



ADOLESCENT PSYCHOLOGICAL PRESSURE TRENDS IN THE PANDEMIC COVID 19

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ABSTRACT

During the Covid 19 pandemic, there were some drastic changes. Social and educational change. This study aims to identify the psychological condition of adolescents. The instrument used was the DASS (Depression Anxiety and Stress Scale). The population in this study were adolescents aged 12 to 21 years from secondary school to undergraduate levels. The sampling technique used in this study was stratified sampling. Data is analyzed using descriptive statistics. The results of data analysis showed that of all respondents, the worst psychological condition was sensitivity. As many as 63.2 percent of respondents experienced disorders ranging from mild, moderate, severe to very severe. Meanwhile, the psychological conditions of stress and depression were in the category that was not worrying, namely 35.1 percent of respondents who experienced depression and stress which ranged from mild, moderate, severe and very severe categories. Meanwhile, 74.1 percent was categorized as normal.

Keywords: adolescents; anxiety; depression; stress

INTRODUCTION

The world is starting to enter a new era. An era that has never existed before. Quite a drastic change, starting from communicating, studying, worshipping, working and doing other activities. Humans are required to be active without much physical contact with others. This is of course very influential on the role of humans as social creatures. As social beings, humans are unable to live alone and will always depend on other humans (Nordin Selat, 2015). For some people, large-scale social restrictions (PSBB) will become a burden in carrying out their activities.

During the Covid 19 pandemic with various kinds of strict social rules. The PSBB period with a series of protocol systems that must be carried out by all individuals in Indonesia. Teenagers are no exception. Teens who do more learning activities at school. Teens who spend more time identifying themselves. The development of adolescents is influenced by peer relationships, relationships with parents, and the environment (Jackson & Goossens, 2020). When adolescents experience pressure on the social environment, it will certainly affect their psychological condition.

Adolescence should ideally be given normative freedom in order to express himself. This will certainly be very useful for the development of adolescents, especially the search for self-identity. Freedom in the pandemic era is also changing. This change is not automatically accepted by the community. The need for mature preparation is of course very much needed. Some teenagers will feel happy with the current condition of being free to study anywhere, making friends via smartphones, spending more time at home. However, some other teenagers, of course, feel burdened by studying at home with various kinds of distortions in the surrounding environment, become unfocused on learning, cannot interact freely like

communicating virtually. Two different conditions will certainly cause different psychological conditions. The results of the research conducted by Sari et al showed that adolescents who had a pessimism mindset were mostly mild, namely 30 people (50%), teenagers who had a risk of depression were mostly normal, namely 36 people (60%) (Sari, Widiani, & Trishinta, 2019).

These two conditions will certainly greatly affect the mental condition of an individual. As educators in the current era by utilizing computer information technology in learning, doing activities with a lot of work and communicating virtually must pay attention to the psychological condition of the learners. Learning independently at home with various assignments given by the teacher is a challenge for students. Based on this background, the formulation of the problem in this study is how the teenage psychological condition is. In line with the formulation of the problem, this study aims to identify the psychological conditions of adolescents with the status of students and / or college students. The results of this study are useful for teachers / lecturers in developing student potential both academically and non academically. Entering the new normal which will be planned by the government in the near future will result in new adjustments. Adolescents who are sensitive to the changes that occur will affect how their psychological condition is. So that this research is expected to be able to become relevant data for taking the right steps in developing student potential in the online learning process system, blended learning, and entering the new normal. The time span for adolescence is divided into three, namely 12 to 15 years which can be called early adolescence, 15-18 years, which can also be called middle adolescence, and the last is late adulthood which has a range of 18- 21 years (Merriam & Baumgartner, 2020).

In adolescence, it is possible that they will experience various psychological upheavals. The physical changes that are usually experienced by adolescents also cause a psychological change. Adolescence is a period of heightened emotionality, which is a state of emotional state that appears higher or appears to be more intense than normal (Hurlock, Istiwidayanti, Sijabat, & Soedjarwo, 1990). These usually high emotions can eventually manifest in various forms of behavior such as confusion, flaming or explosive emotions, quarreling, lack of enthusiasm, laziness, and also forming a self-defense mechanism (Jackson & Goossens, 2020). These high emotions do not continue during adolescence (Fletcher, 2011). As teenagers get older, their high emotions will begin to subside or lead to a stable condition. High emotions in the adolescent phase should not be left alone, but it is necessary to get a good distribution or treatment, so that later it does not cause adverse things.

Adolescence is a period of transition from children to adults. Time to maturity. You could say that during this period it is half-baked, it cannot be said to be independent, but it is a demand to start being independent. A person who has just grown up will be required to change in attitude and position himself in society (Santrock, 2003). So that in the end it makes teenagers experience confusion. One example is when the child is expected to act mature, but on the other hand, when he is trying to do something like an adult he is prohibited. And it is considered too young to interfere in adult affairs. The transition period of adolescence from childhood to adulthood has various demands from family, society, the environment in which he studies to himself (Schwartz & Drotar, 2006). In the end, these demands make adolescents experience confusion in following a demand. This confusion eventually gave rise to a contradiction within them.

Teenagers also have so many desires. The desire to achieve an existence, to want to be noticed, to be popular, to gain achievement, and to have a prestige made him nervous. This

anxiety is reflected in a rebellious attitude which is sometimes reflected in behavior, because what they want is opposed by the surrounding environment. Adolescence who likes to experiment and explore will be very good if parents or educators at their school apply creative direction that requires adolescents to implement it in everyday life. Teens will tend to try many things to find their true self. This is a factor in anxiety, stress and even depression in adolescents. This certainly requires adjustments during the Covid-19 pandemic. Experiments and self-exploration of adolescents are mostly done virtual and physically limited.

METHOD

This research is a quantitative research with descriptive quantitative data analysis techniques. This research is a type of survey research. The procedures used to conduct a survey have a major effect on the likelihood that the resulting data will describe accurately what they are intended to describe (Fowler Jr, 2013). Survey research is an effort to collect data or information from a part of the population who are considered to represent a certain population.

Data obtained through the DASS (Depression Anxiety Stress Scale). DASS interprets according to the following rules: On the normal scale, depression is in the 0-9 score range, Anxiety is 0-7 and Stress is 0-14; In the interpretation, Mild Depression has a score of 10-13, Anxiety has a score of 8-9, stress has a score of 15-18; at moderate degrees Depression was on a score of 14-20, Anxiety with a score of 10-14, and stress on a score of 19-25; on the level of major depression has a score of 21-27, anxiety has a score of 15-20, and stress scores 26-33; at the highest level and it is highly recommended to do treatment is very ever on the aspect of depression at a score > 28, anxiety at a score > 20, and > 34 having very high stress.

Data analysis using descriptive statistics. The data collected will be coded and categorized according to the interpretation of the DASS 42 instrument. The data that has been coded will be calculated for the frequency and the percentage of its occurrence will be calculated. This is used to determine the rate at which cases occur. The population used is adolescents who are at the high school and undergraduate levels. The sample was done by using disproportionate stratified random sampling technique. Sampling was done by taking into account the representation of each level that was the target of the study. Stratified random sampling allows researchers to get a population sample that best represents the entire population studied (Etikan & Bala, 2017). Stratified random sampling involves dividing the entire population into homogeneous groups called strata.

RESULTS

Data collection was taken during the Covid-19 pandemic. The data is distributed to students and students who are still in their adolescent development. Samples were taken at each level, namely SMP, SMA, and S1. The data that has been collected is 1720 respondents. From the results of the data analyzed, the following data were obtained:

Table 1.
 Results of Data Analysis of Adolescent Depression Conditions (n=1720)

Grade	Depression										Total	
	Normal		Mild		Moderate		severe		Extremely severe			
S1	72,0%	85	11,9%	14	10,2%	12	4,2%	5	1,7%	2	100%	118
SMA	74,1%	1061	11,0%	158	8,7%	125	3,8%	55	2,2%	32	100%	1431
SMP	74,9%	128	14,0%	24	8,8%	15	1,2%	2	1,2%	2	100%	171

The data above can describe the condition of depression at the S1 level. The number of S1 respondents was 118 respondents. During the pandemic, undergraduate students had a fairly high normal scale, which was 72%, while students who had very high depression only had 1.7%. At the high school level, the data were taken from 1431 respondents. A total of 74.1% or 1061 students were categorized as normal; Students who need help because they have a Extremely severe depression score of 32 students or 2.2%. Junior high school level is not much different from SMA level. Respondents at the junior high school level were 171 students. 74.9% or 128 students were categorized as normal; a1.2% or 2 students respectively were categorized as severe and very severe depression. Based on the total analysis of all respondents, it is known that: 74.1% or 1274 people are categorized as normal while the remaining 11.4% or 196 are categorized as mild depression, 2.1% or 36 people were severely depressed and need counseling.

Table 2.
 Anxiety Data Analysis Results (n=1720)

Grade	Anxiety										Total	
	Normal		Mild		Moderete		severe		Extremely severe			
S1	31,4%	37	11,0%	13	36,4%	43	14,4%	17	6,8%	8	100%	118
SMA	38,2%	546	14,2%	203	25,5%	365	14,2%	203	8,0%	114	100%	1431
SMP	29,2%	50	18,1%	31	32,7%	56	14,0%	24	5,8%	10	100%	171

At the undergraduate level there are 31.4% or 37 normal students for anxiety conditions; and 6.8% or 8 students had very severe category anxiety. At SMA level, there is a trend that is not much different from S1. It was detected that 38.2% or 546 students were in normal condition; and 8,0% or 114 students had very severe anxiety. At the junior high school level, the data obtained were slightly better. There are 29.2% or 50 students in normal condition; The total number of respondents, namely 1720 respondents, has various worries. There were 36.8% or 633 respondents having anxiety conditions at a normal level; and they need counseling is 7.7% or 132 had very severe levels of anxiety.

Table 3.
 Stress Data Analysis Results (n=1720)

Grade	Stress										Total	
	Normal		Mild		Moderete		severe		Extremely severe			
S1	75,4%	89	16,1%	19	4,2%	5	2,5%	3	1,7%	2	100%	118
SMA	74,5%	1066	13,6%	194	8,2%	117	3,4%	48	0,4%	6	100%	1431
SMP	69,6%	119	18,1%	31	11,7%	20	0,6%	1	0%	0	100%	171

Students at the undergraduate level have the highest stress level when compared to high school and junior high school levels. It was recorded that 75.4% or 89 respondents were categorized as normal. 16.1% or 19 had mild stress; 4.2% or 5 students have moderate stress; 2.5% or 3 students experienced severe stress; and as many as 1.7% or 2 students have very severe stress. SMA also has a data distribution that is not much different from that of undergraduate students. A total of 74.5% or 1066 students had stress at normal levels; 13.6% or 194 students had mild stress; 8.2% or 117 students had moderate stress; 3.4% or 48 students had severe stress; and 0.4% or 6 students have very severe stress. At the junior high school level, the student stress data has different variations. A total of 69.6% or 119 were categorized as normal stress; 18.1% or 31 students had mild stress; 11.7% or 20 students had moderate stress; as much as 0.6% or 1 tres in the severe category; and 0% of students have

very severe stress. Based of the 1720 total respondents had the normal stress category as much as 74.1% or 1274. A total of 14.2% or 244 respondents had mild stress; 8.3% or 142 had moderate stress; 3.0% or 52 respondents had very severe stress; and 0.5% or 8 have very severe stress.

DISCUSSION

Based on the results of the data analysis in the section above, the psychological conditions of the total respondents varied. In general, respondents have a higher level of anxiety than depression and stress. Psychological conditions Stress and depression have almost the same variations. Significant linear associations were found between the number of anxiety disorders reported in adolescence and later risks of anxiety disorder (Woodward & Fergusson, 2001). According to Woodward & Fergusson, anxiety is a condition that significantly occurs in adolescence and becomes a disorder that will appear at a later date. Anxiety disorders are one of the most common psychiatric conditions in children and adolescents and, in the United States, affect 15% of young people (Mossman et al., 2017).

From the above opinion shows that anxiety disorders often occur and are experienced by humans in children and adolescents. When humans are faced with a stressful situation, the first symptom that arises is disgrace. Anxiety is a problem in the category of crisis problems. When humans experience anxiety for a certain period of time it is said to be normal. However, when anxiety lasts for a long time, it can lead to stress or depression, even trauma. Trauma occurs approximately one month after the individual is exposed to the antecedent (Mochammad Nursalim, 2018).

Depression and stress conditions both at the high school level to undergraduate level approximately 25% (twenty five percent) of respondents have depression and stress conditions ranging from mild to very severe. Adolescents have a vulnerability to psychopathological conditions ranging from depression, stress and anxiety, especially those who experience pressure in the form of violence and abuse (Martínez et al., 2018). Prolonged pressure that causes stress will ultimately affect individual thinking patterns. When individuals are exposed to unfavorable environments, adolescents are very vulnerable to depression. There are many factors that trigger depression and stress ranging from psychology and biology. individuals who experience a stressful life event in a disadvantaged environment may be more prone to experiencing depression than individuals who experience the same event in a favorable environment (Lugo, Domínguez, & Romero, 2018). The covid pandemic condition that has been going on for 9 months has significantly affected the psychological condition of adolescents. Anxiety conditions are an urgent issue that needs to be addressed by related parties. Stress and depression conditions occur in adolescents during a pandemic, but within limits that are not too high..

CONCLUSION

There is a significant relationship between the psychological condition of adolescents from high school to undergraduate levels. Adolescents have a fairly high level of anxiety, namely about 65% of adolescents experience anxiety ranging from mild, moderate, severe to very severe. Stress and depression conditions occur in adolescents, approximately 25% of respondents.

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