



**FACTORS RELATED TO STUDENTS' PSYCHOSOCIAL PROBLEMS
 DURING COVID-19 PANDEMIC**

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ABSTRACT

COVID-19 pandemic causes various burdens, not only social, teaching and learning restriction but also financial problem. These problems affect the society particularly students in terms of psychosocial symptom including insomnia, anxiety, irritability, and fatigue. However, the factors related to these symptoms remain unclear. Thus, this study aimed to analyze the factors related to students' psychosocial problems during Covid-19 pandemic. This study was conducted on 101 students using qualitative method with a cross sectional approach. The results showed that the average age of students was 20.11 years old. Most of the respondents were female (93.1%) with a small proportion of male (6.9%). The respondent mostly lived in the city (54.5%) and in a boarding house (63.4%) while only a few of them live with their parents (36.6%). The stress level evaluation showed that there were 50 students experienced stress (49.5%). The gender significantly becomes a factor in inducing stress due to the hormonal system. Hormonal system affects their emotional condition which leads to the increased stress level.

Keywords: covid-19; stress; student

First Received 18 August 2020	Revised 28 August 2020	Accepted 28 September 2020
Final Proof Received 08 November 2020	Published 14 November 2020	

How to cite (in APA style)

Sugiyanto, E., Prasetyo, C., & Pramono, W. (2020). Factors Related to Students' Psychosocial Problems during Covid-19 Pandemic. *Indonesian Journal of Global Health Research*, 2(4), 309-314. <https://doi.org/10.37287/ijghr.v2i4.240>

INTRODUCTION

Coronavirus Disease 2019 (COVID-19) is an infectious disease caused by SARS-CoV-2 Virus with 1.184.226 confirmed cases and contributes to 545,481 deaths worldwide. Indonesian Ministry of Health reported 414,179 confirmed cases with 18,440 deaths (CFR 4.4%) in March 2020. On the other hand, COVID-19 also affects daily living due to the transmission risk. It appears to restrict all aspects of life including social, teaching and learning activities leading to financial difficulties. These problems become a stressor for the society particularly students. During COVID-19 pandemic, the teaching and learning activities were restricted to avoid the transmission risk. Every person who contributes to learning and teaching activity particularly students has different psychosocial responses. Previous study showed that some students complaints several psychosocial symptoms including insomnia, anxiety, irritability, boredom, etc. Although, psychosocial symptoms were already found, the distribution of these symptoms remain unclear.

The Indonesian Ministry of Health (2020) reported that Corona virus is a highly transmitted disease. It can be transmitted from infected people (symptomatic or asymptomatic people) to other people through droplets. It occurs when a person is in the

same area with the infected person particularly within 1 meter. The transmission can also occur through the surface of contaminated object by droplets such as door handles, lift buttons and finger prints. The high risk of transmission results in daily living restriction to minimize the transmission and decrease the incident of COVID-19 leading to the decrease of mortality rate. In line with these facts, the Indonesian government makes policies to restrict social interaction known as social distancing. Social distancing makes the teaching and learning activities cannot be carried out properly, where almost all educational activities are carried out online. Such condition forces people to adapt with the new situation which potentially causes stress.

Chao, fang (2020) explained his study regarding the stress experienced by students during Covid-19 pandemic, mentioning that among 143 respondents, 0.9% of the respondents had severe anxiety, 2.7% had moderate anxiety, and 21.3% had mild anxiety. There are some factors that potentially induce stress including the economic status of the family, living with their parents, and place of residence. Chao, fang (2020) explained that students have experienced anxiety because of the COVID-19 pandemic. Living in cities, living with parents, having a stable family income are protective factors for the students from the anxiety experienced during the COVID-19 outbreak. However, having a relative or acquaintance with COVID-19 is an independent risk factor for anxiety. Covid-19 related stressors which include economic stress, effects on daily life, and academic delay were positively associated with the level of anxiety symptoms of Chinese students during the epidemic, whereas social support is correlated negatively with their anxiety.

METHOD

This study was conducted on 101 students using qualitative method with a cross-sectional approach. This research describes the factors which contribute in inducing stress faced by students during Covid-19 Pandemic. The stress levels were measured using the perceived stress scale (PSS-10) which contains 10 questions. The data analysis, this study used the Regression Analysis technique.

RESULTS

The results showed that the age of students was 18-28 and the average age of the students was 20.11 years old. Most of the respondents were female (93.1%), while the remaining 6.9% of the total respondent were male. The majority of the respondents lived in the city (54.5 %). Most of the respondents lived in boarding houses by 63.4% and only 36.6% of them lived with parents. The evaluation of stress levels showed that there were 50 students experienced stress or 49.5% of the total students, and the factor which contributes to this condition was gender <0.05.

Table 1.
The Gender Distribution of Nursing Program Students (n=101)

Gender	f	%
Male	7	6.9
Female	94	93.1

Table 2
 The domicile of Nursing Program's Student (n=101)

Domicile	f	%
In the town	55	54.5
Out of the town	44	43.6
Outside the province	1	1.0
abroad	1	1.0

Table 3.
 The domicile of Nursing Program Students (n=101)

Residence	f	%
With Family	37	36.6
Kos	64	63.4

Table 4.
 Stress Level Distribution of Nursing Program Students (n=101)

Stress Level	f	%
Not stress	51	50.5
stress	50	49.5

DISCUSSION

This study shows that covid-19 pandemic conditions affect the society, particularly the psychological aspect of the students. Cao, Fang, Hou, Han, Xu, Dong, and Zheng (2020) reported that anxiety, fear, and worry can occur during Covid-19 pandemic. Furthermore, Cao explained that there was 24.9% of students experienced anxiety due to COVID-19 pandemic. As much as 0.9% of the Students experienced severe anxiety, and 21.3% experienced mild anxiety. Cornine et al., (2020) explained the possibility of nursing student experienced anxiety due to the effects of a disease. Benjet (2020), College students experience high levels of stress that may compromise their overall mental health, and they may be particularly stressed during the COVID-19 pandemic. Son (2020) Explaine 91% Student reported negative impacts of the pandemic, difficulty in concentrating (173/195, 89%), disruptions to sleeping patterns (168/195, 86%), decreased social interactions due to physical distancing (167/195, 86%), and increased concerns on academic performance (159/195, 82%).

Our study revealed that gender is associated with students' anxiety. May (2020) which explained that gender significantly ($p < 0.01$) plays a role in the occurrence of students' anxiety. It is different from other factors such as place of residence and domicile. This is different from the results of the study conducted by Cau which explained that the factors of residence and domicile affect the stress level of students. Cau further explained that living in urban areas may cause stress, while living in rural areas is conducive to reduce students' anxiety. This may be due to an imbalance of economic, cultural, and educational resources between urban and rural areas, and living with parents is another beneficial factor in fighting anxiety. The description above illustrates that the university needs to take an active role in providing support to students leading to the decrease of stress level. Other factors also play a role in students' stress levels including the pressure obtained from the learning process.

Livana, Mubin and Basthomi (2020) explained the results of the analysis that there are 7 factors that can cause stress during Covid pandemic including; learning tasks, being bored at home alone, unable to meet the loved ones, tedious online learning process, unable to apply laboratory practical learning due to unavailability of tools, unable to take part in online learning due to limited internet quota, and unable to implement hobbies as usual. Huckins JF (2020), Explaine During the first academic term impacted by COVID-19 (Winter 2020), individuals were more sedentary and reported increased anxiety and depression symptoms ($P < .001$) relative to previous academic terms and subsequent academic breaks. Brougham (2009) explained the results study found that college women reported a higher overall level of stress and greater use of emotion-focused coping strategies than college men. College men and women also reported different coping strategies for different stressors; however the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women.

The results of the study explain that the factor that affects the stress level of students is gender, this is related to the management of student emotions. Brougham (2009) therefore educational institutions must have implications designed for stress reduction built on adaptive strategies that focus on student emotions. Besides that, the current challenge is that education must be able to provide a friendly learning process for students by minimizing stressors.

CONCLUSION

The evaluation of stress levels showed that 49.5% of the total students experience stress during covid pandemic. Gender appears as a factor which increases the stress level due to hormonal system which affect the emotional condition. The challenge at this time is that education must be able to provide a friendly learning process for students.

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