



## Student Stress Levels in Academic Learning During the Covid-19 Pandemic

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### ABSTRACT

This study aims to determine the level of stress of junior high school students in learning during the Covid-19 pandemic in Nagari Pangian, Lintau Buo District. The type of research used is quantitative descriptive research. The confession of reliability is 0.96,4, with a total of 60 items covering four psychological, physiological, cognitive, and behavioral factors. There are four choices of stress levels in selecting categories in collecting data: strongly agree, agree, degrees during, and strongly disagree. The level of the stress of junior high school students in academic learning during the Covid-19 pandemic was in the high category, where 30 subjects (22.7%) were at moderate stress levels, 63 subjects (47.7%) were at high-stress levels, and 39 subjects (29.5%) were at very high-stress levels.

**Keywords:** *Student Stress, Academic Learning, Covid-19*

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## INTRODUCTION

Stress is one of the reactions and psychological responses of humans when faced with what is considered further or treated with limits. Even before humans are born, all humans have experiences with stress (Allegrante, 2018; Alvarez, 2018). Stress arises from innumerable sources in human life. Everyone has experienced stress, whether mild, moderate, or severe because stress is an unavoidable part of one's existence in interacting with the environment both internally and externally so that it requires individuals to respond adaptively (Aspbury-Miyanishi, 2022). Even though it is light, if it is piled up, it will get heavier.

When faced with various threatening situations, psychological and physical reactions will appear in response to stress. Stress can be interpreted as an unpleasant pressure or disturbance from the outside (Bauta, 2018).

Stress occurs anywhere and anytime so it can attack anyone (Anand, 2018; Castaldelli-Maia, 2019; Jowkar, 2020). Not only adults, even school-age children are also faced with unavoidable environmental demands, such as illness, loss of someone, family disharmony, economy, a different environment (Allegrante, 2018).

Cranwell-Ward notes that stress is a physiological response that occurs when a person feels that the needs they face in life are out of balance. This means that students feel an imbalance with far different learning patterns to be able to get maximum learning.

Academic or learning stress begins with things related to the teaching and learning process or learning activities, including class pressure, study time, lots of homework, low test scores, and anxiety about facing exams and poor time management (Greene, 2008; Hamza, 2021). Academic stress is an environmental factor, including distance from the school location, classroom conditions, teacher facilities and teaching methods, as well as the curriculum applied by the school (Lei, 2020).

According to (Greene, 2008) academic stress has four aspects, namely:

- 1) Cognitive aspects include stressful situations caused by difficulty focusing on the learning process and negative thoughts about the surrounding environment.
- 2) Affective aspects include low self-confidence caused by negative emotions and stress. Such as anxiety, fear, irritability, extreme sadness, depression, doubt, shame, low ability or potential, so that they cannot meet academic requirements.
- 3) Physiological aspects include physiological reactions caused by stress, which generally occurs when the body feels unwell and its physical condition decreases.
- 4) Aspects of negative behavior show various behaviors, for example; Begins to avoid people around (anti-social), easily blames others, picks on other people's faults, is indifferent, likes to procrastinate, and begins to engage in excessively happy and adventurous career pursuits (Gultom dkk., 2022).

According to the letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020, all teaching and learning activities at schools and university campuses use online methods for the prevention of the corona virus disease (COVID19) in (Amrina dkk., 2022).

The current learning process is very much different from one year ago which resulted in a new thing for students at this time which requires them to be able to play technology, one of which is cellphones, to follow the learning process in their respective schools which is often known as a separate learning process online (Susanto dkk., 2022; Yul Fanani dkk., 2022; Zakaria dkk., 2022). Basically, students who only study within the scope of school now have to be in a home environment and have to learn while carrying out their duties and are in several critical conditions, thus requiring them to keep learning under various conditions.

Many schools use online methods to give homework to students. Tasks are completed through various available social networks, especially WhatsApp groups. This type of homework is considered effective in distance learning in an emergency situation due to the corona virus as it is today (Akhmetshin, 2019; Al-Emran, 2018; Al-Maadeed,

2021). The concept of learning that is applied personally does not apply. In face-to-face learning, the concept of learning and its objectives will be introduced first. Then continue to learn until understanding and development. In the current emergency situation, this stage is not smooth (Ghazawy, 2021).

Learning is one of the most important subjects in psychology. The American Heritage Dictionary defines it as follows: 'to gain knowledge, comprehension, or mastery through experience or study'. Edward Lee Thorndike concluded that learning is incremental (gradual), not insightful (direct understanding). In other words, learning is carried out in small systematic steps, not directly leading to deep understanding. Edward points out that if the research is deeper, the graph will show that when the problem is solved, the response time seems to be relatively stable and high. The graph will drop rapidly and stay at that point throughout the experiment (Alenizi, 2019; Allegrante, 2018; Parviainen, 2020).

Lack of knowledge about technology for educators, parents are confused about being able to accompany children in learning while at home because of the demands of making a living for parents for their children and students who are confused about following online learning methods accompanied by many tasks that must be completed immediately. good, it is the attention of teachers and the Ministry of Education and Culture to pay more attention to the world of education, with the current new normal conditions the learning process is made into a rolling, namely by taking turns in accordance with school regulations which are divided into two parts online and offline in learning during the Covid-19 pandemic.

Based on the initial survey on December 13, 2020, the case found there were several problems that the researchers found where there were several students who experienced various kinds of problems that were experienced while studying during the Covid-19 pandemic and while at home, as shown in the table below:

**Table 1. Initial Survey of Stress Experienced by Junior High School Students in Learning on December 13, 2020**

No	Junior High School Students	Class	Symptoms of Stress Experienced
1.	Sy	VII (Seven)	Bored and bored in learning due to assignments and demands for assignments from home that require them to be completed immediately and learning is carried out on a rolling basis one school day and the next day off, but the existence of a new normal system by rolling is very helpful than online

2.	Rn	VII (Seven)	The demands that require having a good cellphone, strong network and a difficult task to understand and understand. Learning that is carried out on a rolling basis to anticipate learning that can be done offline is very helpful
3.	Im	VIII (Eight)	The feeling of boredom when doing assignments through cellphones and obstacles that are not allowed to leave the house doing assignments together with friends and the rolling system are very helpful for making the learning process better.
4.	And	VII (Seven)	Feelings of saturation and boredom that require you to always be at home and the demands of piling up tasks require you to finish immediately so that you need to always be at home with the new normal which allows learning to be done offline is very helpful in overcoming easy-to-understand learning.
5.	Dm	VIII (Eight)	Preparation for exams that are still not understood and learning obstacles that are still not understood, which has been done online learning now has only been running for a month of learning but must be ready to take exams so that this becomes a question of what kind and preparations must be prepared.

Based on the table above, it can be explained that in Nagari Pangian, Lintau Buo District, Tanah Datar Regency, it was found that there was student stress in learning that interfered with students' learning and students' enthusiasm for learning.

Based on what the researchers found in the field, junior high school students stated various kinds of statements regarding the offline or online learning process, and stated that it was very unpleasant for various reasons including the way the teacher explained in the video was not clear, the pictures and task instructions were not clear, many assignments were made. should be completed at school must be completed at home and added to the homework itself which is more than usual, there is no internet network in the place of residence when assignments will be collected or sent, and the long distance from home to school in collecting assignments for students who do not can afford a cell phone. With conditions like this, many students divert learning with various things such as playing online games, and social media, as well as other activities that they feel can make them happy and avoid school assignments and learning for a while.

Initially, the enthusiasm of junior high school students in learning was not problematic where they could carry out their learning activities well and divided the time accordingly, but for now when the Covid-19 virus enters, junior high school students have new tasks where they have to carry out their duties as students and their duties as children. This is one of the factors disrupting the student's learning process and will result in stress.

Based on the above background, the authors are very interested in conducting further research on this problem with the title: Stress Levels of Middle School Students in Academic Learning During the Covid-19 Pandemic (Study in Nagari Pangian, Lintau Buo District, Tanah Datar Regency).

## **RESEARCH METHODOLOGY**

This type of research is descriptive research with a quantitative approach (Creswell, 2014; Creswell & Creswell, 2018). The time of this study was from December 2020 to June 2021; the population in this study was 200 students in class IX, and the number of samples taken was 132 subjects.

Techniquescollecting datation in measuring research on research subjects, using questionnaire scale measuring instruments. Measuring tools in this study used the Likert scale, which was the scale of stress levels of junior high school students.

Data analysis consists of all aspects of conducting research. The data is processed using statistical data analysis. Validity tests by looking at the label and reliability of the data. Such calculations are carried out with the help of SPSS for Windows version 22 (Abbas, 2021).

## **RESULT AND DISCUSSION**

During the stress of junior high school students' level of learning academics during the COVID-19 pandemic, 60 question items with 132 respondents with a score

range of 1 to 4. Description of the data used to see students' stress level in academic learning during the covid-19 pandemic by looking at the validity of the data and reliability bag. The validity of the test uses validity based on *random sampling*. Reliability is as far as measuring the results with tools that can be trusted. The measurement results must be reliable because they must have a degree of consistency and stability. Data management using SPSS Statistics 22.

**Table 2. Reliability Statistics**

Cronbach's Alpha	N of Items
0,964	60

Based on the results of research carried out on junior high school students, it is known that the data studied by TI can be valid with a label of 0.1710 with a significance level of 0.000 ( $p < 0.05$ ).

The study found that most grade IX junior high school students studied at a high-stress level. The categorization data shows that moderate and very stressful states persist and are even experienced by many women seen as gender aware.

The subject experienced a depressed state due to academic learning that was transferred rolling and online so that the accumulation of tasks occurred and resulted in pressure on students in the face of learning demands ( 63 subjects were at a high level of stress under 47,7 %).

Based on the results of research that has been carried out at SMP Nagari Pangian, Lintau Buo District, Tanah Datar Regency in class IX, it is known that the data can be said to be valid with a correlation...(r) of -0.1710 with level significance of 0,000 ( $p < 0,05$ ).

Students will have negative emotions if they experience academic stress, for example; anxiety, fear, sadness, anger and being confused by academic requirements. Among others are; lots of homework, few task completion limits, long study hours, little break time, scrolling system (or), and hard-to-reach networks.

School demands are school activities conducive to the development and progress of students in learning, on the other hand, homework requirements for homework cause feelings of stress and anxiety, especially during the COVID-19 outbreak. According to Desmita (2009), the phenomenon of adolescent students feeling stressed with task needs can cause various reactions, such as feelings of anxiety and stress. Teenager. Teenagers are usually more interested in doing than doing homework. Teenagers spend a lot of time experiencing homework with negative emotions, such as feelings of sadness, anger, and boredom.

Based on the results of research that have been done, most of students class IX SMP Nagari Pangian, Lintau Buo District, Tanah Datar Regency have high stress levels. The categorization data shows that moderate and very stressful conditions persist and are even experienced by women based on gender. Subjects experienced a depressed state due to academic learning that was transferred online and online so that the

accumulation of tasks occurred and resulted in pressure on students in facing the demands of learning (63 subjects were at a high stress level of 47.7%)

The results of the study on the stress level variable for junior high school students showed that high school students were at a high level of 47.7%. This shows that most of the students of SMP Class IX Nagari Pangian, Lintau Buo District, Tanah Datar Regency experience high stress. Due to high stress scores, students tend to experience academic stress, for example showing several symptoms, such as; when faced with many tasks will feel sad, angry and boring, relax, easily tired and restless in learning, doing other activities such as playing games instead of studying, skipping school, cheating and violating school rules in response to academic demands. This statement is in accordance with what was experienced by grade IX students of SMP Nagari Pangian, Lintau Buo District, Tanah Datar Regency, which was supported by the number of students who chose statement number 54, namely, 'trying to keep coming to school even though they are not ready for the sudden exam' (see attachment).

In addition, from the results of the study, it was also found that grade IX students of SMP Nagari, Pangian District, Lintau Buo District, Tanah District had academic stress in the high category of 47.7% of the percentage. This means the student is under excessive academic stress or is experiencing unnatural academic stress.

The subject experienced stress, possibly because the research subject was really aware that he had to carry out the tasks that had been piled up and run the exam so as not to be scolded by parents and teachers with negligence that had been done to be able to continue to the next level of education (grade up). They realize that mistakes with stacking assignments will not solve the problem if left unchecked and must be done because the value of the assignment is included in the assessment to be able to continue to the next level.

According to Robotham (2008) there are several aspects of academic stress in learning, namely cognitive aspects, affective aspects, physiological aspects. These factors can affect the stress level so that the subject is in the high stress category. So it can be seen that the stress level of students in academic learning during the COVID-19 pandemic, who experienced moderate, high and very high stress can be seen in the table below:

**Table 3. Student Stress LEVEL**

		Frekuensi	Persen	Persen valid	Comulative persen
Valid	Currently	30	22,7	22,7	22,7
	Tall	63	47,7	47,7	70,5
	Very high	39	29,5	29,5	100,0
	Total	132	100,0	100,0	

Berdasarkan table 4.5, 63 subjek (47,7%) berada pada tingkat stress tinggi, 39 subjek (29,5%)

Based on table 4.6, junior high school students in academic learning experience high stress levels, 63 people with 47.7% experience high stress levels and moderate

stress levels consist of 30 people with 22.7% and very high 39 people with 29.5%. In this case, many students divert learning to avoid stress by studying together at home, asking friends for help to complete assignments and being diverted by playing online games. Doing things you enjoy usually helps to regain concentration, one of which is meeting people at events you like. This event is fun and can deal with stress, especially since junior high school students are children who have a high potential for stress because they are at the early teenage level.

School environmental factors can affect stress levels, namely school infrastructure and school activities to prepare students for the learning process during the Covid19 pandemic. Family environment factors are also a determinant in the influence of students' stress levels in learning because students in learning are required to study more intensively or even better in learning during the process of preventing the spread of the Covid-19 virus so that grades during this pandemic period are not problematic and continue to improve.

Based on the data obtained, the increasing stress of students due to online learning and lack of school facilities and learning facilities at home, thus making students experience increased levels of stress such as the lack of efficiency of teacher learning explanations that explain video, networks are not and quotas are not support, thus making students in learning feel anxious and tend to find reasons not to submit assignments in a timely manner.

Learning that is done at this new normal with the rolling method can help a little more learning and stacking assignments, but students often forget the schedule of subjects in each week due to the difference in hours and days each week.

The increasing stress of junior high school students in academic learning during the covid-19 pandemic is influenced by cognitive and affective factors so that students learn during the covid-19 pandemic can be seen from the results of research on the increased stress of students in learning during the covid-19 pandemic, namely as follows:

**Table 4. Student Stress Level Gender Crostabulasi**  
Count

		Jenis Kelamin		Total
		Male	Female	
student	Currently	13	17	30
stress level	Tall	29	34	63
	Very high	19	20	39
Total		61	71	132

Those experiencing moderate stress levels, 13 men, 17 women, high stress levels, 29 men, 34 women, and very high stress levels, 19 men and 20 women. So it can be seen that the most experiencing stress are 17 women and 61 men. It can be seen that women are more likely to experience stress with the pressures they experience,



especially with conditions that require us to learn in a rolling manner with school assignments and accompanied by obligations at home to help parents.

Santrock (2003) said that older adolescents are more effective in assessing stress, especially those who seem to be in control, like to be challenging and have more resources to use. Social power. They use more strategies closer to stress. According to...data...research, most of...the subjects...are 15 years old...that is 65 subjects (49.2%), 16 years 66 subjects (50.0%), and 17 years 1 subject (0.8% ).

At this age, they are prone to experiencing stress because this age often finds out for themselves and is more vulnerable to seeking their own pleasure, and still does not use their cognitive function to deal with problems so that the problems they face will become a big problem for them so they need to pay attention to the learning system. which is better for students who are at the junior high school level so that they can help them in continuing to the next level.

## **CONCLUSION**

What is the conclusion that junior high school students in academic learning during the covid-19 pandemic experienced high-stress levels? The results were that 63 subjects (47.7%) were in the high-stress level, 39 subjects (29.5%) were in the very high category, and 30 subjects (22.7%) were in a low category, with the total number of subjects being 132 people.

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