

RELATIONSHIP BETWEEN LONG DISTANCE LEARNING HOURS AND STRESS LEVEL OF UKWMS STUDENT DURING COVID-19 PANDEMIC

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RELATIONSHIP BETWEEN LONG DISTANCE LEARNING HOURS AND STRESS LEVEL OF UKWMS STUDENT DURING COVID-19 PANDEMIC

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ABSTRACT

5

Introduction: The COVID-19 pandemic that has hit most countries in the world has forced most countries including Indonesia to adapt to this situation. One example of this adaptation is changing learning methods to distance learning. This learning method has a negative impact on students such as making students stressed. Stress itself is a condition that forces a person to react physically, psychologically and behaviorally to something that has never been experienced or faced and is considered to disturb him and make himself threatened.

Purpose: To determine the relationship between long distance learning hours and stress levels in UKWMS students during the COVID-19 pandemic.

Method: This study is an observational analysis study with a cross sectional approach with a population of 4,050 active UKWMS students class 2018 and 2019. The method used for sampling in this study is non-probability sampling, namely purposive sampling and obtained 106 respondents. Data collection was carried out online using a google form which contained a questionnaire related to distance learning data and the DASS-42 questionnaire to measure the stress level of the respondents. The data obtained were then processed using the Spearman correlation test.

Result: Students who took distance learning <6 hours in one day were 19 respondents (18%) and students who took distance learning ≥6 hours in one day were 87 respondents (82%). The majority of respondents have normal stress levels or not stress. The results of the Spearman correlation test showed $p = 0.492$ ($p > 0.05$).

Conclusion: There is no relationship between long distance learning hours and stress levels.

Keyword: Long Distance Learning Hours, Student, Stress Level, DASS-42

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INTRODUCTION

On December 31, 2019, the world was shocked by the number of cases of respiratory disease, namely pneumonia. This case began in the city of Wuhan, Hubei Province, China. Since then the cases caused by the corona virus have continued to increase until finally in early March 2020, the World Health Organization made a statement that this Corona virus can be said to be a pandemic that has hit most countries in the world.¹ In Indonesia, cases of the corona virus have entered since the beginning of March in 2020 and as of March 1, 2021, cases of positive patients affected by the Corona virus have reached 1,341,314 people with a death toll of 36,325 people.^{2,3} With the emergence of the COVID-19 pandemic, Indonesia must make some adaptations to this situation. One of the adaptations made is the world of education. The Ministry of Education and Culture on March 17, 2020 said that the education system would be changed to a distance learning system.

Although this distance learning process has a positive impact, there are some negative impacts that arise from this distance learning method, such as students tend to feel stressed.⁴ Stress can be interpreted as a condition that forces a person to react physically, psychologically and behaviorally to something that has never been experienced and is considered disturbing and makes himself threatened, while stressors are things that cause stress to a person. In this study, stressors such as the length of online learning hours make students experience stress because students are faced with a situation that requires students to make changes to themselves. This stressful condition will give symptoms biologically, psychologically and behaviorally which if left unchecked can have a negative impact not only on students but also for their environment.⁵ This study aims to determine the relationship between long distance learning hours and stress levels in UKWMS students during the COVID-19 pandemic.

METHOD

This research is an observational analytical research conducted with a cross-sectional studies approach where data collection for respondents will only be carried out once during the study. The population that will be used in this study are students of the Widya Mandala Catholic University Surabaya class of 2018 and 2019 as many as 4,050 students. The minimum number of samples required in this study is a minimum of 101 samples. Sampling was carried out using a non-probability sampling method, namely purposive sampling with respondents who met the inclusion and exclusion criteria to be sampled until the required sample size was met. The inclusion criteria set in this research are: Active students who attend lectures at Widya Mandala Catholic University Surabaya, aged 17 years and over, 2018 and 2019 students, cooperative and willing to be research respondents, taking distance learning in the past week. In addition, there are also exclusion criteria used in this study, namely: In the past week experiencing severe stress such as an accident, being exposed to COVID-19 or a chronic disease, there are family members who died and others, students who have worked on but did not collect the google form, dropout students during the research. Data collection will be carried out using a questionnaire via google form and distributed to all students of Widya Mandala Catholic University Surabaya. The Google form distributed will consist of three pages which outline on the first page contains informed consent, on the second page contains the identity of the respondent, information about the respondent's distance learning (less than 6 hours in one day or more than equal to 6 hours in one day), questions to determine respondents who meet the inclusion criteria and on the third page will contain a brief explanation of the DASS-42 questionnaire and the DASS-42 stress scale questionnaire which will be filled out by the respondents themselves.⁶ After the respondent has completed filling

out the DASS-42 stress scale questionnaire, then the overall score of the 14 statements will be added up and categorized to assess the stress level of the respondent who has filled it out. The assessment method of this study was adapted to the original book, namely the Manual for the Depression Anxiety Stress Scales. 2nd. Editions. by Lovibond by adding up the scores of 14 statements and interpreting them according to the total score obtained. Scores of 0-14 are categorized as normal or not stressed, 15-18 are categorized as mild stress, 19-25 are categorized as moderate stress, 26-33 are categorized as severe stress and >34 are categorized as extremely severe stress.⁷

The data obtained will then be processed using the 26th version of the Statistical Product and Service Solution (SPSS) application with the categories of nominal data (long distance learning hours in one day) and ordinal data (stress level). The data analysis technique in this study will be carried out using the Spearman correlation test to find the relationship between two variables (with a p value < 0.05 then there is a relationship).

RESULTS

Based on the research that has been done, the data obtained are as follows.

Table 1. Distribution of Demographic Data

Variable	n(%)
Age	
19 years old	14 (13%)
20 years old	46 (43%)
21 years old	40 (38%)
22 years old	6 (6%)
Faculty	
Business	8 (8%)
Psychology	4 (4%)
Nursing	3 (3%)
Technics	2 (2%)
Communication Science	1 (1%)
Vocation	1 (1%)
Agriculturan	4 (4%)
Technology	2 (2%)
Pharmacy	2 (2%)
Entrepreneurship	1 (1%)
Medicine	80 (74%)

Class	
2018	53 (50%)
2019	53 (50%)
Type of Stressor	
Intrapersonal	79 (74,5%)
Interpersonal	36 (33,9%)
Academic	101 (95,2%)
Environment	10 (9,4%)

Table 2. Distribution of Samples Based on Long Distance Learning Hours

Category	n(%)
Less than 6 hours/day	19 (18%)
More than equal to 6 hours/day	87 (82%)
Total	106 (100%)

Table 3. Distribution of Samples Based on Stress Level

Category	n(%)
Normal	31 (29%)
Mild Stress	13 (12%)
Moderate Stress	29 (27%)
Severe Stress	22 (21%)
Extremely Severe Stress	11 (11%)
Total	106 (100%)

Table 4. The Relationship between Long Distance Learning Hours and Stress Levels

Variable		Stress Level					p
		N	M	Mo	S	ES	
Long Distance Learning Hours	<6 hours/day	6	3	6	2	2	0,492
	≥6 hours/day	25	10	23	20	9	
Total		31	13	29	22	11	

Description: N: Normal; M: Mild; Mo: Moderate; S: Severe; ES: Extremely Severe; p: Significant Value.

In table 4 it can be seen that the number of respondents with long distance learning of less than 6 hours in one day who experienced mild stress as many as 3 people (23.1%), moderate stress as many as 6

people (20.7%), severe stress as many as 2 people. (9,1%), 2 people were extremely severe stress (18.2%) and 6 people were normal or not stressed (19.4%). Respondents who took long distance learning more than 6 hours experienced mild stress as many as 10 people (76.9%), moderate stress as many as 23 people (79.3%), severe stress as many as 20 people (90.9%), extremely severe stress as many as 9 people (81.8%) and normal or not stressed as many as 25 people (80.6%).

The significance value or p-value of this study is 0.492 ($p > 0.05$), which indicates that there is no significant relationship between the long distance learning hours and stress levels.

DISCUSSION

Based on the results of the analysis of the relationship between long distance learning hours and the stress level of UKWMS students, it was found that the value of $p = 0.492$ ($p > 0.05$). These results indicate that there is no significant relationship between the long distance learning hours and the stress level of UKWMS students during the COVID-19 pandemic, so it can be concluded that the initial hypothesis of this study was rejected. The results of this study are similar to the results of research conducted by Wang et al in 2021 regarding Perceived Stress Among Chinese Medical Students Engaging in Online Learning in Light of COVID-19 which showed that the duration of distance learning hours did not have a significant relationship with stress levels in medical students in China.⁶

There are several factors that caused this research to be insignificant, such as the various kinds of stressors experienced by the respondents causing the stress level felt by each individual to not only come from stress due to long distance learning hours but there are additional stressors that come from various kinds of stressors.⁷ Another factor that is also thought to influence the results of this study is the stress resistance possessed by each individual. Maramis said

that the level of stress experienced by each individual is not the same because there is stress resistance in each individual that affects it. A person's stress resistance can be described by the Adversity Quotient (AQ), which is the strength possessed by each individual in dealing with various kinds of situations that are challenging and cause tension, difficulty, anger and anxiety. The stress resistance of each individual also depends on two factors, namely external factors and internal factors. External factors, namely there are demands that come from outside, such as demands from family to get good grades or be the best, then work demands or academic assignments that are considered heavy and not in accordance with individual and other abilities that vary from individual to individual, while internal factors are related namely the individual's way of making adjustments and each individual's assessment of stress and stressors is not the same.⁵ The theory related to the different assessments of each individual against a stressor is supported by research conducted by Ridhoyanti which showed that there was a relationship between personality type and stress levels. The results of the study showed that individuals with personality type B tend to be more resistant to a stressor than individuals with personality type A.⁸ This is because personality type A is a type of individual who is very competitive in various aspects of life, vindictive, passionate, in a hurry and tends to speak quickly so that individuals with type A find it easier to perceive something as a big stressor when compared to individuals who have type B personality which is less competitive, more patient or not in a hurry, speaks more slowly and always takes time to rest.⁵

This adjustment effort is related to the adaptability of each individual, Baker and Siryk reveal the definition of college adaptation, namely the individual's ability to be able to adapt to the demands that come from social, academic, self, emotional and institutional. The adaptation process can

occur when the individual faces a stressor on a regular basis so that the individual's brain and body can adapt to a stressor so that the stress level experienced is not too high when compared to the first time facing the stressor.⁹ This theory is supported by research conducted by Rizky regarding the relationship between distance learning and stress levels. It was found that students who took distance learning more than 12 times in the last 3 weeks had a 0.458 less chance of experiencing high stress compared to students who took part in distance learning, distance learning less than 12 times in the last 3 weeks.¹⁰ In the adaptation process, each individual requires different coping mechanism depending on the individual. There are two types of coping mechanism that are commonly used, namely adaptive coping mechanism and maladaptive coping mechanism.¹¹ In order for individuals to become stronger and more mature, adaptive coping mechanism is needed so that a person does not experience severe stress when faced with something that takes place repeatedly.^{5,12}

In the preparation of this study, there are still some shortcomings such as several factors such as other stressors, stress resistance, coping mechanisms that affect the results of this study and other factors such as the questionnaire used is still unable to measure stress levels due to long distance learning hours specifically so that only as a screening to measure stress levels in general. In addition, the method used in this study still has shortcomings because the information and stress level obtained in this study were obtained from a questionnaire distributed in the form of a google form and filled out by the respondent so that the results obtained were subjective depending on the respondent's honesty and understanding of himself.

CONCLUSIONS

In this study, there was no significant relationship between long distance learning hours of less than 6 hours and more than equal to 6 hours on the stress

level of UKWMS students during the COVID-19 pandemic.

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