

## THE EFFECT ONLINE LEARNING ON STUDENTS COLLEGE STRESS LEVELS

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### ABSTRACT

*Covid 19 is a new and infectious disease caused by SARS COV-2, which is one type of the corona virus. With the new disease, the government is trying to slow its spread by giving an appeal to the public to stay at home and learning is also done online. Online learning makes students need to adapt, and in the adaptation process, stress problems can arise for students. Therefore, we conducted this study with the aim of knowing how much influence online learning has on students' stress levels. This type of study is a quantitative research with an analytical observational method. We collected data for 40 respondents through questions posed online by filling out a questionnaire via the Google Form platform. The data obtained that most of the students experienced stress at a low level (115.5%), some experienced stress at a moderate level (494.9%), some experienced stress at a high level (292.3%), and experienced stress at a very high level. high (110,3%). The results of this study showed that the majority of students' stress levels in online learning were at a moderate level. 3%). The results of this study showed that the majority of students' stress levels in online learning were at a moderate level. 3%). The results of this study showed that the majority of students' stress levels in online learning were at a moderate level.*

**Keywords:** Covid 19, Online Learning, Stress.

### ABSTRAK

*Covid 19 adalah jenis penyakit baru dan menular yang disebabkan oleh SARS COV-2, yang mana itu merupakan salah satu jenis dari corona virus tersebut. Dengan adanya penyakit baru tersebut pemerintah berupaya untuk mengambat penyebarannya dengan memberikan himbauan kepada masyarakat untuk melakukan stay at home dan pembelajaran pun dilakukan secara online. Pembelajaran yang dilakukan secara online, membuat mahasiswa memerlukan adaptasi, dan dalam proses adaptasi tersebut dapat timbul masalah stress pada mahasiswa. Oleh karena itu, kami melakukan penelitian ini dengan tujuan mengetahui seberapa pengaruhnya pembelajaran online terhadap tingkat stress mahasiswa. Jenis penelitian ini merupakan penelitian kuantitatif dengan metode observasional analitis. Kami mengumpulkan data sebanyak 40 responden melalui pertanyaan yang diajukan secara online dengan mengisi kuisioner melalui platform google form. Data yang didapatkan sebagian besar mahasiswa mengalami stress pada tingkat rendah (115,5%), sebagian mengalami stress pada tingkat sedang (494,9%), sebagian mengalami stress pada tingkat tinggi (292,3%), dan mengalami stress pada tingkat sangat tinggi (110,3%). Hasil dari penelitian ini didapatkan bahwasanya tingkat stress mahasiswa dalam pembelajaran online ini mayoritas terdapat pada tingkat sedang.*

**Kata Kunci:** Covid 19, Online Learning, Stress.

## INTRODUCTION

COVID-19 has been declared by the World Health Organization as a global pandemic since March 2020 (World Health Organization. 2020). The existence of Covid-19 in Indonesia has caused changes in various aspects of life. Covid-19 has had many impacts, both in the economic, social, health and education fields. A month after the Covid-19 pandemic hit, President Joko Widodo implemented the government's policy on Large-Scale Social Restrictions (PSBB). The PSBB measures include, school holidays, workplaces, restrictions on religious activities, and restrictions on activities in public places and facilities.

The Head of the Cooperation and Public Relations Bureau of the Ministry of Education and Culture Ade Erlangga Masdiana, on March 22, 2020, stated that the Ministry of Education and Culture (Kemendikbud) appealed to educators to provide fun learning from home for students, (Ministry of Education and Culture. 2020) by issuing the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020, concerning Online Learning. Online learning is a learning activity by utilizing the internet network, local area network as a method of interacting in learning as well as in delivering material (Mustofaet.al., 2019). This is a challenge for students, because they need to adapt to the new learning system and the facilities that are directly related to lectures, students will also of course experience changes in their daily lives. These changes can have an impact on the risk of mental health problems in students.

Mental health problems that often occur in students during the Covid-19 pandemic are stress, anxiety, and depression. The Association of Indonesian Mental Medicine Specialists (PDSKJI) on its official website stated the results of a survey on Psychological Problems in the 2 Years of the Covid-19 Pandemic in Indonesia, with 14,988 self-checks, of which 71.7% experienced anxiety problems and 72.9% experienced depression problems (Association of Indonesian Mental Medicine Specialists (PDSKJI). In a study in the Journal of Edu Teach explained, by applying the online learning system, students were found to be mentally disturbed, stressed and unable to follow the learning process properly and correctly (Watnaya et al., 2020).

Stress means feeling troubled or threatened by life (World Health Organization. 2020). Students who experience stress tend to find it difficult to follow lessons well. Even every task and material received can be a stressful stimulus. The problem of stress in students is very vulnerable considering that the university is the highest educational institution, where the level of learning will be higher and more demanding to study independently. In addition, stress can also cause sleep disorders, such as insomnia. The quality of sleep not only affects the quality of health but also on the mental.

The purpose of this study was to determine the effect of online learning on the level of stress experienced by students during the Covid-19 pandemic. This research is important considering that stress on students will have a negative impact not only on students' academics but also on mental and health, as well as on students' daily lives. So if the stress problem is prolonged, it will have a more serious impact.

## METODE

This research uses an analytic observational research with a cross sectional approach. Cross analytic research is an observational study in which the data collection method for independent and dependent variables is carried out once at the same time. Analytical research is used to determine the causal relationship between two variables in an observational manner, the form of which can be in the form of: difference, influence or relationship.

Respondents in this study were 40 students who came from various kinds of State Universities and Private Universities, spread across the island of Java. The universities come from West Java, Jakarta, Banten, and East Java. Data collection in this study, namely in April 2022. The measuring instrument in this study used a questionnaire in the form of a google form. The questionnaire contains questions that will lead to the level of stress experienced by students with answer options that will later indicate the level of stress experienced. The measurement of stress levels uses the Perceived Stress Scale (PSS), which is the most widely used psychological instrument to measure the perception of stress. It is a measure of the degree to which situations in a person's life are rated as stressful. The variables in this study include online learning as the independent variable and stress levels as the dependent variable.

## RESULTS AND DISCUSSION

The results of the questions that we have distributed through filling out the google form as many as 40 people have helped in filling out the questionnaire. This research was conducted on active undergraduate students from various majors and universities, including Syarif Hidayatullah Islamic University Jakarta, Syamsul Ulum STISIP, Al-Azhar University Indonesia, Indonesian Education University, Bogor Agricultural University, Pamulang University, Brawijaya University, University of Indonesia, National University, and STIE Pasim Sukabumi.

Table 1  
Results of Data Presentation on the Effect of Online Learning on Students College Stress Levels

Question	never	Sometimes	Often Enough	Very Often
During online learning how often do you get annoyed because something unexpected happens?	2.6%	46.2%	38.5%	12.8%
How often do you feel unable to control the learning and assignments you receive?	5.1%	66.7%	17.9%	10.3%
During online learning how often do you feel nervous and depressed?	15.4%	46.2%	25.6%	15.4%
How often do you feel confident in your own ability to handle problems that occur during online learning?	2.6%	61.5%	28.2%	7.7%
How often do you feel things are going your way?	12.8%	61.5%	23.1%	2.6%
During online learning how often do you feel that you can't handle the	10.3%	51.3%	30.8%	7.7%

problems that occur? With all the things you have to do?

How often can you control things that interfere with learning?	41%	28.2%	17.9%	12.8%
How often do you feel you can control the problems that occur in your life?	2.6%	56.4%	35.9%	7.7%
How often do you get angry because of things that are out of your control?	10.3%	23.1%	51.3%	17.9%
How often have you felt adversity piling up so high that you couldn't overcome it?	12.8%	53.8%	23.1%	15.4%

The table above shows the results of presenting data taken from the answers of the respondents from the google form that has been distributed. And the results obtained that the stress level faced by students is not only at a high or very high stress level because in the results of the presentation of the data above, students who experience very high stress (110.3%) some students have high stress levels (292.3%) some also experienced moderate stress (494.5%) and some experienced low stress (115.5%). In other words, this study shows that online learning has an influence on students' stress levels, and moderate stress is the most frequently experienced stress level.

Since the beginning of the Covid-19 pandemic in Indonesia in 2020 until the end of 2021, the Government has recommended that all students conduct online learning activities with the aim of preventing a wider spread of the COVID-19 virus. Changes in learning methods have an impact on students as one of the most numerous individuals in educational institutions, where the learning process which is usually done face-to-face has turned into online (Hifzul Muiz, M., & Sumarni, N. 2020). For this reason, in this case students are required to be more active by conducting independent learning through the zoom platform, google meet, whatsapp and so on.

The obstacles faced by students in online learning, such as getting a lot of independent assignments, unstable internet network, lack of understanding in the material presented by lecturers, and inadequate supporting facilities. This is confirmed in a study conducted by Firman and Rahayu that states that online learning makes it difficult for students, even lecture material is difficult for students to understand. Students do not fully understand the lecture material delivered by the lecturer, and even assume that it is not enough just to do assignments and read the material. Students feel more satisfied with face-to-face so that they can directly explain the lecture material delivered by the lecturer (Firman, F., & Rahayu, S. 2020).

Therefore, this can trigger stress that occurs in students because students have a feeling of uncertainty about their ability to take online lectures. In online learning, students feel that the material obtained is not in accordance with expectations or goals, even though the demands to understand and master the material and skills are things that must be possessed by students. Because of that, students easily feel nervous and depressed, causing stressful conditions.

Stress defined as a condition experienced by the individual when there is a mismatch between the demands experienced by the individual when there is a mismatch between the demands received and the ability to overcome them (Looker, T & Gregson. O. 2004). That way, later students do not make progress in their learning process because during online learning

students often feel that they cannot cope with the problems or demands that occur. Academic stress experienced by students during online learning can certainly have a negative impact on their academic achievement. These students will have difficulty concentrating, have difficulty remembering the material, have difficulty understanding the material, often procrastinate completing assignments, and think negatively about themselves and their environment. In addition, it can also cause anxiety, irritability, to frustration (Aryani, F. 2016).

Previously, it was explained that the demands to understand and master the material and skills must be possessed by students. This is in accordance with the results of research by Livana, et al, which showed that students began to feel bored with online learning methods that were less interactive. If this continues, it will lead to a decrease in learning motivation which is then followed by a decrease in student academic achievement (Hasanah, U., Ludiana, Immawati, & PH, L. 2020). In other words, the change in learning methods is a problem in itself and also requires a long time to adapt so that this online learning method can run well.

This change is a stressor for students because students are faced with a shift in habits that occurs briefly, namely from face-to-face lectures directly on campus to online lectures where students are required to adapt to these changes (Gaol, NTL 2016).

This research is in accordance with previous research where the stress level of students in online learning is at a moderate level. First, research conducted by Harahap et al in a journal entitled "Analysis of Academic Stress Levels in Students During Distance Learning During the Covid-19 Period" showed that based on data analysis, the results obtained that on average students experienced stress in the moderate category. The study used a descriptive quantitative approach with a sample of 300 students. The data were analyzed using a descriptive formula and data collection was carried out using a Likert-type scale that had been tested for validity and rehabilitation (Ade, CPH, Dinda, PH, Samsul, RH, 2020).

Second, the research conducted by Pebriani, et al in the journal "Stress level of nursing students due to online learning during the covid-19 pandemic" based on the results showed that at the stress level, the majority of respondents experienced moderate stress, as many as 209 (90.9%) respondents, while those with mild stress levels were 15 (6.5%) respondents and only 6 (2.6%) respondents had severe stress levels. The research method used was descriptive correlation design with a cross sectional approach, a sample of 230 students with a total sampling technique (Pebriani, SH, Syafei, A., & Mardiah, M. 2021).

Third, research conducted by Melani, KS, in her journal "Stress Level Of First Grade S1 Nursing Student In Facing Covid 19 And Online Lecturer At Karya Husada Health Institute Kediri" showed that most of the students who experienced moderate stress (38.57%), some experienced severe stress (28.57%), and mild stress (32.86%). This type of research is a descriptive study with a cross sectional design. Sampling was done by purposive sampling technique to get a total sample of 70 respondents (Sari, MK 2020).

Fourth, in a study conducted by Ambarwati, et al in the Journal of "Student Stress Level Description" the results of stress levels in students showed light stress as much as 35.6%, moderate stress 57.4%, and severe stress as much as 6.9%. The highest stress level was experienced by the female sex with moderate stress results of 33.6%, and severe stress levels of 4.0%. The description of the stress level of students at the University of Muhammadiyah Magelang shows moderate stress as much as 33.6%. This study uses a qualitative descriptive design with a cross sectional approach with a sampling technique using purposive sampling, a sample of 101 students (Ambarwati, PD, Pinilih, SS, & Astuti, RT 2019).

From the results of the author's research as well as previous research, it can be seen that online lectures, which are part of efforts to prevent the development and spread of Covid-19, can actually have an impact on students. From the obstacles experienced by students unexpectedly, such as being constrained by the network, not being able to understand the material or assignments given, as well as other obstacles that trigger the stress experienced by students in online learning. Stress that cannot be handled properly can affect the physical or emotional state of a person's behavior. In this case, the impact that is often felt by students is experiencing a decrease in sleep quality,

In addition, these conditions will also affect the emotions of students. Students will easily feel nervous, anxious, afraid, sensitive, depressed and even frustrated. Therefore, stress that lasts continuously and occurs for a long time will be very dangerous because it will be easy for students to get sick later. That way, this online learning process can be said to be less effective because it will greatly affect the stress level of the students themselves even though in this study the stress level experienced by students both in the early and final semesters is still classified as moderate stress level.

## CONCLUSION

In conclusion, the Covid-19 pandemic has caused changes for students. From learning that was previously done face-to-face to learning that was done online. Where online learning that is followed by students is a trigger for the stress experienced by students. As for the results of data analysis that has been carried out both from the author's research and previous research, it can be said that in online learning students experience stress levels in the moderate category. Things that trigger stress for students themselves, such as during online learning students are not able to control learning or assignments received, students also feel nervous and depressed in online learning, this makes students feel unsure of their abilities in dealing with problems or obstacles that occur during online learning, and students lack support from parents which is also a stressor experienced by students. Thus, this condition proves that online learning is less effective for students and this if left unchecked can create very high stress for students, and will be very dangerous for the physical and mental health conditions of students.

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