# Adolescent Mental Health Disorders During the Covid-19 Pandemic

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**ABSTRACT**

The Coronavirus Disease 2019 (COVID-19) has forced the world to come to a halt. Houses have been boarded up, cultures and the normality of humans as social beings have been overhauled. The COVID-19 pandemic has turned into a mental health crisis for young people. The mental health disorder of teenagers during this pandemic is the main discussion of this research. This study was done using qualitative methods with the question of "What are the types of mental health disorders that teenagers have experienced during the COVID-19 pandemic?" Data collection was performed through interviews and data analysis is using axial coding with *NVIVO 12*. This research involved 17 teenagers, aged 12-17 years old. It was found that the mental health disorders experienced by teenagers during the pandemic include: anxiety, mood swings, and obsessive-compulsive disorder. Overall, disorders experienced were: confusion, desire for suicide, burnout, anxiety, demotivation, decreased self-efficacy, anger issues, mood swings, insomnia, feelings of isolation, loss of closeness with friends, loss of appetite, loneliness, difficulty focusing, compulsive, developed learned helplessness, fatigue, feelings of inability, overuse of social media, shift to negative behavior, tendencies of self-harm, stress, pressure from parents, and lack of social support felt by teenagers.

*Keywords: Covid-19, Pandemic, Mental health disorders, Adolescent.*

## 1. INTRODUCTION

The coronavirus disease 2019 (COVID-19) pandemic that has spread throughout the world since the beginning of 2020 has forced people to revisit culture and human nature as social beings. Various new normalities such as social distancing, working from home, and learning from home are new challenges for mankind, especially for teenagers who are still in transition to identify themselves [1]. The COVID-19 pandemic does not only have a physical impact but also has a socio-economic and psychological impact. Anxiety and stress are normal responses to unwanted or unexpected circumstances.

Adolescence is a period of transition from childhood to adulthood. According to the UN, adolescents are classified between the ages of 10 and 19 [2]. At this stage, adolescents develop an image, identity and self-confidence, self-esteem and independence. The combination of changes in biological and psychosocial factors in adolescents occurs rapidly at this stage. Adolescents' need to make friends,

interact and make friends is a hallmark of early adolescent development and is a very important aspect of adolescent psychological development and well-being. Social restrictions due to the COVID-19 pandemic have removed many opportunities for adolescents to experience normal development, face-to-face interactions with friends and teachers that suddenly stop increase the risk of psychological distress in adolescents. The danger is that psychological stress lasts longer in adolescents, so its impact in adulthood becomes more severe [3]. Circular Number of 2020 concerning the Implementation of Education Policies During the Emergency Period of the Spread of the Virus (Covid-19) which forced more than a million students in Indonesia to study from home, known as Distance Education or abbreviated PJJ. According to the survey of the Indonesian Child Protection Commission (KPAI) conducted on April 13, 2020, 79.9% of students in 20 provinces and 5 districts and cities in Indonesia reported experiencing stress. A student from Gowa, South Sulawesi, and a TM student in Tarakan, North Kalimantan,

committed suicide because they were suspected of being stressed due to too much schoolwork [4].

Teenagers are at risk for PTSD, symptoms of depression, and anxiety during the pandemic. Restrictions on teaching and learning activities were found to have a negative impact on the mental well-being of children and adolescents [5]. The lockdowns and concerns related to COVID19 are stressors, as is the increase in domestic violence-related to quarantine. Death from COVID19 may be a psychiatric factor associated with symptoms of grief, trauma, and depression in adolescents. The higher percentage of teens suffering from anxiety and depression indicates that their mental health was affected during the COVID-19 crisis. Adolescents are the age group most prone to experiencing symptoms of anxiety or depression [6].

Adolescent mental health disorders during this pandemic are the main discussion of this research. This research was conducted using a qualitative method with the question "What types of mental health disorders do adolescents experience during the COVID19 pandemic?"

## 2. METHODOLOGY

### 2.1. Research Respondents

This qualitative test involved 17 teenagers from Bali and Jakarta who were involved in in-depth interviews and a netnography was conducted with total sentiment participation that analyzed 25,000 tweets. In the third phase of this study, a total of 55 participants were involved in the logotherapy intervention which was given.

### 2.2. Research Design

The researcher uses a qualitative method by conducting interviews with research subjects who experience psychological distress during the Covid-19 pandemic to understand the types of distress experienced by adolescents during the pandemic. In this second stage, the mixed method began to be used, namely the sequential mixed method, which in this case uses one method in the first stage and is followed by another method in the next stage. The order of management in this study was carried out with a quantitative approach first and then sharpened by collecting qualitative data. This combination of quantitative and qualitative approaches aims to better capture the realities. In addition, in the second stage of this research, researchers tried to dig deeper into reality by using a netnographic approach. Netnography is a way of conducting anthropological research over the internet using publicly available information from the Internet. In this case, the researcher took big data from Twitter by using data scraping from the Twitter API which aims to see an honest mirror of people's feelings (the sample was selected by teenagers and adults)

with two keywords related to isolation, namely PPKM (Community Activities Restrictions Enforcement) and PTM (face-to-face learning).

### 2.3. Research Instrument

Qualitative research using purposive sampling where sampling is selected based on the similarity of its characteristics with the research population, namely in this case trying to answer the question of psychological distress experienced by adolescents during the Covid-19 pandemic so that the resource persons are adolescents who experience psychological distress during the Covid-19 pandemic are both from the adolescent participants in Bali and Jakarta. Verbatim was then processed with *NVIVO 12* software to obtain themes, word frequencies, and word clouds which would produce the findings in this study.

While the data collection technique uses netnography to explore naturally what is felt by teenagers and adults more broadly with random sampling, namely taking opinions from Twitter. The netnography used in this research phase is to perform sentiment analysis using machine learning classification algorithms: logistic regression and Artificial Neural Network [7].

### 2.4. Data Analysis

Qualitative data analysis was carried out by using theme and comparison analysis using *NVIVO 12* software and using several analytical tools such as word frequency count tools and comparison nodes to perform qualitative analysis and analyze verbatim themes by coding summary reports. The data analysis process in the qualitative phase begins with coding which includes open coding; axial coding; and selective coding [8]. Open coding and pivot coding are performed by identifying and attaching nodes on the *NVIVO 12*.

## 3. RESULT AND DISCUSION

Free interviews were conducted with participants who were reported by school counselors as having problems in the learning process, either demotivation, stress, or declining grades, as well as with participants who asked the researcher for a special time to convey a certain perceived disturbance. The total participants were 17 adolescent participants, junior high school students with 10 adolescent participants from Bali consisting of 3 students and 10 students, and 7 teenage participants living in the Jakarta metropolitan area consisting of 5 students and 2 students. From *NVIVO's* qualitative analysis, word cloud, and word frequency analysis on Balinese and Jakartan teenagers who experience psychological distress, the following words that often appear are depicted in the visualization of Figure 1.

The model that was created was used to label the 2.338 tweets initially scraped related to the topic of interest. Figure 4 and 5 shows the distribution of the public's sentiments in regards to the topic of interest, based on the now-labeled scraped dataset.



**Figure 1**.Visualization of word cloud analysis for teenagers in Bali and Jakarta

Judging from the appearance of words related to psychological distress, words that often appear such as "teman" that means *friends*, "merasa" meaning *feel*, "pandemi"–*pandemic*, "gangguan"–*disorder*, "bagaimana"–*how* indicate that what is important during this pandemic period and what they need is the presence of "friends", while this pandemic for teenagers is more disruptive to their affections which causes them to be anxious and confused by the frequent words "how" and "pandemic". Words related to placing words such as "sekolah"–*school*, "rumah"–*home* generally become two-place words that are always mentioned by the participants which indicate the adolescent world which centers on friends, school, and home, "susah"–*difficult*, "perasaan"–*feelings* also show the affective aspect that is much disturbed during this pandemic, and the words, "kenapa"–*why*, "situasi"–*situation* tend to blame external circumstances or show the participants' powerlessness in controlling the environment and situation in this pandemic.

### 3.1. Confusion

The establishment of quarantine regulations during the COVID-19 pandemic has had an impact on the mental health of everyone including children and adolescents. This is caused by the loss of boundaries in the family which makes children confused about what action to take.

Therefore, family support is crucial in maintaining children's mental health. However, it is very unfortunate that in reality, this support is still very lacking, parents who are supposed to protect and maintain the psychological well-being of children, have lost many modalities to maintain their own mental health which triggers trauma and emotional disturbances in children.

With social restrictions and quarantine during the pandemic, social activities that support mental well-being in children are no longer there. Confusion often occurs driven by various factors, such as loss of time for yourself, parental demands, and differences of opinion with parents.

### 3.2. Suicide

The pressures felt by children from both parents and peers can have more fatal consequences than imagined, with high levels of depression and internal family problems that can trigger thoughts of ending life in children. In fact, suicide seems to be the right answer to reduce the burden on parents and children as the forerunner of depression and stress:

*"I once thought about committing suicide. I'd rather not be around than be a source of stress for my mom. Mom and dad are also very strict with the rules, and because I can't fulfill all of them, I feel useless. So why do I live if I am useless? I once had a dream of suicide."*

Individuals who are suicidal are experiencing severe life stressors and/or mental health disorders that are causing unbearable pain and suicide is their way to end this pain. Suicide attempts usually come from a place of despair, hopelessness, and worthlessness [9].

### 3.3. Burnout

*"Burnout. I felt the need to just drop out of school."*

In addition to difficulties in adapting, several participants also stated that the role of family and a conducive environment greatly affect concentration in participating in distance learning activities:

*"Since the pandemic, I have lost my enthusiasm for learning, and at home, conditions are not conducive. So I'm confused about how to deal with it, and on the other hand, I'm trying to understand my family's condition, but they don't want to understand my condition. My mother is very strict, and sometimes I have to do everything at once, and I feel like I'm just overwhelmed. I'm at the burnout stage, I can't stand it."*

It is unfortunate, in this situation parents also experience the same difficulties as children, so it is not uncommon for parents' contributions to support their children's development to become obstacles. This is exacerbated by the loss of children's social interactions, due to the provisions of staying at home thus triggering the unstable mental growth of children.

It can be concluded that school closures harm children. Especially the loss of opportunity to interact with teachers and friends causes unstable emotions that lead to mental health disorders. As evidenced by the decline in student grades, difficulty concentrating, and the emergence of internal fights are the main factors of burnout.

### 3.5. Anxiety

Anxiety is an early symptom that often occurs in adolescents. Anxiety is very vulnerable to social influences, including crises that occur as in the COVID-19 pandemic. With uncertain circumstances, children become increasingly anxious about the future and the choices they will make:

*"It must be difficult, and I know, it's the only thing that makes me feel anxious, I'm worried about what will happen in the future. I was afraid to talk several times, afraid to open up to people, afraid to discuss, because I was afraid I would be attacked, I was afraid I would be proven guilty if I chose the path I wanted."*

This anxiety harms adolescent self-development and social life. Adolescents who suffer from social anxiety for a long period of time can have difficulty sleeping.

Anxiety is one of the psychological problems that are prone to attack teenagers. Anxiety that arises during isolation includes: worry about the future and anxiety of being rejected by others. This has the effect of increasing anxiety which is characterized by: difficulty sleeping, difficulty concentrating, decreasing levels of self-confidence, and the emergence of negative thoughts. Especially with advances in technology, apart from facilitating access during isolation, the negative impacts are also felt by teenagers. Because social activities are mostly done through social media, it causes children to feel dependent. Some of the participants even claimed to feel anxious about losing time with friends or not getting the latest information.

### 3.6. Demotivation

A result of the loss of high social relations triggers an increase in psychological pressure on adolescents. Not only that, many teenagers are slowly experiencing a decrease in motivation, especially in attending online schools which are considered less effective and boring for teenagers.

*"Honestly, it seems like as long as I'm online, I can't get up from this situation. I have no motivation to study nor am I lazy to ask my friends. Moreover, sometimes it is very difficult for me to sleep at night, I am sleepy and feel weak in the morning, at night, I am often afraid that something bad will happen if my family gets Covid. My neighbor tested positive, but I'm just worried and anxious, but I can't do anything, I'm just confused."*

Moreover, the family environment that is not conducive is also a major factor in the loss of motivation to learn in children. Some participants stated that parents who are too critical will reduce their children's desire to learn.

It can be concluded that the decrease in learning motivation in children is strongly influenced by a conducive learning environment at home, and parental support. This is evidenced by the results of interviews with two participants who felt they had lost interest in learning because of the unfavorable home situation and lack of parental support.

### 3.7. Depression

Through several interviews, the amount of pressure at home and exacerbated by the isolation of social interactions outside the homemade many children feel lonely. Loneliness is a fertile seed for depression. Especially when the child is under pressure but unable to express their feelings:

*"I'm holding too much on my own, how many times have I felt depressed, no one has come to visit. When I act weird, they all judge, instead of asking me why."*

Quite a few children are starting to choose to share their experiences with friends or on social media. In addition, quite a few children feel that social media and their peers can give more attention than their families.

It can be concluded that the main cause of children experiencing depression is a feeling of loneliness. This feeling arises when the child does not have a place to express their feelings. In some cases, children tend to be more closed off and even hide their depression from their parents. This is because children feel telling stories is not the right solution, it will even trigger new problems in the family. Thus, social media and peers become a place to share their experiences where they can be themselves without covering up their mental disorders.

### 3.8. Decreased Self-efficacy

Self-efficacy is the way humans control behavior in the environment. Efficacy is very important to build a positive mentality. The COVID-19 pandemic, which forces educational instruments to carry out distance learning, has an indirect impact on children's self-efficacy:

*"I'm just lazy to do anything, I just open and check social media or just watch YouTube. In the past when I was offline, I was a child who was always praised by the teachers for being academically smart. However, everything changed since the online classes started. I don't understand what is being explained online, my younger sibling often makes a fuss too, as she has classes too, how can I catch the lesson well."*

It can be concluded that the level of self-efficacy in children decreased during the pandemic, this was triggered by the teaching and learning process which was considered less effective so that students easily lost concentration during learning and could not understand the material provided. With the daily tasks given, and the lack of understanding of the related material, children tend to be lazy to do their tasks.

### 3.9. Irritation

*"It's fine, just being a bit emotional."*

From this statement, it can be seen that there is emotional instability that occurs among adolescents. Uncertain circumstances force children to be involved in the emotions felt by their parents. Several participants admitted that parents become easily irritated due to pressure caused by the pandemic, this also had an impact on children's mental health such as anxiety and sleep disorders.

The emotional instability of parents affects children's emotions. There are also indications of emotional contagion in children, when parents start to panic and get angry because of an uncertain situation, the child will also feel the same way so that children are easily offended and blame themselves for small mistakes that occur.

### 3.10. Mood Disorders

*"I feel like a loner because I'm used to being alone due to this pandemic. When I'm alone, I cry easily, get irritated and angry over trivial things. I also lost interest in doing daily activities. Because of that, I often blame myself for the small mistakes that occur."*

The environment has an important role in controlling one's mood. Several studies state that environmental factors that are not conducive trigger stress which ultimately affects significant emotional changes in the near future.

It can be concluded that the environment has an important role to change a person's emotions. Like the statement of the first participant who stated that there was a change in emotions during the pandemic, becoming irritable, crying, and offended by small things. Other factors arise due to stress and depression that lead to sleep disturbances. When children have sleep disorders, emotions will become more unstable so emotions can change quickly.

### 3.11. Positive Relationships with Others

*"I feel no longer able to socialize and interact with other people. We're not going anywhere and it makes me feel trapped at home."*

Positive relationships with other people are the main points of human psychological well-being, especially in children. During the pandemic, positive relationships are needed, especially within the family. However, in reality, parents who should be a solid pillar in building positive internal family relationships lose their modality. Uncertain situations cause them to fail to build positive relationships with children.

Positive relationships are the key to achieving mental well-being, wherein the family parents play an important role in creating positive relationships with children. Unfortunately, through the interviews, it can be seen that the pressure felt by parents makes children feel reluctant to build healthy communication. In fact, the average child revealed that parents tend to judge rather than support children's morals.

### 3.12. Insomnia

In some cases, insomnia or sleep disturbance is one of the symptoms of depression. This sleep disorder can worsen symptoms of depression. Considering that during the pandemic there has been an increase in cases of depression in both parents and children.

*"I often have trouble sleeping because I feel like I'm anxious every time I go to sleep, and I'm always tired. Being on my cellphone, I thought it might get better because I was released from work, but it doesn't feel better. I also keep worrying, about this covid situation, not to mention hearing my parents fight. I'm not excited in the morning, I feel like I don't have any motivation."*

Sleep disturbances or insomnia are symptoms of depression. Sleep disorders are not only bad for physical health but also mental health. It can be concluded that people who experience sleep disturbances will tend to feel tired in the morning, not excited, experience mood swings, and have difficulty focusing. If this is not treated immediately, it can be fatal, such as suicidal thoughts.

### 3.13. Isolation

Self-isolation is the early sign of children having mental health disorders such as stress and depression. Some children tend to be more reserved and avoid communicating with parents and other families because of low self-esteem:

Especially with the many pressures of school work, and the lack of entertainment outside the home is a challenge for children. So children will tend to feel trapped in the house which can be bad for their mental health:

*"I have had enough and burnout. I want to freely walk out of the house like I used to. With this condition, I feel imprisoned and isolated at home. Locked up at home every day without anyone noticing. I feel depressed about this situation."*

It can be concluded that the existence of isolation makes children lose privacy. In addition, it can be seen from the results of interviews that children tend to blame themselves because of pressure from family and school so that children tend to withdraw and lock themselves up. However, this can be detrimental with the lack of entertainment and activities outside the home worsening a child's mental health.

### 3.14. Losing Appetite

Not only depression, but other mental disorders such as anxiety, confusion, and stress can trigger a loss of appetite.

This is because mental disorders will make the brain release the corticotropin hormone which suppresses appetite:

*"Oftentimes, I don't have an appetite, and often sleep a lot. Actually, when I think about this, I have thought about what happens if I fail later, or if I can't make my mother happy, what can I do."*

In addition to depression, mental disorders such as anxiety can also trigger loss of appetite. Through the results of the interview, it can be concluded that anxiety, sleep disorders, and stress affect the loss of appetite. It can be seen from the statement of one participant that during the pandemic there has been weight loss due to loss of appetite which is influenced by sleep disorders.

### 3.15. Losing Close Friends

*"I don't like being alive. I don't like my current life. It feels like there's no point in living, parents are stressed, I can't even meet friends."*

This statement proves the existence of the COVID-19 pandemic crisis. Withdraw children and teenagers from their former social life. This can have an impact on mental disorders such as anxiety, loneliness, stress, and depression.

The role of emotional closeness with peers greatly affects the development and mental well-being of children. It was proven by the statement of some participants who felt that the loss of closeness with their peers made them frustrated, lonely, anxious, and decreased motivation during the teaching and learning process.

### 3.16. Loneliness

*"Very much, how can I not be lonely, no one wants to know what my condition is. You have to have high scores, you have to be at the top of the class. I need a break from this world that is too demanding."*

Based on the results of interviews, it can be seen that there are indications of feelings of loneliness that have been experienced by children and adolescents. Loneliness is triggered by a failure to convey the feelings that are felt so that the child or teenager feels they have to face their own pressures [10].

### 3.17. Concentration Difficulties

*"Thank you, it's clear enough for my pathway. Can I tell you beyond this? Since I feel quite comfortable telling stories to adults now, I'm usually judged. So, why do I often have trouble focusing? And it's also hard to be able to speak up."*

From the results of the interviews, it was found that many children felt they had lost their focus during learning from home. Some also stated that they had difficulty concentrating so that the material presented by the teacher was difficult to understand.

This is exacerbated by the lack of parental attention in guiding children so that the presence of parents becomes additional pressure for children. No wonder some also complain of sleep disturbances experienced and make it difficult for children to focus.

### 3.18. Compulsiveness

When teenagers experience anxiety and confusion due to the pandemic. Teenagers become very vulnerable to negative thoughts repeatedly (compulsively). Some of the participants admitted that they had difficulty sleeping due to the anxiety they experienced. These are the characteristics and symptoms that arise from negative thoughts that continue to appear:

*"I've tried to go to bed early, listen to music, but I can't control my mind. Every night I become very active, so I tend to be productive at night around 12 and above until the early hours at 4, then I sleep around 5. I also thought about looking for the end several times."*

In addition, constant anxiety arises from feelings of restlessness and is also triggered by other mental disorders such as loneliness.

### 3.19. Learned Helplessness

The basis that causes the emergence of learned helplessness is uncertain information about what will happen, cognitive representations such as perceptions and beliefs, and behavior towards what will happen:

*"But what if it ends up being a war?"*

*"What if the war doesn't end?"*

It can be seen from the two informants' statements that indicate learned helplessness because of the anxiety about something that is not necessarily going to happen and the perception of what will happen. In addition, feelings of hopelessness and helplessness are also tendencies of learned helplessness.

### 3.20. Fatigue

*"Later, this morning I had one already, now I'm still not hungry. I'm doing well, but as usual, still having trouble sleeping, so tired all day."*

Stress and other mental disorders have been shown to occur with distance learning from home. It was observed from the results of the interviews, most of the participants experienced sleep disturbances that had an impact on daily activities, this was triggered by various factors, one of which was experienced by adolescents most often was excessive anxiety. The other participants felt the same way. Anxiety about the future in uncertain situations makes children and adolescents more susceptible to sleep disorders, so children will easily feel tired.

### 3.21. Laziness in Doing Activities

Activity limitations during the pandemic are a catalyst for children's laziness to carry out daily activities. One of the children stated that they were bored with monotonous activities so they tended to be lazy to do activities:

*"I'm just bored, there's no activity. Waking up, I usually take my cellphone and be on my cellphone, so I often check my cellphone, I'm afraid there will be notifications from school or maybe WA friends, and check IG. I am lazy to interact with my mother, especially if my mother is in a bad situation. If my mother was in a bad mood, we would definitely fight over small things. My mom is always in a bad mood because of her job. On the one hand, I understand because, during this pandemic, my parents' business was greatly affected. But on the other hand, I seem to be an outlet for their irritation. So I'll just be on my cellphone, so compulsive, check social media, YouTube."*

Some children also said that their laziness in activities was also triggered by the reaction of parents to their children. Children tend to give a negative response when parents give instructions by force.

### 3.22. Feeling Inadequate

Pessimistic thoughts or feelings of inadequacy often occur during a pandemic. For example, the child feels incompetent in following the lesson:

*"I once locked myself in my room for a few days to calm my thoughts and feelings. I don't want to eat, because I also feel nervous for some reason. I recall my memory, I used to be a smart child and was always praised by the teacher, now I am a useless child and even burden my parents because the school always gives warnings regarding my grades and assignments."*

Social demands to be perfect also trigger a decrease in self-esteem in children. Children will tend to be depressed and blame themselves when they do not meet the expectations of the surrounding environment. Moreover, if parents fail to help their children cope with these feelings, this mental disorder will get worse like suicidal thoughts.

### 3.23. Autonomy

Autonomy is a phase of children's self-development to control themselves to make the right decisions, who will tend to make choices based on their own abilities. However, during an uncertain pandemic situation, it has disrupted the development of the autonomy of children and adolescents. For example, children without parental support may feel they have no choice:

*"Because everyone is selfish, they want to be prioritized. I'm depressed, I have to be what my mom asked me to be. I want to have my own way, I want to be myself. I have something I like that my mom always hides. Whatever I like,*

*as long as it's not in line with her thinking, must be hidden tightly. I'm depressed. I feel lonely because no one can understand, no one wants to be there for me. My mom judges me too much, I'm tired. You can't even talk to your friends. So I'm being alone."*

It can be concluded that the role of parents in developing children's autonomy has a major impact. In a pandemic situation, the pressure felt by children has worsened their mental state. So added to the loss of the child's autonomy, will make the situation worse.

### 3.24. Excessive Use of Social Media

Limited social interaction and the presence of social media make it easier for children and adolescents to interact with other people. Daily activities have now been influenced by social media. Almost all participants stated that social media had a dependency effect that harmed mental health:

*"I'm just bored, there's no activity. Waking up, I usually take my cellphone and be on my cellphone, so I often check my cellphone, I'm afraid there will be notifications from school or maybe WA friends, and then check IG. I am lazy to interact with my mother, especially if my mother is in a bad situation. If my mother was in a bad mood, we would definitely fight over small things. My mom is always in a bad mood because of her job. On the one hand, I understand because, during this pandemic, my parents' business was greatly affected. But on the other hand, I seem to be an outlet for their irritation. So I'll just be on my cellphone, so compulsive, check social media, YouTube."*

Social media is seen to be the only tool for interaction. Thus, during the pandemic, the use of social media increased. However, it cannot be denied, the existence of social media still does not replace the importance of direct social interaction. One child states that there is a distance in peer relationships due to the pandemic.

### 3.25. Changes to Negative Behaviors

It can be seen that there is an increase in children's behavior to negative. For example, children begin to lose motivation to learn and are reluctant to do assignments so that tasks pile up:

*"I'm just lazy to do anything, just open and check social media or just watch YouTube. In the past when I was offline, I was a child who was always praised by the teachers for being academically smart. However, everything changed since the online classes started. I don't understand what is being explained online, also oftentimes my younger sibling is noisy as she has classes too, how can I catch the lesson well. I'm so lazy to take online classes. The tasks are also piling up, if you have piled up like this, it will be more stressful. Most of the time I just didn't do it and my grades dropped a lot. I've tried to adapt myself to this learning*

*model, but I feel like I can't and I feel like a failure. I feel left behind."*

Family and parental moral support are very influential in changing children's behavior. However, based on reports, children tend to be reluctant to share their feelings with their parents because they are considered to increase the pressure.

It can be concluded that various types of psychological distress experienced by adolescents during the Covid-19 pandemic include various anxiety disorders, mood/feeling disorders, obsessive-compulsive disorders. Overall, the disorders experienced were: confusion, suicidal ideation, burnout, anxiety, demotivation, depression, decreased self-efficacy, irritability, mood disorders, insomnia, feelings of isolation, loss of closeness with friends, loss of appetite, loneliness, difficulty focusing, compulsion, develop learned helplessness, fatigue, laziness to do activities, feeling unable to cope, excessive use of social media, negative behavior change, self-harm tendencies, stress, pressure from parents and lack of social support.

### 3.26. Sentiment Analysis

The results of the analysis of community sentiment on face-to-face learning on Twitter social media are obtained, some of the words most often appear in tweets such as "sekolah"–school, "offline" and "tatap"–*face (to face),* "muka"–*(face to) face*. the result of neutral public sentiment on face-to-face learning is 47.7%. Neutral sentiment and 31.4% negative sentiment while for a positive sentiment on face-to-face learning is 20.9%.

The results of community sentiment show that most of the community is being neutral and negative towards face-to-face learning, this could be caused by the increasing number of infected cases. People want to learn immediately but they are still worried about face-to-face learning.

An honest mirror from the society of teenagers and early adults through social media also shows the frequent keywords related to psychological distress that arise such as boredom, stress, depression, confusion, homesickness, loneliness [11, 12]. Concerns and anxiety related to the general downturn in the economy through words and tweets that appear frequently, which shows that the general population of teenagers and young adults is experiencing the anxiety of uncertain related conditions in this Covid-19 pandemic.

### 4. CONCLUSION

The results of the second stage research answer the question of what types of mental health disorders do adolescents experience during the COVID19 pandemic? Various types of psychological distress experienced by adolescents during the Covid-19 pandemic include various anxiety disorders, mood/feeling disorders compulsive disorder. Overall, the disorders experienced were:

confusion, suicidal ideation, burnout, demotivation, decreased self-efficacy, irritability, mood disorders, insomnia, feelings of sadness, loss of closeness with friends, loss of appetite, loneliness, difficulty focusing, compulsive, develop learned helplessness, fatigue, laziness, feeling inadequate, excessive use of social media, negative behavior change, self-injury tendencies, stress, pressure from parents and lack of social support.

Meanwhile, the results of the qualitative netnographic analysis of the sentiment analysis of adolescents and early adults are neutral, and without looking at the neutral tones, the largest sentiment is negative compared to positive. This shows the public's anxiety about the limitations. The negative sentiment that continues to be conveyed in a satirical tone so that it is classified more into neutral sentiment shows the apathy of young people who can finally give in to conditions that they feel cannot be controlled and hopes for a bigger role for the government to be able to cope with this pandemic better and faster. Keywords related to psychological disorders that consistently appeared in the sentiment analysis were boredom, stress, depression, confusion, homesickness, loneliness; concerns and anxieties related to the general downturn in the economy through words and tweets that appear frequently, show that the teenagers and early adults, in general, are experiencing a state of uncertainty in this Covid-19 pandemic.

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