

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion. The findings are designed to answer the research question about the emotional geographies encountered by the English Education students and how the English Education students overcome the emotional geographies in distance learning during the pandemic covid-19.

#### **A. Findings**

In findings, the researcher presents the data that have been collected from interview with 10 participants. The data will be presented in descriptive form and displayed systematically based on the research questions.

##### **1. The Emotional Geographies Encountered by the English Education Students**

Emotional geographies study a person's experience of feelings in interacting with other people in their environment. According to Hargreaves (2001), emotional geography is divided into five dimensions, namely physical (personal) geography, moral geography, sociocultural geography, professional geography and political geography. Moreover, the students of English education department encounter those five emotional geographies during distance learning. Thus, the findings of this research is presented more detail

in the explanation below:

a. Physical Geography

After analyzing the result of interview with ten the English Education students who lived in a rural areas in Kalimantan Selatan, it is found that the students encounter positive and negative physical geography. Three out of ten students who are interviewed explained that they felt distance learning has many troubles and make them cannot participated well in the online class because of some factors, such as internet connection problem and the environment of the students. For the example, one of them said “*Selama perkuliahan online ini saya merasa banyak kesulitan. Secara pribadi saya kurang suka dengan pembelajaran secara online*” (“During this online lecture I felt a lot of difficulties. Personally I don't like distance learning”) (UK, interview result, September 16, 2021).

On other hand, two out of ten students answered that they are happy of distance learning. One of the students stated “*Perasaan saya selama melaksanakan kuliah online yaitu senang, senang nya karna saat kuliah online cukup simpel tidak seribet kuliah offline yang harus bangun pagi sekali untuk menyetrika baju, mencari sarapan*” (“My feelings during online lectures are happy, because when online lectures are quite simple, it's not as complicated as offline learning that have to get up early to iron clothes, look

for breakfast”) (NF, interview result, September 8, 2021).

In addition, there are three of the students who answered that their feeling toward online class is nervous and scare at first. Like the interview result of the students who said “*Perasaan saat online tentunya merasa kaget, apalagi di awal. Cuman semakin lama semakin terbiasa*” (“The feeling when do online ;learning, of course, feels shocked, especially at the beginning. I just get used to it”) (NH, interview result, September 12, 2021). Moreover, the rest one of the students stated that they feel online class is boring. He said, “*Perasaaan saya saat kuliah online tentu saya sedikit merasa bosan ya karna hanya menjalani perkuliahannya cuma dari rumah aja*” (“My feelings when I study online, of course I feel a little bored, because I only take the lectures from home”) (AA, interview result, September 9, 2021).

Most of the students have bad signal and lack of internet qouta when they do distance learning. One of the student stated that “*kendala yang dialami adalah masalah jaringan yang mana sering hilang saat pembelajaran berlangsung*” (The obstacle is a network problem which is often lost during learning) (NH, interview result, September 12, 2021). The other students stated, “*kendala yang sering saya alami itu adalah saat jaringan lagi gangguan atau saat mati listrik jadi wifi rumah saya juga mati*” (“The problem that I often experience is when the network is interrupted or when the power goes out, so my home wifi also turns off”) (AA, interview result,

September 9, 2021).

Three of the students also stated that when do distance learning it's hard to understand the materials that teachers been taught and sometimes they misunderstood with the assignment that teacher been gave to them. One of them stated *"untuk kendala yang biasa saya dapatkan selama pembelajaran online, seperti salah paham atau salah persepsi tentang materi atau tugas yang disampaikan oleh dosen sehingga terkadang saya tidak maksimal dalam mengerjakan tugas"*(*"for the obstacles that I usually get during distance learning, such as misunderstandings or misperceptions about the material or assignments delivered by the lecturer so that sometimes I am not optimal in doing assignments"*) (S, Interview result, September 15, 2021)

One of the interviewees also said that enviroment is also became the problem when do distance learning. She explained that in her house there's a lot of kids around so she didn't really pay attention to the teacher. She stated *"Saat dirumah saya tidak bisa leluasa karena banyak keponakan yang masih kecil-kecil."*(*"When I'm at home I can't be free because many nephews are still small"*) (KN, interview result, September 14, 2021).

Most of the student spends two until eight hours in a day on their online classes. Most of them believes that learning time affected their understanding related to the materials that have been given by their lecturers

in online classroom. They also believed that when the lecturer explain the material in the right amount of time and use easy word to make the materials more understandable, the student will be satisfied and understand with the materials. One of the students stated *“Menurut saya berpengaruh, ketika dosen menjelaskan materi dengan waktu lama belum tentu mahasiswa akan paham, akan tetapi ketika dosen menjelaskan materi dengan waktu yang cukup dengan bahasa yang mudah di pahami. Maka mahasiswa akan mudah paham dengan materi yang di jelaskan oleh dosen”*(“In my opinion, it is influential, when the lecturer explains the material for a long time, the students will not necessarily understand, but when the lecturer explains the material in sufficient time and using language that is easy to understand. Then students will easily understand the material explained by the lecturer”) (NF, Interview result, September 8, 2021). In addition, one of them also added *“Tentu berpengaruh, karna jika waktu belajarnya terlalu lama bisa membuat mahasiswa tidak fokus terhadap materi”*(“Of course it has an effect, because if the study time is too long it can make students not focus on the material”) (AA, Interview result, September 9, 2021). However two of them believed that it is depends on the student itself, because everyone have their own learning style. One of the student said *“Tergantung, karena cara pemahaman mahasiswa itu berbeda tiap orangnya, ada yang lebih paham apabila belajar dengan waktu yang lama ada juga yang mudah bosan karena waktu belajar yang terlalu lama”*(“It depends, because the way students understand is

different for each person, there are those who understand better when studying for a long time, some are easily bored because the study time is too long”.) (S, Interview result, September 15, 2021).

#### b. Sociocultural Geography

English education students who studied distance learning come from various background of life. They have different culture, language, age and sex. The students came from various ethnic such as Banjar, Dayak, Java, and Bugis. They also stated that their friends and teachers come from those ethnic. The different between the students and teachers can cause some feeling toward the teaching and learning in online class. Yet, the differences of cultures and ethnics did not make any influence in learning. For instance, the student said, “*Tidak, karna sejauh ini semua latar belakang budaya yang ada di sekitar saya bisa di pahami sehingga tidak menghambat proses pembelajaran*” (“No, because so far all the cultural backgrounds around me can be understood so it doesn't hinder the learning process”) (NF, interview result, September 8, 2021). On other hand, there is one student who stated that the different of culture might hinder the process of learning because of the language. She said, “*Terkadang iya, yaitu ketika dosen menjelaskan menggunakan dialek yang terlalu kental dengan Bahasa daerahnya. Saya merasa agak sedikit terganggu*” (“Sometimes, when the lecturer explains using a dialect that is too thick with the local language. I feel a bit disturbed”)

(UK, interview result, September 16, 2021).

### c. Politic Geography

Majority of the interviewers stated that they never had an distance learning before covid-19 pandemic happened. For instance, the student said, “Saat sebelum pandemi saya belum pernah belajar online”(“Before the pandemic I had never studied online”) (NH, Interview result, September 12, 2021). However, one of the interviewers have been in learning online before. She stated “*sewaktu UPB sesekali dosen yang mengajar UPB melakukan pembelajaran secara daring menggunakan LMS UIN Antasari*”(“when UPB, lecturers who teach UPB occasionally conduct distance learning using the LMS UIN Antasari”) (S, Interview result, September 15, 2021)

The campus needs to have a policy in responding to this distance learning. From the results of interview, it is known that the campus has already respond to students’ need by giving internet quota assistance. The students stated that quota of internet is given every month to help students in learning. All of students being interviewed stated the similar answer such as, “*Kampus memerikan bantuan kouta kepada mahasiswa setiap bulan nya yang mana dapat sangat membantu kami yang membutuhkan kouta yang cukup banyak dalam melakukan pembelajaran online*”(“The campus provides quota assistance to students every month which can be very helpful for those

who need quite a lot of quota in conducting distance learning”) (NH, interview result, September 12, 2021).

Nine of ten students stated that they didn't find any different and unsuitable rules when teachers applied a new method of distance learning during pandemic. One of them explained “*Tidak, menurut saya semua peraturan dan kebijakan berjalan dengan semestinya walaupun dengan metode yang baru ataupun yang berbeda*”(“No, I think all regulations and policies work properly even with new or different methods”) (S, Interview result, September 15, 2021). However, one of them felt there difference rules that happened in distance learning and offline learning. She said “*Ada. Contohnya teman laki-laki sekelas saya dibiarkan memiliki rambut yang panjang. Dan dosen sama sekali tidak keberatan akan hal itu. Namun, ini akan sangat berbeda jika kelas dilaksanakan secara offline*”(“Yes. For example, a male classmate of mine was allowed to have long hair. And the professor didn't mind that at all. However, it will be very different if the class is held offline”) (S, Interview result, September 15, 2021).

#### d. Moral Geography

The interaction between teachers and students as well as between students and students in the classroom might be different with teaching and learning during pandemic. As for the interaction between teachers and



students, most students said the interaction run well, however, one student said otherwise. The students actively ask the teachers. One of the students said, “*Selama pembelajaran online ini berlangsung, interaksi yang terjalin antara dosen dengan mahasiswa terjalin baik*” (“During this distance learning, the interaction between lecturers and students is good”) (S, Interview result, September 15, 2021). In contrast with that, the last one student stated that the interaction is not satisfied as the learning process in the class. The students said “*Sangat kurang. Meskipun dosen seringkali melakukan pembelajaran melalui media seperti zoom, gmeet ataupun di Whatsapp. Menurut saya komunikasi seperti itu masih sangat kurang*” (“Rarely. Although lecturers often do learning through media such as zoom, gmeet or on Whatsapp, I think that kind of communication is still very lacking”) (UK, interview result, September 16, 2021).

In addition, the interaction among students during distance learning is also good for some students but not for others. Most all of the students said that the interaction between them is good enough; some students actively discussed their subjects with their friends. The student said, “*Untuk mahasiswa ke mahasiswa ada sebagian yang aktif berdiskusi tapi ada juga yang hanya diam dan ketika di tanya cuma menjawab seadanya seperti iya atau tidak*” (“For student to student, there are some who are actively discussing but there are also those who are just silent and when asked they only answer as

simple as yes or no”) (NF, interview result, September 8, 2021). On the other hand, there is one student who said that the interaction is not effective, “*Saya jujur merasa tidak atau kurang efektif. Bahkan ada beberapa teman sekelas yang sama sekali tidak bertegur sapa meskipun berada di dalam satu grup yang sama*”(“I honestly feel not or less effective. There are even some classmates who don't say hello at all even though they are in the same group”) (UK, interview result, September 16, 2021). Moreover, all of the students agreed that there is not any difference in treatment between lecturers and students as well as between students and students when doing distance learning, “*Tidak terdapat perbedaan perlakuan dalam pembelajaran*”(“There is no difference in treatment in learning process”) (EP, interview result, September 17, 2021).

When there is assignment from the teachers, the students keep telling and helping each other to finish the assignment. One of the students said, “*Kami saling bantu membantu jika teman kesulitan saat mengerjakan tugas, dan saling mengingatkan tugas yang ada. Teman-teman dapat bekerja sama dengan baik*”(“We help each other if friends have difficulty doing assignments, and remind each other of existing assignments. All of my Friends can work well together”) (KN, interview result, bulan tanggal, 2021). In contrast with that, there is one student who said that some students did not participate well in doing assignment. She said, “*Sikap teman sekelas dalam*

*mengerjakan tugas berkelompok misalnya ada yang aktif membantu dan juga yang hanya ikut menaruh nama. Tidak mau di ajak bekerjasama*”(“The attitude of classmates in doing group assignments, for example, there are those who actively help and also those who only put their names. Don't want to work together”) (NF, interview result, September 8, 2021).

e. Professional Geography

Some of the students satisfied with the learning by the teachers, and some are not satisfied enough. From the result of interview, eight out of ten students said that they are satisfied enough with the teaching done by the lecturers in the explanation of the material, the feedback given by the lecturer, the platform used in the lecture, and the results they get. One of the students stated *“Sejauh ini cukup puas atas pengajaran yang di lakukan oleh dosen, feedback yang di berikan pun cukup memuaskan. Untuk platform kebanyakan para dosen paham dengan mahasiswa dengan tidak memberatkan mahasiswa akan aplikasi yang di pakai saat perkuliahan. Untuk hasil yang saya dapatkan selama perkuliahan online sejauh ini saya cukup puas*”(“So far, I quite satisfied with the teaching carried out by the lecturers, the feedback given is quite satisfactory. For the platform, most lecturers understand students by not burdening students with applications that are used during lectures. For the results I got during online lectures so far I am quite satisfied”) (NF, interview result, September 8, 2021).

The last two students answered that they are not very satisfied with the teaching and distance learning. One of the students said *“Ada sebagian dosen yang memuaskan. Namun, ada juga yang tidak. adapun tanggapan atau feedback, saya rasa itu masih sangat kurang. Seringkali dosen hanya memberikan feedback secara umum saja. Sedangkan mahasiswa memiliki kekurangan yang berbeda-beda sehingga feedback yang dibutuhkan juga sangat bervariasi bagi setiap individu. Mengenai platform, sejauh ini sudah lumayan baik. Karena dosen tidak hanya menggunakan satu platform saja. Tetap mengkombinasikannya dengan platform lain untuk saling melengkapi. Seperti pernyataan saya sebelumnya. Saya merasa sangat tidak puas dengan sistem pembelajaran online ini. baik dari segi menerima materi dan juga hasil yang saya dapatkan* (“There are some lecturers who are satisfactory. However, some are not. As for feedback or feedback, I think it's still very lacking. Often lecturers only provide general feedback. Meanwhile, students have different shortcomings so that the feedback needed is also very varied for each individual. Regarding the platform, so far it's been pretty good. Because lecturers don't just use one platform. Keep combining it with other platforms to complement each other. Like my previous statement. I feel very dissatisfied with this distance learning system. both in terms of receiving the material and also the results I get”)(UK, interview result, September 16, 2021).

Nine of them explained on how the tolerance of the lecturer in giving assignments. Nine of the students argue that most of the lecturers already given the instruction correctly and the task is depends on the levels of the task, so the lecturer give the student deadline based on the tasks' levels itself. They also got no punishment if they didn't submitting the assignment, but they will be only lose their score. One of them stated *“Alhamdulillah kebanyakan arahan dosen sangat baik, sehingga memberikan tugas dengan tenggat waktu yang cukup untuk kami para mahasiswa mengerjakan tugas ada yang memberikan waktu seminggu, 4 hari dan sebagainya. Bukan waktu penyerahan nya yang terlalu cepat. Akan tetapi tugas yang terlalu banyak sehingga membuat mahasiswa merasa waktu pengerjaan terlalu sempit. Untuk hukuman yang diberikan ketika tidak menyerahkan tugas adalah pengurangan nilai”*(“Alhamdulillah, most of the lecturers' directions were very good, so we gave assignments with sufficient deadlines for us students to work on assignments, some gave a week, 4 days and so on. Not that the delivery time is too fast. However, there are too many assignments that make students feel that the work time is too narrow. For the punishment given when not submitting assignments is a reduction in grades”) (NF, Interview result, September 8, 2021). However, one of the interviewees also stated that there are one of the lecturer given short amount of time to student, so the student felt unhappy about it and the punishment itself is depends on the lecturer. She stated *“Pada semester sebelumnya terdapat masalah yang mana ada salah*

*seorang dosen yang memberikan batas waktu penugasan yang terlalu singkat sehingga sangat memberatkan. Biasanya jika terlambat mengumpul ada dosen yang akan kembali mengingatkan dan kembali memberi kesempatan. Namun, ada juga dosen yang akan mengurangi poin ketika mahasiswa terlambat dalam mengumpulkan tugas*” (“In the previous semester, there was a problem where one of the lecturers gave an assignment deadline that was too short so that it was very burdensome. Usually, if students are late in gathering, there is a lecturer who will remind the students and give another chance. However, there are also lecturers who will deduct points when students are late in submitting assignments”) (UK, interview result, September 16, 2021).

Most of all of the students said that the distance from their house to university didn't affect their performance in their online class eventhough the range around their hometown mostly around 2-4 hours from university. One of them stated *“jarak tidak menjadi penghalang untuk kita mengikuti kelas online, yang penting ada niat dan usaha. Sedekat apapun kita dengan universitas jika tidak ada niat untuk belajar maka masalah kecil pun akan jadi penghalang*” (“distance is not a barrier for us to take online classes, the important thing is there is intention and effort. No matter how close we are to the university, if there is no intention to study, even a small problem will become an obstacle”) (NF, interview result, September 8, 2021). Hence, one of the student stay in Banjarmasin so he thought it's fine but it will be

problem if he stay in his hometown *“Kalau untuk sekarang tidak ada pengaruh sama sekali namun kalau nanti kuliah dari kampung baru berasa pengaruhnya”* (“For now, there is no effect at all, but when I study from my village, I will feel the effect”) (HI, Interview result, bulan tanggal, 2021). Moreover, one of the student believe that it was affected to her performance because of her environment didn't really support her to do distance learning. She added *“Saat dirumah saya tidak bisa leluasa karena banyak keponakan yang masih kecil-kecil. Sehingga saya sering tidak bisa menghidupkan kamera dan memperhatikan kuliah dengan benar. Saat presentasi, saya harus pergi ke rumah nenek untuk sekedar mencari tempat yang nyaman dan tenang. Dalam mengerjakan tugas-tugas juga harus tertunda karena banyaknya pekerjaan rumah yang harus dikerjakan.”* (“When I was at home I could not be free because many of my nephews were still small. So I often can't turn on the camera and pay attention to lectures properly. During the presentation, I had to go to my grandmother's house to just find a comfortable and quiet place. In doing the tasks also have to be delayed because there is a lot of homework to do”) (KN, interview result, September 14, 2021)

## **2. Overcoming the Emotional Geographies in Distance learning During the Pandemic of Covid-19**

The learning process in distance learning is a new thing for most of the students. During the pandemic of Covid-19, the students are obligated to

adapt with new system of learning. The English Education students overcome the problem of some emotional geographies in distance learning during the pandemic of covid-19 such as physical geography, political geography and moral geography.

a. Physical Geography

The environment became one of the challenges when doing distance learning. One of the students stated that distance learning makes her difficult to study. Since there are many kids around her house, she didn't really pay attention to the teacher. To encounter and solve its problem, sometimes she have to move to her grandmother's house in order to study effectively (KN, interview result, September 14, 2021).

For most of the students, distance learning is a new thing while for the others, it is not their first time doing distance learning. For students who are not being used with distance learning, they feel not comfort at first but can adapt time by time and success to handle it. One of the students said, "When I first faced distance learning I was scared and nervous because this was my first time, but day by day it turned out that it wasn't as bad as I thought, although I don't think it's as interesting and efficient as doing face-to-face learning" (S, interview result, September 15, 2021).

Most of the students have bad signal and lack of internet qouta when



they do distance learning. In this case, to overcome the situation, some of the students move to the place where the signal is good for doing the learning process. Moreover, the campus has already proven quota for students to help them always following the process of teaching and learning.

b. Politic Geography

The campus helps students who are affected covid 19 by decrease the tuition fee or UKT and give student and lecturer free internet qouta. The student said, "*Kampus memberikan bantuan kouta internet dan juga keringanan ukt bagi yang terdampak covid-19*"("The campus provides internet quota assistance and also relief from tuition fees for those affected by COVID-19") (EP, interview result, September 17, 2021). The students who need the help of *UKT* can manage the requirements and apply to the campus so that the campus will help the students.

c. Moral Geography

Since the interaction between students and teachers is different in offline and online class, some teachers already did various media to do distance learning such as Zoom, Google Meet, etc. However some student felt the communication is still lacking. One of the students said, "*Menurut saya komunikasi seperti itu masih sangat kurang. Tetapi semua tergantung bagaimana dosen maupun mahasiswa berkeinginan untuk membangun*

*komunikasi yang baik*” (“In my opinion such communication is still very lacking. But it all depends on how the lecturers and students want to build good communication”) (UK, interview result, September 16, 2021). The teachers and students tried to do good communication and interaction each other.

The process to know friends each other in the class is also difficult for some students because many of students did not active in online class. One of the students explained, “*Adapun komunikasi dengan teman sekelas. Saya merasa selama online ini tidak efektif. Bahkan ada beberapa teman sekelas yang sama sekali tidak bertegur sapa meskipun berada di dalam satu grup yang sama. Kemudian proses saling mengenal juga dengan teman sekelas yang baru menjadi lebih sulit, karena tidak bertemu secara langsung*” (“As for communication with classmates. I feel online this is not effective. There are even some classmates who don't say hello at all even though they are in the same group. Then the process of getting to know each other with new classmates becomes even more difficult, because they don't meet in person”) (UK, interview result, September 16, 2021). To overcome this kind of situation, the students sometimes do private chat to their friends so that they can know more about each other. The student said, “*Biasanya saya akan memulai melalui chatt pribadi*” (“Usually I will start via private chat”) (UK, interview result, September 16, 2021).

## **B. Discussion**

Based on the findings stated before, the researcher will discuss the emotional geographies encountered by the English Education students and how the English Education students overcome the emotional geographies in distance learning during the pandemic covid-19 based on five emotional geographies divided by Hargreaves. Here are the discussion:

### **1. The Emotional Geographies Encountered by the English Education students**

The English Education students encountered five emotional geographies, they are:

#### **a. Physical Geography**

Physical Geography refers back to the proximity and / or distance created through time and space (Apriliyanti et al., 2021). From the findings, the interviewees have mixed feeling towards distance learning. Some of them felt unsatisfied, happy, nervous in distance learning. Those mixed feeling is happen because of the place that they live. Since not all of them live in Banjarmasin, they had connection problem due to their location far from the capital city of Kalimantan Selatan. Due to the infrastructure there, especially for the internet

network, is still uneven. One of the student felt that her environment didn't support her to do distance learning in her area so that's why she didn't satisfied in distance learning. According to Rotas and Cahapay (2020) the major problems in developing countries to do distance learning is connection problems and also with poor learning enviroment make student felt uncomfortable in participate distance learning.

The teaching hours is influence on their understanding about learning material. Some of them believed that if the teacher use the language that easy to understood by the students and explained the learning material in the right amount of time, it will be easier to student to understand with what the teacher wanted to explain. This mean that the frequency of the interaction in the class make depth meaning between lecturer and the students.

Some of the students stated it is hard to understand the learning material because lack of communication between the lecturer and the students. One of the students stated that it is depend on how the lecturer communicated or explained the learning material to the students. So, it is shown that the communication in learning process is important to have between students and teacher. It mean not only the time of the meeting but also the quality of the interactions between the lecturer and student in the class that will make the closeness of teacher and student is created (Fatimah, 2020).

#### b. Sociocultural Geography

Sociocultural geography refers to the closeness of a person created by differences in gender, race, ethnicity, language and culture (Liu, 2016). Geography is related to a person's experience when interacting with social and cultural norms that apply in a society. From the findings, it is known that English students and the teachers in the class have different ethnicity and cultures, they are Banjar, Dayak, Java and bugis. The different of it creates various feeling. It is in line with the previous study conducted by the interaction among people who come from different background create many feelings (Susanto, Suparmi & Rahayu (2020). Most of the students agreed that the different of it did not make any influence in learning. On other hand, there is a student who also added that the different of culture might hinder the process of learning because of the language.

Although there are many different background in the class, most of the students are satisfied with the teaching done by the lecturers in the explanation of the material, the feedback given by the lecturer, the platform used in the lecture, and the results they get. Yet, there are some students who said that they are not very satisfied with the teaching and distance learning.

#### c. Politic Geography

The close relationship of a person created by aspects of power and social status is referred to as politic geography (Hargreaves, 2001). Based on the findings, the government and the campus already given the assistance in the form of tuition reduction and internet quota for all of the students. In doing distance learning both students and teachers need access of internet and an adequate device but some of students suffers some financial problem due to the current crisis that made unprecedented economic shutdown (Rotas & Cahapay, 2020) This means that the campus also thinks about its students who are experiencing difficulties due to the COVID-19 pandemic.

#### d. Moral Geography

Moral geography refers to the closeness and distance created by different purposes and senses of accomplishment in professional practice (Liu, 2016). In this distance learning, moral geography can be seen from the interaction between teachers and students as well as between students and students in the online classroom. It can be seen from the findings that the interaction between the teachers and students in distance learning is running well.

Moreover, for the interaction among students, the participants feel positive and negative emotions. The students stated that the interaction among students is not effective. In some cases like doing assignment, some students can work in team well but there are some who cannot participate well. Negative emotion

can occur when there is a great moral distance between teachers and others (Hargreaves, 2001).

e. Professional Geography

The term "professional emotional geography" refers to a person's close relationships with other people that are developed by human understanding of professional norms and professional activity (Hargreaves, 2001). Most of the students satisfied with the learning by the teachers. From the findings, the lecturers already gave good tolerance in the process of teaching and learning. Most of the lecturers already given the instruction correctly and the task is depends on the levels of the task, so the lecturer give the student deadline based on the tasks' levels itself.

The students also got no punishment if they didn't submitting the assignment, but they will be only lose their score. The lecturers have already create a good environment in learning process. It is in line with the previous study that stated if a lecturer is a person who has the authority to intervene in class to ensure students' comfort (Susanto, Suparmi & Rahayu, 2020).

## **2. Overcoming the Emotional Geographies in Distance learning During the Pandemic of Covid-19**

Based on the findings, there are several ways that students applied to

overcome the problems of emotional geographies they faced such as physical geography, political geography and moral geography. The problems of the emotional geographies that students faced are the internet connection, the limit of quota, and some students said lack of interaction.

If the internet didn't good enough to do distance learning in their origin, they try to find a place where the signal or the internet more stable. This is in line with the other study about distance learning challenges carried out by Morgan (2020) that stated if on some campus, it is found that there are lecturers who are not experienced in distance learning, and not all students have internet access at home. This matter makes distance learning less effective.

To do distance learning needed internet qouta, and for some people it's quite expensive to buy it and also it takes a lot of qouta when do zoom or google meet. That's why the campus or even the goverment provide both of student and teacher internet qouta. Since a lot of people got effected by pandemic o Covid-19, as the administators, they cared about teacher and student who needed qouta to do distance learning due to Covid-19.

Some students felt the communication is still lacking, yet most of the students stated that the interaction between the teachers and students in distance learning is running well. This is related with the result of the previous study conducted by Susanto, Suparmi, and Rahayu (2020), the result of study found that



relationships among students and between students and lecturers in the class during distance learning have created a sense of well-being and comfort.