21315/mjms2023.30.6.10>
- Ahimie, Ikuburuju-Orala, & Oizimende. (2020). Professional Guidance and Counselling Services for Open and Distance Learning Students in Nigeria Authors. *Teacher Education Through Flexible Learning in Africa*, 2(1), 133–151. <https://doi.org/10.35293/tetfle.v2i1.91>
- Auerbach, R.P., et al (2018). (2018). t: Prevalence and distribution of mental disorder. *WHO World Mental Health Surveys International College Student Project*, 23(7), 606–624.
- Budiastuti. (2021). Pembelajaran Daring: Depresi dan Kecemasan Pada Mahasiswa Selama Pandemi COVID-19. *Jurnal Kesehatan Masyarakat (Kampusri)*. <https://doi.org/10.55340/kjkm.v3i1.356>
- Budiman, R. (2025). Teachers' written feedback in postgraduate online learning: students' perspectives. *Asian Association of Open Universities Journal*. <https://doi.org/10.1108/AAOUJ-01-2025-0015>
- Deliviana, E., & Al., E. (2020). Pengelolaan kesehatan mental mahasiswa bagi optimalisasi pembelajaran online di masa pandemi COVID-19. *Jurnal Selaras: Kajian Bimbingan & Konseling Serta Psikologi Pendidikan*. <https://doi.org/10.33541/Jsvol2iss1pp1>
- Gabrovec, B., Selak, Š., Crnkovič, N., Cesar, K., & Šorgo, A. (2022). Perceived Satisfaction with Online Study during COVID-19 Lockdown Correlates Positively with Resilience and Negatively with Anxiety, Depression, and Stress among Slovenian Postsecondary Students. *International Journal of Environmental Research and Public Health*, 19(12). <https://doi.org/10.3390/ijerph19127024>
- Gamege, G. P., & Herath, H. M. C. J. (2021). Mental health of undergraduate distance learners: a cross-sectional study. *Asian Association of Open Universities Journal*, 16(3), 271–286. <https://doi.org/10.1108/AAOUJ-08-2021-0097>
- Jabin, S. (2025). The Impact of Open and Distance Learning (ODL) on Students' Psychological Well-Being in Bangladesh: A Cross-Sectional Study. *Health Science Reports*, 8(4). <https://doi.org/10.1002/hsr2.70673>
- Lister, K., Seale, J., & Douce, C. (2023). Mental health in distance learning: a taxonomy of barriers and enablers to student mental wellbeing. *Open Learning*, 38(2), 102–116. <https://doi.org/10.1080/02680513.2021.1899907>
- Manda, & al., et. (2023). The Impact of Online Learning During The Covid-19 Pandemic on Mental Changes of Adolescents in Junior High School 1 Blitar. *Jurnal Pendidikan Kesehatan (Poltekkes)*. <https://doi.org/10.31290/jpk.v13i1.3946>
- Melizza, & Al., E. (2022). Analisis Faktor yang Mempengaruhi Gangguan Kesehatan Mental Mahasiswa Keperawatan dalam Pembelajaran Daring selama Pandemi Covid-19. *Jurnal Ilmiah Keperawatan (Scientific Journal of Nursing)*. <https://doi.org/10.33023/jikep.v8i2.1149>
- Mosanya, M. (2021). Buffering Academic Stress during the COVID-19 Pandemic Related Social Isolation: Grit and Growth Mindset as Protective Factors against the Impact of Loneliness. *International Journal of Applied Positive Psychology*, 6(2), 159–174. <https://doi.org/10.1007/s41042-020-00043-7>

- Okafor, I. C., Onwuadi, C. C., Imo, C. O., Eneh, E. C., Darlington Okeke, P. M., & Eseadi, C. (2021). Counselling as a Learner Support Service for Enhancing Quality Learning for Students of National Open University of Nigeria, South-East Study Centres of Nigeria. *Library Philosophy and Practice*.
- Padila, & Al., E. (2021). Stres dengan Sistem Pembelajaran Online pada Mahasiswa di Era Pandemi COVID-19. *Journal of Telenursing (JOTING)*. <https://doi.org/10.31539/joting.v3i2.2699>
- Pebriani. (2021). Stress level of nursing students due to online learning during the covid-19 pandemic. *Media Keperawatan Indonesia*. <https://doi.org/https://jurnal.unimus.ac.id/index.php/MKI/article/view/6728>
- Ridwan, M. R., Retnawati, H., Hadi, S., & Jailani, J. (2022). Teachers' Perceptions in Applying Mathematics Critical Thinking Skills for Middle School Students: A Case of Phenomenology. *Anatolian Journal of Education*, 7(1), 1–16. <https://doi.org/10.29333/aje.2022.711a>
- Samra, R., França, A. B., Lucassen, M. F. G., & Waterhouse, P. (2023). A network approach to understanding distance learners' experience of stress and mental distress whilst studying. *International Journal of Educational Technology in Higher Education*, 20(1). <https://doi.org/10.1186/s41239-023-00397-3>
- Saniya. (2022). Psychological well-being of health students during online learning in Pekanbaru. *Al-Asalmiya Nursing: Jurnal Ilmu Keperawatan*. <https://doi.org/10.35328/keperawatan.v11i2.2270>
- Syahputri, & al., et. (2022). Online learning drawbacks during the Covid-19 pandemic: A psychological perspective. *EnJourMe (English Journal of Merdeka)*. <https://doi.org/10.26905/enjourme.v5i2.5005>
- Tiyas, & Utami. (2021). Online Learning Saat Pandemi Covid-19: Stres Akademik terhadap Subjective Well-being dengan Adaptive Coping sebagai Mediator. *Gajah Mada Journal of Psychology (GamaJoP)*. <https://doi.org/10.22146/gamajop.64599>
- Wang, F., King, R. B., Chai, C. S., & Zhou, Y. (2023). University students' intentions to learn artificial intelligence: the roles of supportive environments and expectancy–value beliefs. *International Journal of Educational Technology in Higher Education*, 20(1), 51. <https://doi.org/10.1186/s41239-023-00417-2>
- Wells, R. (2023). The Impact and Efficacy of E-Counselling in an Open Distance Learning Environment: A Mixed Method Exploratory Study. *Journal of College Student Psychotherapy*, 37(2), 155–172. <https://doi.org/10.1080/87568225.2021.1924098>
- Yeh, C. Y., & Tsai, C. C. (2022). Massive Distance Education: Barriers and Challenges in Shifting to a Complete Online Learning Environment. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.928717>
- Zhu, Y., Zhang, J. H., Au, W., & Yates, G. (2020). University students' online learning attitudes and continuous intention to undertake online courses: a self-regulated learning perspective. In *Educational Technology Research and Development* (Vol. 68, Issue 3). Springer US. <https://doi.org/10.1007/s11423-020-09753-w>