



## Overview of Stress During Work and Study from Home Reviewed from the Academic Community and Mulawarman University Students

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### ABSTRACT

Large-scale social restriction policies during the Covid-19 pandemic. demands that all societies reduce interaction with each other. However, the existing changes have caused a lot of pressure, especially in the field of education, among universities. The existing pressure is a source of stress for education workers and students. The purpose of this study was to find out the picture of stress during work and study from home. The subjects involved were 746 people, including the academic community and students at Mulawarman University. The findings found that 43% consisted of an age range of 20-24 years. Age has a weak correlation to WFH and LFH stress. The majority of 389 female respondents had moderate stress levels. Gender is not correlated with stress during WFH and SFH. that the level of education has a weak negative relationship with stress. The majority of job status as students have WFH and SFH stress. Employment status is negatively correlated weakly to WFH and SFH stress. At the level of education as many as 316 people have moderate stress. Employment status is negatively correlated weakly to WFH and SFH stress. The final analysis showed that body mass index had no relationship with WFH and SFH stress.

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### Kata kunci:

Stres  
Bekerja Dari Rumah  
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### ABSTRAK

Kebijakan pembatasan sosial berskala besar di masa pandemi Covid-19. menuntut semua masyarakat mengurangi interaksi satu sama lain. Akan tetapi perubahan yang ada menimbulkan banyak tekanan khususnya dalam bidang pendidikan, di kalangan perguruan tinggi. Tekanan yang ada menjadi sumber stres bagi tenaga pendidikan dan pelajar. Tujuan penelitian ini adalah untuk mengetahui gambaran stres selama bekerja dan belajar dari rumah. Subjek yang terlibat sebanyak 746 orang, merupakan civitas akademik dan mahasiswa di Universitas Mulawarman. Hasil temuan didapatkan bahwa 43% terdiri dari rentang usia 20-24 tahun. Usia memiliki korelasi yang lemah terhadap stres WFH dan LFH. 389 responden perempuan mayoritas memiliki tingkat stres sedang. Jenis kelamin tidak berkorelasi dengan stres selama WFH dan SFH. bahwa tingkat pendidikan memiliki hubungan negatif yang lemah dengan stres. Mayoritas status pekerjaan sebagai mahasiswa memiliki stres WFH dan SFH. Status pekerjaan berkorelasi negatif lemah terhadap stres WFH dan SFH. Pada tingkat pendidikan sebanyak 316 orang memiliki stres sedang. Status pekerjaan berkorelasi negatif lemah terhadap stres WFH dan SFH. Analisis terakhir menunjukkan bahwa indeks masa tubuh tidak memiliki hubungan dengan stres WFH dan SFH.

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## INTRODUCTION

In 2020, an outbreak of a disease called Corona Virus Disease 2019 or better known as COVID-19 was found. The virus was first discovered in Wuhan, China. Initially, the virus was transmitted in animals, but nowadays the virus can be transmitted to humans, its spread becomes more aggressive because humans are the main source of transmission (Li et al., 2020; Susilo et al., 2020; Thevarajan et al., 2020). Since the first discovery, the spread of the virus has continued to increase until it spreads throughout the world, including in Indonesia.

The discovery of the first case, two positive suspects of covid 19 in Indonesia on March 02, 2020 (Susilo et al., 2020). Since the initial findings, the virus has spread further until 38,277 cases were confirmed, on June 20, 2020 and 2,134 cases died (WHO in Levani et al., 2021) In order to suppress the spread of the virus, a large-scale social restriction policy was implemented. A policy that demands that school, work and worship activities be carried out at home. Activities outside the home must be stopped until the pandemic subsides (Kementerian Kesehatan, 2020). A circular letter from the government No. 9 of 2020 was issued to implement Work From Home for all sectors and carry out the learning process at home for students (Sari et al., 2021).

This new policy made major changes in various aspects of society. One of them is in the field of education, especially universities. Change requires both the academic community and students to keep their distance from each other. Face-to-face learning activities in person should be changed to remote face-to-face. In the process inevitably have to take advantage of the use of technology and the internet. This requires the academic community (lecturers and staff) as well as students, to master the use of technology well.

The academic community is required to be able to use learning aids or available channels such as audio-visual-based communication media, social media, learning management systems (zoom meetings, google meets etc.), as well as media to store data in supporting quality learning processes such as face-to-face learning (Adiawaty, 2020). This condition also applies to students, they must be able to take advantage of the learning management system used by the campus. In fact, they still have to follow the demands of the campus in academic terms (GPA scores, assignments, written exams, and practice).

Related to this in the implementation of the WFH and SFH process is inseparable from obstacles. In the academic community, in addition to teaching lecturers, they must also run the Tridarma of higher education. In addition to teaching, they must also conduct research and community service. However, this cannot be implemented properly due to restrictions on activities outside the home and reducing gatherings such as socialization that makes crowds (Adiawaty, 2020). This makes the implementation of research must be carried out online as well. Meanwhile, in students, they often face problems related to the lecture process, namely in providing lecture materials that are not as clear as during face-to-face lectures. Not to mention the unstable internet network, insufficient quota, and uncertain academic schedules, changing due to pandemic conditions (Ramadhany et al., 2021).

The obstacles that arise from the implementation of WFH and SFH are a new pressure for the academic community and students. When they are unable to deal with these pressures, it will be able to cause problems, one of which becomes a stressor for the appearance of stress. Stressors refer to environmental, social, or internal demands that require the

individual to readjust his usual patterns of behavior (Holmes & Rahe in Thoits, 2014). Based on the research literature, the three main forms of stressors include life events, chronic tension, and daily hassles (Thoits, 2014). The demand to be able to adapt to changes in the existing learning system both in mastering technology which can eventually help in the online learning system can create stress in lecturers (Adiawaty, 2020). Meanwhile, students' demands of adjusting to the new learning system as well as the demands of completing academic tasks make them stressed. In line with this, according to (Hasanah et al., 2020), academic tasks are one of the stress factors during the pandemic.

Based on research by the Indonesian Association of Psychiatric Specialists (PDSKJI) conducted in the first five months since the pandemic occurred, it was found that 64.8% of people experienced psychological problems including anxiety, stress and depression. The findings also showed the age groups of 17-29 years and 60 years and older who experienced stress. Most of the age group of 17-29 years are students (Ramadhany et al., 2021). In line with this, the results of Hasanah's research (2020) showed that during the pandemic as many as 12.11% of students experienced mild stress and 87.89% of students experienced moderate stress. Meanwhile, previous research at 17 Australian universities showed 43% of academic staff and 37% of non-academy staff experienced stress. Then 47% of lecturers experience stress, from the results of research at the United Kingdom University (Adiawaty, 2020).

According to Budiwati, (2016), stress is basically neutral. This means that positive stress can foster motivation in carrying out useful activities. However, individuals who are unable to manage stress will be negative things that will have a physical and mental impact. The negative impact of stress on students can be in the form of decreased concentration, motivation, interest and causing negative behaviors such as anger and damage (Moffat et al. in Ramadhany et al., 2021). Meanwhile, for the academic community, the impact of high stress can cause problems of increased absenteeism, desire to leave work and decreased commitment (Budiwati, 2016). Based on the description above, this study was conducted to determine the picture of stress in the academic community and students during the implementation of WFH and SFH.

## METHOD

Research uses a quantitative approach with a descriptive research design, which is research that aims to make a descriptive or objective picture of certain circumstances through numbers, which are collected and interpreted and displayed results. The subjects involved in this study totaled 746 people. The subjects are the academic community and students at Mulawarman University. Subjects were collected using the probability sampling method. Data were collected by spreading the Depression Anxiety Stress Scale (DASS). After the data is collected, descriptive analysis and correlation analysis are carried out.

## RESULTS AND DISCUSSION

**Table 1. Characteristics of the study**

No	Characteristic	n (746)	%
1	<b>AGE</b>		
	Juveniles (13-18 years)	175	
	Early adulthood (18-40 years old)		
	Intermediate adult (40-60 years)		
	The Elderly		
	15 - 19	180	24.1
	20 - 24	326	43.7
	25 - 29	34	4.6
	30 - 34	48	6.4
	35 -39	46	6.2
	40 - 44	48	6.4
	45 - 49	32	4.3
	50 - 54	16	2.1
55 - 59	11	1.5	
60 - 64	5	0.7	
2	<b>Gender</b>		
	Male	244	32.7
	Woman	502	67.3
3	<b>IMT</b>		
	Skinny Weight	33	4.4
	Light Skinny	82	11.0
	Usual	419	56.2
	Light Grease	84	11.3
Heavy Grease	128	17.2	
4	<b>Status</b>		
	Lecturer	150	20.1
	Student	510	68.4
	Education Personnel	86	11.5
5	<b>Education</b>		
	Diploma	17	2.3
	S1	414	55.5
	S2	106	14.2
	S3	58	7.8
	High School/Senior School	151	20.2
	School/Vocational School		
	Equivalent		

Based on the table 1, respondents in this study, when viewed from the age of the majority have an age of 20-24 years (43%). Then The gender of the majority of women was 67.3%. When viewed from the body mass index, the majority have a normal BMI of 56.2%. Then when viewed from the employment status of the majority of students by 68.4%, Lecturers by 20.1% and educational staff by 11.5%. When viewed from the level of education, the majority of S1 is 55.5%, SMA / SLTA / SMK is equivalent to 20.2%, S2 is 14.2%, S3 is 7.8%.

Based on the table 2 from 746 study respondents, it was found that the majority of men had moderate stress levels of 170 respondents, mild stress 50 respondents, and high stress 24 respondents. When viewed from women, the majority had moderate stress levels of 389 respondents, mild stress 77 respondents and high stress 36 respondents. From 746 study respondents, it was found that the majority of students had moderate stress levels of 389 respondents, mild stress of 71 respondents, and high stress of 50 respondents. Then the majority of lecturers had moderate stress levels of 108 respondents, mild stress as many as 35 respondents and high stress as many as 7 respondents. When viewed from the

education staff, the majority had moderate stress levels of 62 respondents, mild stress as many as 21 respondents, high stress as many as 3 respondents.

Based on the table 2 from 746 respondents to the study, it was found that the equivalent high school education level had a moderate stress level of 114 respondents, mild stress of 21 respondents, and high stress of 16 respondents. The majority Diploma education level had a moderate stress level of 15, mild stress 2 respondents and none had high stress. The majority of S1 education levels had moderate stress levels of 316 respondents, mild stress of 62 respondents, and high stress of 36 respondents. S2 education level was majority moderate stress level 69 respondents, mild stress 32 respondents and high stress 5 respondents. The majority of S3 education levels were at moderate stress levels of 45 respondents, mild stress 10 respondents and high stress 3 respondents.

**Table 2. Demographic Picture in terms of WFH and SFH stress levels (N=746)**

Employment Status	Categorization of Work Stress			Total
	Mild Stress	Moderate Stress	High Stress	
<b>Gender</b>				
Man	50	170	24	244
Woman	77	389	36	502
<b>Employment status</b>				
Student	71	389	50	510
Lecturer	35	108	7	150
Education Personnel	21	62	3	86
<b>Education level</b>				
Equivalent High School	21	114	16	151
Diploma	2	15	0	17
S1	62	316	36	414
S2	32	69	5	106
S3	10	45	3	58
<b>Body mass index levels</b>				
Skinny weight	5	24	4	33
Lightly thin	18	57	7	82
Usual	70	319	30	419
Light Grease	14	63	7	84
Heavy Grease	20	96	12	128

Based on the table above from 746 study respondents, it was found that the majority of the weight thin body mass index levels had moderate stress levels of 24 respondents, mild stress 5 respondents and high stress 4 respondents. The level of light skinny body mass index was the majority of mild stress levels 57 respondents, mild stress 18 respondents and high stress 7 respondents. Normal body mass index levels were mostly moderate stress levels of 319 respondents, mild stress 70 respondents and high stress 30 respondents. The level of mild fat body mass index was the majority of moderate stress levels 63 respondents, mild stress 14 respondents and high stress 7 respondents. The body index level of severe fat weight was 96 respondents, light stress 20 respondents and high stress 12 respondents.

### The results of the demographic difference test in terms of WFH and SFH stress

Data analysis used to determine whether there are demographic differences consisting of employment status, gender, education level, age, and body mass index in terms of

stress during work and study from home, researchers used Kruskal-Walis test analysis, the reason is because after an assumption test, the variables of work stress were abnormal and there were more than 2 groups / demographics analyzed

**Table 3. The Results of The Kruskal-Walis Test Are Different**

Varibel	p
Age- WFH and SFH Stress	0.121
Gender- WFH and SFH stress	0.572
Employment Status-Stress WFH and SFH	0.002
Education level- WFH and SFH stress	0.032
Body mass index- WFH and SFH stress	0.875

Based on the analysis of the Kruskal-Walis test, it was found that the employment status of WFH and SFH stress has a value of  $p < 0.05$  ( $p = 0.002$ ), meaning that the work status has a difference in stress experienced by the Mulawarman University academic community and students while working

and studying from home. In the sexes, WFH and SFH stress have a value of  $p > 0.05$  ( $p = 0.572$ ) meaning that gender does not have a difference in the stress experienced by the Mulawarman University academic community and students while working and studying from home. Then when viewed from the age of stress WFH and SFH have a value of  $p > 0.05$  ( $p = 0.121$ ), meaning that the age level does not have the difference in stress experienced by the Mulawarman University academic community and students while working and studying from home. When viewed from the level of education on stress WFH and SFH has a value of  $p < 0.05$  ( $p = 0.032$ ), it means that the level of education has a difference in stress experienced by the Mulawarman University academic community and students while working and studying from home. When viewed from the body mass index to WFH and SFH stress has a value of  $p > 0.05$  ( $p = 0.875$ ), it means that the body mass index does not have a difference in stress experienced by the Mulawarman University academic community and students while working and studying from home.

**Table 4. Results of spearman rho analysis**

Variable	Gender	Employment Status	Education Level	Age	IMT
Gender	-				
Employment Status	-0.201 <0.001	-			
Education Level	-0.067 0.069	0.563*** <0.001	-		
Age	-0.195*** <0.001	0.784*** <0.001	0.516*** <0.001	-	
Imt	-0.167*** <0.001	0.365*** <0.001	0.207*** <0.001	0.360*** <0.001	-
Work Stress	0.021 0.572	-0.131*** <0.001	-0.080* 0.028	-0.109** 0.003	-0.014 0.711

\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\*  $p < 0.001$

**Test Results of demographic correlation to WFH and SFH stress**

Analysis of the data used to see the correlation between demographics and stress of researchers using spearman rho analysis, here are the results.

Based on the analysis of data that has been carried out, it was found that the status of work with SFH and WFH stress found values of  $p < 0.05$  ( $p = 0.000$ ) and  $r = -0.131$ , meaning that the work status has a very weak relationship with the stress experienced by the Mulawarman University academic community and students while working and studying from home. Then the level of education with WFH and SFH stress was found to be a value of  $p < 0.05$  ( $p = 0.028$ )  $r = -0.080$  meaning that the level of education has a very weak relationship with the stress experienced by the Mulawarman University academic community and students while working and studying from home. As well as the age level with SFH and WFH stress, a value of  $p < 0.05$  ( $p = 0.003$ )  $r = -0.109$  means that the age level has a very weak relationship with the stress experienced by the Mulawarman University academic community and students while working and studying from home. Meanwhile gender and body mass index have no relationship with work stress.

**Table 5. Chi-square test results**

Variable	p
Employment Status-Stress WFH and SFH	0.003
Gender- WFH and SFH stress	0.069
Age- WFH and SFH Stress	0.013
Education level- WFH and SFH stress	0.011
Body mass index- WFH and SFH stress	0.277

**Demographic chi-square test results with WFH and SFH stress levels**

Based on the analysis using chi-square, the goal is to analyze the relationship between variables and nominal data types. It was found that the status of work with SFH and WFH stress was found to be a value of  $p < 0.05$  ( $p = 0.003$ ) meaning that the employment status has a relationship with the stress experienced by the Mulawarman University academic community and students while working and studying from home. Then the level of education with WFH and SFH stress was found to be a value of  $p < 0.05$  ( $p = 0.011$ ) meaning that the level of education has a relationship with the stress experienced by the Mulawarman University academic community and students while working and studying from home. As well as the age level with SFH and WFH stress, a value of  $p < 0.05$  ( $p = 0.034$ ) is found to mean

that the age level has a relationship with the stress experienced by the Mulawarman University academic community and students while working and studying from home. Meanwhile gender and body mass index have no relationship with work stress.

## DISCUSSION

The results of the analysis found that age had a weak negative correlation to stress in the academic community and students when WFH and SFH with a  $p < 0.05$  ( $p = 0.003$ ) value of  $r = -0.109$ . In addition, no difference was found between age and stress levels. This finding is in line with research by Awalia et al., (2021), Putri & Tauleka (2014) where age has a weak negative relationship with stress. This weak relationship is possible because the stress factor of each individual is not only age (Awalia et al., 2021).

Based on Erikson's psychosocial theory of 1982, adolescents, intermediate adults and late adulthood, hammering the various stages of life. At each stage in life, each individual faces different life events (Chen et al., 2018). Then according to Awalia et al., (2021) every time you get older, the individual's knowledge and experience will increase, the sense of responsibility becomes greater which then all can make up for the shortcomings in order to adapt (Awalia et al., 2021). As we get older influence the individual in the face of change (Folkman and Lazarus in Chen et al., 2018). In addition, each individual in his development period (early adulthood, intermediate adulthood, late adulthood) may have a different level of pollution of school, work and health related stressors each life (Chen et al., 2018). Thus, the age in this study showed weak correlation results (Monteiro et al., 2014).

According to Monteiro et al., (2014) age and developmental stage affect individuals in the face of stress. Many studies have shown that late adult individuals have a different approach to dealing with problems than early adult individuals. Late adult individuals are considered to have more control over the environment that can affect their coping (Aldwin, in Monteiro et al., 2014).

The results of the subsequent analysis showed that women have more potential for more stress than men. A total of 389 female respondents had moderate stress levels and 36 respondents experienced high stress. Meanwhile, 170 male respondents experienced moderate stress and 24 respondents experienced high stress. However, this study confirmed that gender had no relationship with WFH and SFH stress. In addition, gender did not show any difference in stress in the academic community and students both during WFH and SFH.

This finding is in line with previous research by Arif et al., (2021), Stoliker & Lafreniere, (2015), Tantri & Roseline, (2021), and Yikealo et al., (2018), that gender has no relationship with stress. In addition, according to research by Arif et al., (2021), Hafifah et al., (2017), Stoliker & Lafreniere, (2015) and Tantri & Roseline, (2021) shows no difference in stress based on gender. This result is contrary to the research of (Kowal et al., 2020) where it was found that stress levels during the pandemic were related to gender.

According to Awalia et al., (2021) individuals who have a masculine personality are more capable in dealing with stressors that arise without involving excessive emotional feelings and lower levels of anxiety compared to individuals with feminine personality. Masculine and feminine stereotypes describe a way of looking at oneself, regardless

of a particular social situation, and being a part of the self that leads to certain expectations, behaviors and attitudes. In other words, masculine or feminine stereotypes in the individual will affect himself. Individuals will adhere to the values of masculine and feminine gender roles, thus causing gender role stress (Syafrialdi, 2020) Thus, women are more considered to have the potential for stress. However, the finding that there is no relationship between sex and stress cannot confirm the existing theory. This is possible because there are similarities in terms of stressors.

This is further emphasized by Donaldson et al (Anbumalar et al., 2017)) that there is no difference in the type of dark in coping with stress. According to Tholts (in Anbumalar et al., 2017) although gender is considered to have an effect on the relationship between stress and the type of coping skills chosen, these results are not always consistent. In this study, both female and male subjects faced the same pressures. They are equally faced with new conditions in carrying out the learning process.

According to Suma'mur (2014), women have lower physical abilities compared to men so that women feel tired more easily. This causes women to tend to experience work stress more easily. In this study, respondents who experienced work stress were a woman and two men. The absence of a meaningful relationship between the sexes and the level of work stress is due to the fact that every employee, both male and female, gets the same responsibilities and tasks.

Based on the results of the analysis, it is known that work status has a weak relationship with stress during WFH and LFH. The results also showed that there was a difference in work status to the stress that occurred during WFH and LFH. This result is supported by previous research by Hasan et al, (2020), Hirokawa et al., (2016) which showed that there is an influence between work status and stress. The weak relationship obtained in this study, on the scope of stress subjects may be partly due to the category of work (Wiernik et al., 2013). Job categories may differ in terms of exposure to job pressures that combine with high job demands with low work control (Kivimäki et al., 2012). Individuals with high employment status, have an increase in stress associated with the ratio of job demands and job decisions (Wiernik et al., 2013).

The findings of this study, low employment status, namely students tend to have a high level of stress more than other job statuses, namely lecturers and academic staff. A total of 389 students had moderate stress levels and 50 students had high stress levels. In lecturers, 108 people had moderate stress and 7 people were high stressed. Meanwhile, in educators, there are 62 people with moderate stress and 3 people with high stress. This is in line with the results of Wege's research which shows that low job status is easier to experience stress compared to high job status (Hirokawa et al., 2016). The results of the (Harahap et al., 2020) study showed that as many as 225 students had moderate stress levels. Students have more pressure, because in addition to overcoming the new learning process, academic demands are increasing and not experiencing reduction. In addition, factors of technical conditions such as inadequate networks and limited quotas cause students to be increasingly depressed.

The results of the subsequent analysis showed that the level of education had a weak negative relationship with the stress experienced by the academic community and students during WFH and LFH, with a value ( $p = 0.028$ )  $r = -0.080$ . Then it was found that there was a difference in the level of education with stress during WFH and LFH. This is in line

with the research of (Candraditya & Dwiyantri, 2016) and (Mustika, 2018) showing that education levels have a weak relationship with stress. The lower the level of education of a person the higher the level of stress experienced.

Individuals who have a higher level of education will be better able to face problems and pressures that can be stressors. The individual has better emotional intelligence so that they can overcome problems (Fijianto et al., 2022). Individuals at a higher level of education will gain more knowledge which is used in dealing with pressures and problems in their lives. Individuals have more mature thinking so that they are more understanding in adjusting to existing demands (Candraditya & Dwiyantri, 2016). In this study, both the academic community and students had a high education.

Then the results of the final analysis showed that the body mass index has no relationship with WFH and SFH stress. BMI also has no difference between WFH and SFH stress. These results are in line with the research of Rizvi et al., (2015), obtaining that BMI has no correlation with stress. According to the results of the study, stress is more caused by academic pressure. According to Fernandes & Shinde, (2019) work stress is not related to stress.

This finding is contrary to the results of a previous study by that stress correlates with body mass index. In conditions where stress can affect BMI, it is known that when stressed the body indirectly releases hormone cortisol which stimulates the body to secrete the hormone insulin leptin and the neuropeptide system Y (NPY). Such hormones make individuals hungry and have a desire to eat. Thus, visceral fat deposits can occur and increase BMI (Lusia in (Purwati & Rahmandani, 2018).

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis, it can be concluded that the stress experienced by the academic community and students during WFH and SFH in terms of research characteristics, it was found that age has a weak negative correlation. Gender has no correlation with stress during WFH and SFH. Employment status correlates weakly with WFH and SFH stress. The level of education has a weak negative correlation to SFH and SFH stress. Lastly the body mass index has no relationship with WFH and SFH stress.

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