



## Student Stress Due to Online Learning During the Covid-19 Pandemic

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### ABSTRACT

Covid-19 is a disease caused by a viral infection that can spread very quickly and has spread to almost all countries, including Indonesia, in just a few months. In several countries, a policy has been made to lockdown in order to prevent the virus spreading and even in Indonesia a Large-Scale Social Restriction (PSBB) policy has been adopted to suppress the spread of this virus. As a result of the Lockdown, this has a major impact on changes in daily life from social life to education. The purpose of this study is to see a description of the students' stress level due to online learning during Covid 19. The educational model that was once face-to-face has turned into an online system that stresses some students. Stress is a common phenomenon that occurs in modern life. Stress occurs generally because of the conflict that comes from high expectations and unreachable goals. The results of this study were conducted on 47 respondents, the research design was quantitative research using descriptive analysis. The results of this study showed as many as 48.9 percent of students experienced light stress, 42.6 percent and 4 percent experienced severe stress. The conclusion in this study is that students are in a light stress range (score 1-14) where students are able to adapt to changes in the learning process carried out through online.



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## Stres Mahasiswa Akibat Pembelajaran Daring Selama Pandemi Covid-19

### ABSTRAK

Covid-19 merupakan penyakit yang disebabkan oleh infeksi virus yang dapat menular dengan sangat cepat dan telah menyebar ke hampir semua negara, termasuk Indonesia, hanya dalam waktu beberapa bulan. Dibeberapa negara sudah membuat suatu kebijakan untuk melakukan lockdown dalam rangka mencegah penyebaran virus ini dan bahkan di Indonesia diambil suatu kebijakan Pembatasan Sosial Berskala Besar (PSBB) untuk menekan penyebaran virus ini. Akibat dari adanya Lockdown maka ini berdampak besar terhadap perubahan kehidupan sehari-hari mulai dari kehidupan sosial hingga pendidikan. Tujuan penelitian ini adalah melihat gambaran tingkat stress mahasiswa dalam pembelajaran daring selama Covid 19. Model pendidikan yang dulunya tatap muka berubah menjadi sistem Daring yang membuat sebagian mahasiswa stres. Stres merupakan fenomena umum yang terjadi dalam kehidupan modern. Stres terjadi umumnya karena konflik yang berasal dari harapan yang tinggi dan tujuan yang tidak tercapai. Hasil penelitian ini dilakukan pada 47 responden, design penelitian adalah penelitian kuantitatif menggunakan analisis deskriptif. Hasil penelitian ini menunjukkan sebanyak 48,9 % mahasiswa mengalami stress ringan, sebanyak 42,6 % dan yang mengalami stress berat sebanyak 4 %. Simpulan dalam penelitian ini bahwa mahasiswa berada pada rentang stres ringan (skor 1-14) dimana mahasiswa mampu beradaptasi dengan perubahan proses pembelajaran yang dilakukan melalui Daring.

#### Kata kunci:

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## Introduction

Corona Virus Disease 2019 (Covid-19) is a disease that has shocked the world, this disease is known to have originated in China, where it is in the Wuhan City, which was discovered at the end of December 2019 (Yuliana, 2020). This virus can be transmitted to other people and is able to spread widely in China and even in 190 other countries. On March 12, 2020, WHO announced that Covid-19 was a pandemic disease. WHO also announced that there were 634,835 cases and 33,106 deaths worldwide (Susilo et al., 2020). As of June 21, 2020, there were 45,891 covid cases in Indonesia, 2,456 who died and 18,404 who were recovered, (Ministry of Health, 2020). Medan is also a city where the number of Covid-19 cases continues to increase, it was found that on May 29, 2020, the number of Covid sufferers reached 246, recovered 86, Patients under supervision were 89 and died 21 (Ministry of Health, 2020).

Coronavirus is an RNA virus with a particle size of 120-160 nm. Initially these virus-infected animals including bats and camels, over time these virus-infected humans, namely *alphacoronavirus 229E*, *alphacoronavirus NL63*, *betacoronavirus OC43*, *betacoronavirus HKU1*, *Severe Acute Respiratory Illness Coronavirus (SARS-CoV)*, and *the Middle East Respiratory Syndrome Coronavirus (MERS-CoV)*, (Susilo et al., 2020). Covid 19 has strong pathogenesis and transmission and can be transmitted through contact with other people who have tested positive, it can also be through droplets, this virus can also be found through the feces of patients with covid 19 however, transmission through fecal can not be found, this virus can persist in the stool for 1-2 days (Han & Yang, 2020). The initial symptoms felt by the patient were fever (98%), cough (76%), dyspnea (55%), myalgia or fatigue (44%), sputum production (28%), headache (8%), hemoptysis (5%), and diarrhea (3%). Only one patient did not get a fever in the early stages of illness. Twelve (29%) cases had acute respiratory distress syndrome (ARDS), 5 (12%) had acute heart injury, 3 (7%) had acute kidney injury (AKI), and 3 (7%) experienced shock, (Jiang et al., 2020).

Currently, a vaccine for the coronavirus has not yet been found, but various countries are doing a lot of research related to the discovery of the coronavirus vaccine, the efforts are being made in various different countries including Indonesia (Balasa, 2020). The efforts made by Indonesia in suppressing the virus spreading are through socialization and communication strategy techniques in the form of instructions to eliminate social distancing by closing car-free days, cancelling schools in the region and also implementing Canalizing techniques, cooperating with hospitals and universities to work together in handling prevention Covid-19 transmission. Then, carrying out proactive checks and building an information center that can be accessed by residents regarding information and education regarding the prevention of the Covid-19 virus transmission, (Zahrotunnimah, 2020).

The Indonesian government recommended by implementing social distancing and dismissing schools, a number of policies were taken by the Ministry of Education, one of which is Learning through Online (in Network) including in Higher Education. Online Learning is distance learning and carried out online. According to the Education

and Culture Ministry of the Republic of Indonesia, (2014) the purpose of online learning is to increase the availability of educational services, increase equality in getting quality education services and increase certainty/assurance of getting good quality education services.

Online learning is one of the learning methods or is done via the internet network. This online lecture system was developed by the Ministry of Education and Culture of the Republic of Indonesia through the Open and Integrated Indonesian Online Lecture Program (KDITT), (Mustofa et al., 2019). KDITT is a government program in reaching national scale students (Ministry of Education and Culture of the Republic of Indonesia, 2014: 1). Online lecture facilities are an important part of learning today because online lectures can replace face-to-face learning when lecturers are unable to attend so, the teaching and learning process continues to run smoothly (Rusdiana & Nugroho, 2020).

Pre-requisites in carrying out online lectures also need to be prepared and equipped, such as the teaching and learning process carried out through an internet connection, the availability of facilities for students in its services and the availability of tutors in case of difficulties in the learning process (Mustofa et al., 2019; Triaristina, A., & Mukhlis, H. 2019).

Online Learning provides benefits for students and lecturers. For students, online learning is an alternative to conventional learning compared conventional learning, where learning can take place outside of the lecture room, establish independent learning, help to make lifelong learning and encourage interaction between students with one another. Whereas for the lecturers, online learning changes teaching styles that have an impact on work professionalism, provides opportunities to assess students and evaluate each student's learning and explore themselves efficiently (Saifuddin, 2018).

The implementation of online learning also brings benefits to students and institutions. The benefits are an increase in the quality of higher education graphics and the quality of graduates, the formation of a knowledge-sharing community that is not limited to one location, increased intense communication between lecturers and students, unlimited learning resources the increase in the quality of lecturers is due to easy access to information (Mustofa et al., 2019).

Adapted from Khoe Yao Tang, the characteristic of online learning is that communication is carried out simultaneously and not simultaneously such as video conferencing, chats rooms, or discussion forums. Teaching materials are presented in the form of text, graphics and various multimedia elements, used to learn at virtual times and places, It can be used various elements of CD-ROM-based learning. In improving learning communication, teaching materials are relatively easy to update, increase interaction between students and facilitators, allow formal and informal learning communication forms, can use a wide variety of learning resources on the internet, (Mustofa et al. 2019).

The obstacle to online learning is the lack of students' and lecturers' readiness in the learning process carried out online because learning methods like this are still rarely

used. Therefore, they need adaptation in the process of use and need socialization for the use process. This adaptation process raises anxiety for students every time they carry out the course. The anxiety which is felt, such as the anxiety about network disorders that make the lecture system disrupted, this anxiety that is often experienced can cause stress for students (Hendrastomo, 2008).

Online learning models are still very rarely carried out by some universities considering that campus readiness to carry out online lectures takes time, as well as student readiness (Rusdiana & Nugroho, 2020). The adaptation process experienced by a person can sometimes cause stress if a person is unable to adapt for the situation they are experiencing, (Paramythis & Loidl-Reisinger, 2004).

Stress is the second biggest cause of students being absent or not attending the course even though it is carried out in an online learning system. The lecturers need to remind students about their readiness to carry out online learning, namely mental readiness, networking, the time needed by the role of the group when conducting discussions between groups and group cohesion, (Lawless & Allan, 2004)

Stress is a condition that can be caused by uncontrolled physical demands, environment and social situations. Stress can cause illness if it is not handled properly. If stress is experienced by a person, this will affect his/her life as well as students. it will have an impact on the progress of education. Even if the stress is too heavy, it can lead to memory problems, concentration, decreased compliance skills problems, and academic abilities even to negative behaviour, such as smoking, alcohol, brawls, free sex and even drug abuse, (Rana et al., 2019). Stress can be managed properly, it will have a positive impact, such as in the form of increased creativity and triggering self-development, as long as the stress experienced is still within the limits of individual capacity. Stress is still needed for student self-development (Ambarwati et al., 2019).

According to Lazarus and Folkman (1984) stress is closely related to human interaction with the environment. Therefore stress is considered a close relationship between an individual and his environment if stress increases it will cause the mind to become chaotic and can damage the order of the individuals' life if it cannot be controlled well, (Gamayanti et al., 2018).

Stress arises due to the existence of stressors, this is felt to be able to exceed the capacity and ability of an individual and can be considered a threat to that individual. Stress symptoms appear in the form of physical symptoms, such as sleep disturbances, decreased appetite, emotional symptoms in the form of feeling anxious, mood swings, anxious and lack of enthusiasm for activities, not focusing the mind becomes chaotic (Gamayanti et al., 2018).

Overcoming and reducing stress can be carried out by various techniques appropriately. Lazarus and Folkman (1984) state that to reduce stress, individuals must understand what causes stress and what situations can cause stress, and one of the efforts to be able to understand the stress experienced is by opening oneself or what is called self-disclosure. (Gamayanti et al., 2018).

Self-disclosure which is considered capable of reducing stress by communicating with others, the impact of which a person will feel relieved when all negative feelings can be expressed, (Gamayanti et al., 2018)

The online learning process that was carried out during the Covid pandemic reaped various responses from students. There was a positive response and there was also a negative response. According to the research results conducted by the Faculty of Political Science, Sebelas Maret University in 2020 regarding the experience of Teaching during Online, it shows

that the stress level experienced by students in online learning is 100% of students complaining they do not stress, (Eleven et al., 2020). So, the research purpose is to see an overview of the students' stress level in the learning process online.

## Method

The research design used in this research is quantitative research with a descriptive approach. The population of this study was 140 people with a sample of 47 respondents from the Helvetia Health Institution. The research was conducted in April - May 2020. The research site was conducted at Inkes Helvetia Medan. The research procedure started from obtained a research approval letter from LPPM STIKes Murni Teguh Medan, then submitted a research permit application to the InKes Helvetia Medan and distributed informed consent to respondents via online in the form of a google form. The research instrument used a questionnaire in the form of google form which refers to the measurement of stress according to the Perceived Stress Scale (PSS-10) with the categories of light stress (total score 1-14), moderate stress (total score 15-26) and severe stress (total score > 26). The distribution of this instrument was distributed online to respondents. After that, the authors processed the data and analyzed using SPSS 24.

## Results and Discussion

**Table 1**  
**Frequency Distribution of Respondent Characteristics**

Respondent Characteristic	Frequency (f)	Percentage (%)
<b>Gender</b>		
Male	4	8,3
Female	43	91,7
<b>Age</b>		
17 - 20 Years	37	79,3
20 - 23 Years	10	20,7
<b>Religion</b>		
Moslem	32	68,8
Catholic	4	10,4
Protestant	9	18,8
Hindu	2	2,0
<b>Study Program</b>		
D-3 Nursing	23	50,5
S-1 Nursing	7	15,5
Ners Profession	17	30,0

Based on Table 1 is known that from 47 respondents are male as many as 4 people (8,3%) and female are 43 people (91,7%), the students' age category are 17-20 years is 37 respondents (79, 3%) and those aged 20-23 years were 10 respondents (2,7%). Based on religion it is known that the respondents who are Moslems are 32 respondents (68,8%), Catholics are 4 respondents (10,4%), as many as protestants are 10 respondents (18,8%) and Hindu are 2 respondents (2,0%). Based on the study program, it is known that the D-3 Nursing study program is 23 (50,5%), S-1 Nursing is 7 respondents (15,5%) respondents, and the Nurse profession is 17 respondents (30,0%).

Based on table 2 is known that respondents who experienced mild stress due to changes in online learning were 23 respondents (48.9%), while those who experienced

moderate stress were 20 (42.6%) and those who experienced severe stress were 4 respondents (8.5%).

Open and Integrated Indonesian Online Learning (PDITT) is a learning model that utilizes technology that can facilitate the limitations of face-to-face meetings in the teaching and learning process (Najib, 2017). During the Covid-19 pandemic, there were demands for social distancing, which means keeping a distance from other people. The efforts made by the government to reduce the rate of transmission, one of which was to cancel lectures and schools, (Ihsan et al., 2019). The Ministry of Education and Culture has also participated in determining policies in collaboration with the Covid 19 Cluster, namely implementing online learning methods. The online learning model is a new learning model for several universities, in its use it needs adaptation both by students and lecturers. This adaptation process is able to cause a stressful impact on students, due to the immature readiness of students in the online use process (Sarwar et al., 2015)

**Table 2**  
**Frequency Distribution of Student Stress Due to Online Learning During the Covid 19 Pandemic (N = 47)**

Stress Level	Frequency (f)	Percentage(%)
Mild stress	23	48,9
Moderate stress	20	42,6
Heavy Stress	4	8,5

Stress on students can be caused due to the inability to carry out their obligations or the inability to solve their problems (Arnsten et al., 2015). Stress can be in the form of external demands faced by individuals, which in fact can harm or even cause problems. Stress can also have a positive impact and can have a negative impact (Pascoe et al., 2020). Stress has a positive impact when the pressure does not exceed her stress tolerance or does not exceed her capacity. The positive impact of stress on students is seen when students are challenged to be able to develop themselves and be able to grow their creativity.

Gender and stress have a relationship, the result of this study is in line with research conducted by Yikealo et al., (2018) which states that female students experience a higher level of stress than men, this is because women have a sense of sensitivity to the environment is higher than men, while men are taught to be more masculine and not show emotional weakness.

Age greatly influences the occurrence of stress. Usually, adolescence to early adulthood is very susceptible to stress (Ambarwati et al., 2019). Based on this study results to 47 respondents, aged 17-20 years as many as 37 respondents (79.35) where this age is adolescence and 21-23 years as many as 10 (20.7%). Students with adolescents who experience stress are usually due to internal factors that are not able to understand and respond to problems well, while external factors are an increase in college load and get smaller grades than expected (Frömel et al., 2020).

Based on the results of research from 47 respondents, it shows that students who experience mild stress due to changes in learning models using online are 23 respondents (48.3%), 20 respondents are experiencing moderate stress (42.6%), and those experiencing severe stress are 4 respondents (8.5%). The stress that arises due to this online use is because students are not used to using it and it could even be that this is their first experience, in conventional learning models, for example, face-to-face between lecturers and students have close interactions and relationships and have assistance, but when using the online learning, the interactions between lecturers and students are only

through platforms and sometimes interactions are carried out using non-verbal. This causes in less interaction and limited information and communication, the impact on students is that students are unable to explore their notifications and there are some problems that they do not understand but are difficult to explain due to limitations communication (Jiluan, 2013; Abshire et al., 2017).

Penelitian ini juga sejalan dengan penelitian George Saadé et al., (2017), yang menemukan This research is also in line with the research of George Saadé et al., (2017), which found that 30% of students experienced stress in using online learning methods, but the results also showed that as many as 20% of students did not experience stress when learning online because students previously trained in the use of Online learning models. The research results conducted by Nortvig et al., (2018) show that the factors that make students experience stress due to changes in learning online are the lack of interactions between students and lecturers, inadequate networks, lack of guidance and direction due to the absence of lecturers on the students' side who make it difficult for them in the learning process, but the results of this study also show that student learning achievement is better.

Theoretically, many factors that affect a person's stress level. Essentially, stress is the interaction of the individual with their environment which causes pressure and can affect physical, behavioural, cognitive and emotional aspects (Dwivedi et al., 2020). The pressure that everyone experiences can come from internal factors, such as their beliefs and abilities (Shah & Barkas, 2018). For relieving stress in a person, self-efficacy is needed, such as the ability of a person to face the obstacles and difficulties experienced, high self-efficacy is obtained from experience and training (Gamayanti et al., 2018). The online learning process is best done if the training, education and socialization processes are given to students first (Reavley et al., 2018)

## Conclusions and Recommendations

Online Learning is a learning method that most universities are new to use it. In the process of using this method, it has an impact, namely that students experience stress. The results of this study indicate that as many as 23 respondents (48.3%) have mild stress, 20 respondents experience moderate stress (42.6%), and 4 respondents (8.5%) who experienced severe stress. Stress is an interaction between an individual and their environment which causes pressure that can affect a person's physical, behavioural, cognitive and emotional levels. To deal with stress, self-efficacy is needed which is obtained from experience and training. Online learning models are best used if they are well prepared to start with infrastructure, human resources and training in the use, both students and lecturers.

This study aims to see an overview of the students' stress level due to changes in learning methods using online, the result is that students experience mild to moderate stress levels. For further research, it is recommended to examine the factors that influence students to experience stress with the online learning method and find a formulation for how to deal with student stress by using online learning methods.

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