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The Extent of Depression, Anxiety, and Stress on Undergraduate Students

The Effect of Adaptation During Pandemic Covid-19

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ABSTRACT
For more than one year, Covid-19 has been attacking Indonesia; online learning has been used to solve the problem in the academic system. Online learning was not easy to adapt to; some students got depression, stress, and anxiety during their studies. However, students have expected to be able to adapt to this condition. This research aims to describe the condition of depression, stress, and anxiety in undergraduate students after receiving one year more pandemic Covid-19. The participant is 416 students (278 female, 138 male) from 8 faculties in one of the universities in Surabaya, aged 17-21 years and collected by accidental sampling. Students were asked to fill the Depression, Anxiety, Stress Scale (DASS). The data collected were analyzed by using descriptive statistics and one-way ANOVA. The result showed differences in anxiety and stress between males and females. However, in depression, no differences between males and females. The extent of depression, anxiety, and stress among undergraduate students was in the middle level (273 students). Students used several coping strategies to decrease the depression, anxiety, and stress during online learning, such as leaving their task for a while as a refreshment and then finishing it, sleeping, playing games, watching movies or Korean series, exercising, and eating. Besides that, on average, students have intrinsic motivation to accomplish their tasks and study hard to pursue the future. The student needs to keep preserving their spirit and motivation for education. Hence, academicians need to encourage students to build their intrinsic motivation and understand their responsibility to cure depression, anxiety, and stress.

Keywords: *Depression, Anxiety, Stress, Online Learning, Covid-19, Undergraduate Student.*

1. INTRODUCTION

During pandemic Covid-19, in March 2020, education in Indonesia has already changed; the government requested all schools and universities to close. All the students and teachers or lecturers are starting the class online. The changing of the learning process made some of the schools and universities face problems. Mostly, all people are struggling with this condition [1]. Many obstacles were faced during the transition when schools and universities did not prepare for it yet [2]. One of the problems that arise during online learning is stress by teachers or students [3]. The different learning processes, the demands of tasks or assignments, and no opportunities to meet friends are reasons for students' stress [4]. Learning assignment is the most stressful atmosphere during online learning [5]. Besides that, the incapability of teachers or lecturers to use online learning and how the parents are puzzled with the new learning process make the students worse. Not only stress but some of them are also found in the anxiety and distress condition [2].

Anxiety describes as worry, unfeeling well, unstable, afraid because something is threatening them, sometimes individuals feel insecure, but they do not know the source of their anxiety. However, anxiety is a negative emotion because of intuition and somatic tension, making an individual have a heart beating fast, sweating, and out of breath [6]. Students with anxiety will have perplexity and perception distortion in their studies. This condition will distract their attention,

cause memory loss, decrease their ability to analyze problems [2]. In China, in 7.143 college students, 0.9% have high anxiety, 2.7% have moderate anxiety, 21.3% have low anxiety during online learning because of pandemic Covid-19 [7].

Anxiety that occurs continuously in students will bring up the occurrence of stress. Stress is the unbalancing between the physics and psychics of the individual (the pressure of internal and external conditions) and the response of capability, wherein the failure to accomplish the demands has a critical impact [8]. Stress is a reaction or psychological response toward a condition beyond their capacity or when the problem is difficult to reach [2]. Naturally, every person will face stress in their life when their expectation does not meet the fact [9]. Therefore, stress happens when individuals have mental and emotional pressure, especially in academic life [10]. During online learning, several symptoms have happened in students' lives, such as insomnia, sleep disorder, headache, nervousness, ease of getting anger, physical fatigue, etc. These symptoms are a response to the stress faced by students [3], [11].

Problems that occur in students need to handle. If it is not, psychological problems will happen, such as depression. Depression has a significant impact on decreasing manifestation of psychomotor, such as excitement, vigor, activity, productivity, concentration, and thinking power [2]. Frequently, depression is called an invisible disease, so mainly students never realize if they have depression; [12]. Depression problems are often associated with faith problems, and they are considered not to need professional help (psychologists or psychiatrists). In university, cases of depression are sometimes not identified well; however, several students decide to pull out from school, use drugs, drink alcohol, suicide, cry every time, skip class, or self-isolation [13], [14].

Several countries also researched to understand the impact of online learning. Based on the research in the university in Netherland, several students experienced decreased mental well-being and challenges to engage with their studies, indeed dropping out significantly [15]. The difficulties of adaptation occur not only in students but also teachers, such as workload or incapability to use the technology were the most reasons happens on them [1], [16]–[19]. The research conducted in Albanian found that most students feel disappointed with the online learning program. Moreover, some students with medium and high academic performance positively perceive online learning [20]. The students pleased with online learning stated that they could develop new skills, especially technology [21]. However, research about students' adaptability towards online learning is still not figured out. This research aims to describe the extent of depression, anxiety, and stress due to their adaptability. Besides that, this research will show the strategy of students to cope with their stress during online learning.

2. METHOD

This study used a descriptive method with a quantitative approach, whereas the result of this study will reveal something that happens in the field. Quantitative descriptive research aims to see, review, and describe the object numerically understudy and draw conclusions about it according to the phenomena that appeared when the research would conduct. The variable in this research is depression, anxiety, and stress. Participants of this research are college students at the University of Surabaya aged 17-21 (M=19.90, SD=.99), from the sophomore until the fifth year of college students. There were 416 participants in this study. The sampling technique used was non-probabilistic accidental sampling, i.e., subjects would be chosen incidentally as long as they met the inclusion criteria for research [22].

Data collection was conducted from June to August 2021 using Google Form. This research has used the Depression, Anxiety, and Stress Scale-21 Scale [23] and already translated it to Bahasa [24]. This instrument will measure the level of depression, anxiety, and stress of an individual in one last week, consisting of 21 items with a 4-point Likert scale (1=not happen to me to 4=very often happen to me) with Cronbach's alpha=.92. Data analysis would conduct using descriptive statistics and One Way ANOVA, with a 95% confidence interval.

3. RESULT

Basic demographics for participant are presented in Table 1. From the findings it is known that 34.9% (145 people) in the age 21 years old, and 22.1% are business and economics students. One hundred forty-three participants are in the 2018 class year.

Table 1. Demographics data (n=416)

Category	Response	Frequency	Percentage (%)
Age	17 years	1	0.2
	18 years	36	8.7
	19 years	110	26.4

	20 years	124	29.8
	21 years	145	34.9
	Total	**416**	**100**
Faculty	Pharmacy	36	8.7
	Law	82	19.7
	Engineering	50	12.0
	Psychology	80	19.2
	Creative Industry	34	8.2
	Medical	7	1.7
	Biotechnology	35	8.4
	Business and Economics	92	22.1
	Total	**416**	**100**
Class Year	2020	119	28.6
	2019	128	30.8
	2018	143	34.4
	2017	26	6.3
	Total	**416**	**100**

The norming of depression, anxiety, and stress was also explained in this study. The categorization is divided into three categorizations, high, medium, and low. The equation for this categorization is:

High : M + 1 SD ≤ X

Medium : M − 1 SD ≤ X < M + 1 SD Low : X < 1 - SD

Based on that norming, Table 2 depicts the condition DASS in college students, whereas almost all the students in the medium level of depression (60.6%), anxiety (66.3%), and stress (68.3%). However, in depression, the high and low level has the same number of participants, i.e., 82 participants. Anxiety (78 participants) and stress (74 participants) tend to the low-level category

Table 2. Norming of depression, anxiety, stress

Description	Category	Frequency	Percentage (%)
Depression	High	82	19.7
	Medium	252	60.6
	Low	82	19.7
	Total	**416**	**100**
Anxiety	High	62	14.9
	Medium	276	66.3
	Low	78	18.8
	Total	**416**	**100**
Stress	High	58	13.9
	Medium	284	68.3
	Low	74	17.8
	Total	**416**	**100**

The differences between gender, age, faculty, and class year on depression, anxiety, and stress will be measured in this research. Table 3. will show all the results. Based on that data, the depression class year has differences, which the class year 2017 has the high depression (M=18,54) and the class year 2020 has the very low (M=16.27). In anxiety and stress, the female has higher anxiety (M=17.30) and stress (M=18.88) than men. Besides that, the faculty of psychology (M=19.41) has the highest stress than other faculties. The faculty that has the lowest stress is the faculty of law (M=16.77).

Table 3. Differences in depression, anxiety, and stress

	Description	Category	Frequency	Mean	SD	t/F
Depression	Gender	Male	138	16.91	5.89	-1.16
		Female	278	17.67	6.41	
	Age	17 years	1	14.00	0	1.42
		18 years	36	15.58	5.09	
		19 years	110	17.06	5.94	
		20 years	124	17.46	6.22	
		21 years	145	18.13	6.69	
	Faculty	Pharmacy	36	16.67	5.61	1.78
		Law	822	16.43	5.84	
		Engineering	50	16.54	5.88	
		Psychology	80	18.73	6.01	
		Business and Economics	92	17.41	6.63	
		Creative Industry	34	16.65	6.28	
		Medical	7	16.71	7.65	
		Biotechnology	35	19.69	6.93	
	Class Year	2020	119	16.27	5.94	2.89*
		2019	128	17.17	6.09	
		2018	143	18.39	6.21	
		2017	26	18.54	7.72	
Anxiety	Gender	Male	138	15.12	4.47	-4.37**
		Female	278	17.30	4.94	
	Age	17 years	1	13.00	0	.68
		18 years	36	16.86	4.28	
		19 years	110	17.02	4.91	
		20 years	124	16.10	4.76	
		21 years	145	16.61	5.15	
	Faculty	Pharmacy	36	17.14	4.84	1.61
		Law	822	15.65	4.78	
		Engineering	50	15.86	5.13	
		Psychology	80	17.69	4.27	
		Business and Economics	92	16.61	5.34	
		Creative Industry	34	17.21	4.84	

		Medical	7	14.00	5.23	
		Biotechnology	35	16.51	4.67	
	Class Year	2020	119	16.88	4.57	.68
		2019	128	16.51	5.07	
		2018	143	16.61	4.92	
		2017	26	15.38	5.42	
Stress	Gender	Male	138	17.04	4.65	-3.75**
		Female	278	18.88	4.75	
	Age	17 years	1	12.00	0	1.40
		18 years	36	16.89	4.42	
		19 years	110	18.37	4.76	
		20 years	124	18.20	4.59	
		21 years	145	18.63	5.04	
	Faculty	Pharmacy	36	17.75	4.78	2.31*
		Law	822	16.77	5.01	
		Engineering	50	17.98	4.72	
		Psychology	80	19.41	4.37	
		Business and Economics	92	18.49	5.22	
		Creative Industry	34	18.97	4.16	
		Medical	7	16.86	4.53	
		Biotechnology	35	19.11	4.05	
	Class Year	2020	119	17.75	4.76	2.04
		2019	128	18.25	4.95	
		2018	143	18.94	4.47	
		2017	26	17.00	5.56	

Besides understanding the condition of depression, anxiety, and stress of students, Table 4 will explain students' coping stress when they face stress. On this occasion, participants can choose more than one coping stress. Most students will rest when they feel stressed (44.12%) or do their hobbies (36.36%). Moreover, it does not rule out the possibility that some students choose to give up and leave their task (2.89%), although not much.

Table 4. The coping stress of students

Description	Frequency	Percentage (%)
Do hobbies (playing a game, watching movies/dramas, exercising)	492	36.36
Rest (sleep, leave the task for a while, scrolling on social media)	597	44.12
'Me' time (eating, chatting with friends or family, taking care of yourself)	220	16.26
Give up (leave the task, copying others' work)	39	2.89
Express the emotion (cry, muse)	5	0.37
Total	**1353**	**100**

4. DISCUSSION

Based on the data above, the students' adaptability in one of the universities in Surabaya is still not good enough, even though the extent of depression, anxiety, and stress is in the middle level. Meanwhile, the student in the class year 2018 has a higher depression than the other class years. In the class year of 2018, students have already experienced face-to-face learning. In face-to-face learning, students could have the evaluation by teachers, who represent their main source of information, and the quality of learning is dependent on teachers. However, in online learning, the evaluation is carried out by tools, whereas students can access information by themselves and upload it onto the platforms. Besides that, the quality of learning is strongly dependent on the teachers' level of digital learning and teaching style [25].

Learning is a process to develop students' creative thinking [26]. Nevertheless, learning has already changed with using learning applications or social networking [27]. Online learning could succeed if teachers and students were ready to interact online [28], [29]. Otherwise, some students will face stress until the depression; in this study known that females get easier to have anxiety and stress than males. Female students have stress issues because they have low self-esteem, pressure from exams, and depression [30]. In the research done by Backovic et al.; Rahardjo et al. found that female has higher achievement order on academic and will make them have stress. In anxiety, the female tends to have a lower level of assertiveness and self-support [31]; on the other hand, the female has higher physical anxiety in video-based courses than the male [32].

In 2013, the education ministry launched the new curriculum, i.e., Outcome-Based Curriculum (OBC), targeting learning outcomes. OBE (Outcome-Based Education) is applied to the "Merdeka Belajar" education curriculum, the education system's needs in the era of industrial revolution 4.0. At the University of Surabaya, two faculties have been started the OBE curriculum since 2020, i.e., Psychology and Creative Industry. In 2021 the other faculties are starting to apply the OBE curriculum. From the result shown in Table 3, the stress level of the psychology faculty is the highest of other faculties and creative industry faculty in the second position. In OBE curriculum asked the teacher to form decision-making and concrete action patterns to determine whether students learn successfully in the class and the actual workplace [33]. The class demands to focus on student-centered learning rather than teacher-centered learning, in which students in actively determine performance roles must engage in progressively complex content [34]. In the OBE context, it focuses on the culminating outcomes. Thus, assessment development follows the same principle. The teacher firstly developed and designed the final assessment. After this, smaller measures (discrete tasks) can be logically designed and progressively implemented. This top-down approach ensures that all course assessments are constructively linked and aligned with the course/subject's desired outcomes and, ultimately, culminating education outcomes [33]. Hence, the psychology and creative industry faculty is still adapting to the new curriculum and making them easy to stress.

Online learning has much impact on college students, and inescapable, it is critical to take a step to find coping strategies with such damaging consequences. Coping stress is individuals' thoughts and actions to deal with stressful events [35]. Individuals have identified two general coping strategies, i.e., problem-focused coping, the purpose of solving the problem or taking action to change the status quo, and emotion-focused coping, which aims to reduce the emotional distress associated with stressful situations [36]. Table 4 describes several coping strategies that students mainly used, i.e., rest, do their hobbies, take 'me' time, even give up from their pressures. In previous research, students seek support from others and have positive or harmful coping strategies [37]–[39]. Park & Adler, in their study, figure out that effective coping stress may buffer the impact of stressful events on physical and mental health [40]. In this study, students use problem-focused coping than emotion-focused coping with solving their stress.

5. CONCLUSION

The shifting learning from face-to-face to be online learning is not easy for students and teachers; both have been struggling until now. Stress and anxiety are inescapable by students, especially. Female students with high standards and expectations will be more anxious and stressed than male students. Besides that, for the faculty started with the OBE curriculum makes them more stressed than others. The ability of students to adapt will help them be resilient and have a good coping with stress. Focus on problems will help students able to cope with their stress. Hence, students and teachers should work together to understand the adaptation capability during online learning. Students should have self-regulated learning, and teachers should encourage their students to have intrinsic motivation.

AUTHORS' CONTRIBUTIONS

HWSE designed and wrote this research, HWSE and JKP carried out the data collection process. HSWE, AT, and NP conducted data analysis, and all authors read and agreed with the results of this manuscript.

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