



AL-TA'LIM JOURNAL, 28 (3), 2021, (204-212)

(Print ISSN 1410-7546 Online ISSN 2355-7893)

Available online at <http://journal.tarbiyahainib.ac.id/index.php/attalim>

Investigating Students' Academic Stress on the Transition to Online Learning During the Covid-19 Pandemic

Received: 25th January 2021 Revised: 25nd November 2021; Accepted: 30nd November 2021

Permalink/DOI: <http://dx.doi.org/10.15548/jt.v28i3.676>

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Keywords: Academic stress; online learning; Covid-19.

How to Cite: Rosdialena, R., Trinova, Z., Dewita, E., Deswila, N., & Maiseptian, F. (2021). Investigating Students' Academic Stress on the Transition to Online Learning During the Covid-19 Pandemic. *Al-Ta'lim Journal*, 28(3). doi:<https://doi.org/10.15548/jt.v28i3.676>

INTRODUCTION

Based on the Law of Indonesia number 12, 2012 about Higher Education, the first part mention that the university students are member of higher education. Therefore, they are expected to have a good perspective, caring soul, good personality as well as healthy and strong mentality.

Sutrisman (2019) explained that the definition of university students is much more and deep. University students was expected to have problem solving skills, positive thinking, and determination (Klegeris & Hurren, 2011; Kozikoglu, 2019). They should be able to follow the educational system whether face to face or online learning due to Covid-19.

Online learning has been implemented in many top world university in developed countries. However, for Indonesia, it is a new system that they need to adapt to the force of COVID-19. Based on the regulation of Ministry of Education and culture number 4, 2020 regarding the Implementation of Education during the pandemic, lectures and students should adapt to online learning. Lectures need to ensure that the learning process keep going on although they are all at home. Therefore, lectures should be able to design a lesson plan to be used through online learning.

Since there are no specific applications for the learning, students and lectures can use social media such as WhatsApp, telegram, instagram, and zoom. Lecture should ensure the learning process although they are not done in the classroom (Atsani, 2020). However, COVID-19 has influenced almost all aspect of human life including social, economic, tourism and education sector (Dewi at Kompas, 28/03/2020). To learn in online platform students, need gadgets, reliable signals, and credits. Gadgets such as smartphone are not cheap to buy for those who come from lower income family. Also, the students should buy credit to keep online all time for all the subject they have at school. Furthermore, for students who live in rural areas, signal is not reliable. In addition, both lectures and students should have enough understanding of using technology for effective learning. Therefore, those issues seem to cause students experience academic stress.

Students at State Islamic University of Imam Bonjol Padang has been board with the distant learning. Most of them do not participate in the classroom actively. Also, they do not submit their assignment on due time. Besides, most students were not following the discussion in classroom, even they do not response to the given materials. Moreover, some students do not understand the topic being taught due to the limitation of learning media. Thus, students have low motivation to learn and less attention given to both lectures and materials (Organization & Group, 2003).

Based on the phenomena, it is seen that the students experienced academic stress due to the distant learning. They have lack of maturity to adapt the situation of the pandemic. The learning process could have been better if the students achieve the task of adolescent development both cognitively and emotionally.

Arnett & Hughes (2014) the task of adolescent development cover biological development aspect; accepting the existence and influence of adult; having emotional freedom from parents and other adult; having their own perspective of life; understanding their identity and participate in their own culture. Similarly, Saputro (2018) define that the task of adolescents development include, emotional maturity; achieving interest of heteroseksual; social maturity; freedom from family control; ability to choose work; intellectual maturity; ability to use free time; choosing the principle of life and self-identification. University students are in the age where they experience many changes both physically and psychologically. If they grow and develop based on the phases and tasks of development of adolescents, they will be strong and complete. Then they are ready to the phase of adult.

According to World Health Organization Pitt et al. (2018), stress is the body's response or reaction to psychosocial stressors (mental stress or life burdens. Stress is used interchangeably to describe various stimuli with excessive interactions that are unwelcome in the form physiological, behavioural, and subjective responses to stress; a context that bridges the encounter between individuals and stressful stimuli, all as individual systems. Stress is an individual response to a situation or event that triggers stress (stressor) which threatens and interferes with a person's ability to handle it (Brosschot et al., 2018; Sofyandi & Garniwa, 2007). Therefore, stress can be understood as pressure that occurs due to a mismatch between the desired situation and expectations, here there is a gap between environmental demands and the individual ability to fulfill. It is beyond individual's ability to cope.

Furthermore academic stress is a response or reaction that arises because there are too many demand and assignments that students have to do (Bedewy & Gabriel, 2015; Nist-Olejniak & Holschuh, 2011). According to Deb et al. (2015) academic stress due to educational factors or activities during education. Similarly, Jogaratnam & Buchanan, (2004) examines academic stress as a mental or tension which cause by the demands of campus activities.

According to MacGeorge et al., (2005) the reason of stress is normal things since it is a part of self-development such as adapting to new social order, new roles, responsibilities, learning load and educational concepts. Similarly, (Rahmawati, 2016) and (Calaguas, 2011) examined that stress originates from the learning process such as pressure to go to classroom, length of study, cheating, assignments, decisions to determine majors and careers, and anxiety in examination. Academic stress occurs within students as a result of competition and academic demands as well as expectation of achievements (Fachrosi, 2012; Fakhurrrazi, 2018; Setyosari, 2010; Taufik et al., 2013); stated that stress can be caused by challenging subject for students resulting in fear of teachers or lectures. Moreover, Khan et al. (2013) states that academic stress includes students' perceptions of how much knowledge must be mastered and limited time available. Likewise, (Rahmawati, 2016) affirms that academic stress was caused by a mismatch between environmental demands and student's ability.

Furthermore, Desmita (2011) mentions that academic stress is caused by academic stressors. Also, (Nurmalasari et al., 2016; Rahmawati, 2016) explains that academic stress is included in the distress category. Based on the explanation above, academic stress can be understood as pressure due to subjective perceptions of an academic condition. This pressure give rise to responses experiences by students in the form of negative physical reactions, behaviours, thoughts, and emotions.

Davies et al. (2008) physical response is individual physical think that can be

observed, like sweating, increased blood pressure, sleeping difficulty, defecation, and headaches. Emotional response is and individuals feeling in response to something which is related to feeling sad, angry, mood swings and burnout (Collins, 2008) Furthermore, behavioural response, related to the tangible form of individual behavioural actions that can be seen clearly by the sense (Collins, 2008).

METHOD

This study used a quantitative descriptive method. (Sugiyono, 2015) explained that quantitative descriptive statistics are a technique used to measure research data using numbers based on the results of questionnaires that have been administered to respondent. Data collection of this quantitative research used questionnaire. Questionnaire is done by providing a set of written statements to respondents to answer (Sugiyono, 2015).

The questionnaire used in this study was academic stress with three measurement aspects namely physical response, emotional response, and behavioural response. Valid questionnaire items in total were 51 with an average sig score 2 tailed validity of 0.001 ($0.001 \geq 0,05$) and reliability score of 0,915. Based on the validity and reliability test, the academic stress questionnaire in online learning is feasible to use. The subject of this study was 150 students from seven faculties of Islamic State Institute of Imam Bonjol Padang who were selected randomly. Sample details of each faculty are as follows:

Table 1. Research Sample

Fakultas	Sampel
Tarbiyah & Keguruan	22
Syariah	20
Ushuluddin & Sudi Agama	21
Dakwah dan Ilmu Komunikasi	21
Adab & Humaniora	20
Ekonomi & Bisnis Islam	21
Sains & Teknologi	20
Amount	150

Data analysis of the study was quantitative descriptive formula based on (Nana, 2001)

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage

F = Frekuensi

N = number of respondents

100 % = Fixed number

Furthermore, all the questionnaire was scored. The frequency of questionnaire was calculated. Then, the data was put into the formula.

RESULT AND DISCUSSION

The results of processing academic stress questionnaire regarding physical response, emotional response and behavioural response is as follow:

Table 2. Frequency distribution of student's academic stress in distant learning

Aspect	Frequency					Total	%
	VH	H	M	L	VL		
Physical Response	4	75	70	1	0	150	68
Emotional Response	12	84	54	0	0	150	70
Behavioural Response	7	51	91	1	0	150	65

Keterangan:

VH : very high

H : high

M : medium

L : low

VL : very low

Physical Response Aspects

Based on the results of the processed student academic stress questionnaire in online learning in physical response aspect, it was found that four people were in very high category, 75 were high, 70 were moderate, one was low and two were very low with a percentage of 68%. The result indicate that the students academic stress was high. It confirm the study of (Ameli et al., 2020) that students found difficulties in adapting with technology in online learning.

Furthermore, students experience difficulties in analysing or digesting messages or lecture materials. Also, students feel dizzy

because of the online learning. (Samaha & Hawi, 2016) smartphone has a negative effect on the mental health and well-being of students. Therefore, (Ramli et al., 2018) suggest that self-regulation and attention help students to cope with stress and avoid long-term negative consequences. In this case parents should support their children since parents contribution has consistent and positive effect on students achievement and self-concept (Chohan & Khan, 2010).

Thus future learning from an ecological perspective must move beyond personal characteristics and contextual support in investigating ways of interacting with one another to influence student development (Dennis et al., 2005)

Emotional Response Aspects

Based on the results of the processed student academic stress questionnaire in online learning in the emotional response aspect, it was found that 12 people were in the very high level category, 84 people were high, 54 were moderate, with no low and very low category. The percentage of the emotional response aspect were 70 %.

In this aspect students were afraid of getting low score in the lecture process using the online system. This is because the lecture system with online learning has many demands such as availability of quotas, good internet network, good financial capacity, availability of references and the ability to digest explanations from lecturers. All of this requires students to use all their abilities so that they can get good results. This will trigger academic stress for students when they experience problems with one of these aspects. It is sad when the internet network is difficult or unable to buy the quota and ultimately cannot participate in lectures so that it impacts on the final score given by the lecturer. This is fear in the form of an emotional response that arises from students.

The factors that influence the stress level of students can also be seen from gender. For example, female students have higher academic stress than male students (Karaman

et al., 2019). In addition, parental involvement and support is very important in increasing academic success and eliminating fear (academic stress) faced by students in higher education (Patton et al., 2012). No less important to avoid student fear in facing the online lecture system is to increase patience, because that patient nature will eliminate feelings of fear and stress in the academic world. One way to train patience in everyday life is to have a healthy mentality (Ernadewita et al., 2019). A mentally healthy person will be reflected in his daily attitudes and actions, such as being able to control himself well, accept the realities of life, think calmly and carefully, stand firm and not easily give up, able to be calm and not rush, fond of forgive, be sincere and able to control emotions.

The next indication that can be seen from the processing of students' academic stress questionnaires in online learning from the aspect of emotional response is the high anxiety of students when all online lecture assignments accumulate at one time. This is because students feel they are able to work on assignments at one time and it turns out that the assignments given by the lecturers will continue to increase along with the number of courses taken. So that it will cause anxiety and restlessness and result in prolonged stress. For this reason, it is necessary to convey to students the importance of time management in completing lecture assignments so that they do not accumulate at one time (Dugger JR, 2014; Heering & Wittje, 2012; MacBeath, 2013). In addition, students often oversimplify the issue of lecture assignments, with the assumption that class assignments can be followed up at any time. Moreover, the online lecture system Che et al. (2015) could make excuses for lecturers because of the difficult network and no internet quota. The habit of students who are negligent in doing assignments causes a prolonged buildup of tasks. In the end, most tasks cannot be completed properly so that it raises concerns that you will get poor grades.

Behavioral Response Aspects

Based on the results of the processed student academic stress questionnaire in online

learning behavioral response aspects, it was found that 7 people were in the very high category, 51 people were high, 91 were moderate, 1 person was low and very low was not there with a percentage of 65%. The indication that there is still a high form of student academic stress in online learning can be seen from that they cannot relax in doing lecture assignments because they are piled up at one time.

This is because each course taken by students will have an impact on giving assignments, because lecturers can only know the level of student understanding of the material given through assignments (Fatemi et al., 2014). Most of the assignments given also demand the ability of students to understand technology so that not all students can complete their assignments on time, as a result their tasks are piling up.

Therefore, the discipline of students in completing assignments will help reduce the academic stress they experience, because tasks that are completed on time will bring satisfaction and happiness to each individual (Luiselli et al., 2005). Good time management is also very necessary so that every lecture activity can be passed properly, so that the assignments and materials provided can be understood perfectly (Chang & Nguyen, 2011; Nadinloyi et al., 2013). In addition, students are also expected to be able to carry out focus group discussion activities to increase their understanding of teaching materials to make it easier to complete each given task (O. Nyumba et al., 2018).

The next indication that can be seen from the processing of student academic stress questionnaires in online learning from the aspect of behavioral response is that they do not realize that every learning process that occurs will affect behavior or quality in learning (Ben-Eliyahu & Linnenbrink-Garcia, 2015).

This is because the online learning process is not like in face-to-face meetings, educators cannot provide direct guidance and examples, because the emphasis is more on understanding the material only. Meanwhile, the behavioral aspects need direct guidance

(Lake et al., 2012). The success of education in conducting online learning in the Covid-19 pandemic situation is the ability of lecturers to innovate in designing, and concocting materials, learning methods, and what applications are in accordance with the material and methods (Rahayu & Firmansyah, 2019). Creativity is the key to success for a person to be able to motivate his students to stay enthusiastic in learning online and not become a psychological burden.

In addition, the success of online learning during the Covid-19 period depends on the discipline of all parties. Therefore, the parties involved here need to make a scheme by compiling good management in regulating the online learning system. This is done by creating a systematic, structured and simple schedule to facilitate communication so that the implementation of online learning can be monitored effectively. Besides that, mentoring and guidance for students related to how to study effectively are also very important (Rahayu & Firmansyah, 2019). This guidance and assistance are not only for online learning but also for face-to-face learning. Because in principle these two learning systems have the potential to create academic stress for students. Especially for students who lack the skills to respond to any changes in the learning system.

CONCLUSION AND RECOMMENDATION

It is hoped that dakwah and counseling guidance services can play a role in providing calm and comfort for students in participating in online learning as an effect of the development of the global world. This is one of the challenges of the global world as a result of the era of globalization so that the space for religiosity in the context of human life is depleted (Rosdialena, 2018).

The conclusions obtained from this study are student academic stress in online learning based on the physical aspect of the high category, the high category emotional response and the medium categorical response behavior. This is because online lectures given by lecturers confuse and distort their energy so that it causes anxiety and fear of the disease

causes a decrease in academic achievement index (IP). Then the confusion and energy distortion cause a resultant anxiety resulting in a decrease in academic achievement (IP).

Then the learning conditions from this also get to instability conduct instability treatment conduct instability treatment perform instability eradication eradicate instability learning stability. The advantage of this research is that it can describe the stressful conditions of students in bold learning. Based on this, students as educators who conduct lectures in a bold manner towards students can take into account and manage learning more effectively and efficiently. So that the effects that can be marked because of the bold lecture process can be overcome properly. The drawback of this research is that it has not yet reached the follow-up research that can be carried out by high school counselors and counselors in alleviating these academic stress problems because of bold learning. So it is necessary to carry out further research related to the alleviation of this problem. Based on the problems found, there is a need for a development that can be carried out by higher education, namely the Islamic Counseling and Technical Implementation Unit (UPT-BKI). This institution can be used as a means for students in prevention and alleviation of problems in learning only one about academic stress. Of course, the realization of this institution requires the attention of higher education leaders and all parties involved in its development and future development.

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