



STRESS LEVEL RESPONSE OF NURSING STUDENTS TO ONLINE LEARNING DURING THE COVID-19 PANDEMIC

Sujiah*, Dewi Yuliana

Nursing Program, Health Faculty, Universitas Mitra Indonesia, Jl. ZA. Pagar Alam No.7, Gedong Meneng, Kec. Rajabasa, Kota Bandar Lampung, Lampung 40115, Indonesia

*sujiah@umitra.ac.id

ABSTRACT

The Covid-19 pandemic has caused crises in various aspects, including in education. To resolve it, the Indonesian government shifted the face-to-face learning method to the online learning method. Online learning is one of the solutions to teaching and learning during the Covid-19 pandemic. This change causes the need for adaptation for students. The inability of students to adapt to the makes them stressed. This study aimed to determine the stress level response of the three-semester undergraduate nursing student with online learning during the Covid-19 pandemic. This study uses a quantitative descriptive design. The population in this study were all active undergraduate nursing students in the 3rd semester of Mitra Indonesia University as many as 114 students, with a research sample of 72 students taken by simple random sampling technique with the Lemeshow formula. The validity test results showed that the questionnaire was valid with a Pearson's correlation value of=0,3 reliable with Cronbach's alpha of=0,8. The collected data were analyzed using descriptive statistics. The results of this study that 20,8% respondents (n=15; 20,8%) who normal stress, mild stress 4 respondents (n=4; 5,6%), moderate stress (n=16; 22,2%), while the respondents who feel they are experiencing severe stress (n=17; 23,6%), and very severe stress there are (n=20; 27,8%). Conclusions: Based on the results of this study, it was concluded that 27,8% of students felt very severe stress by online learning during the Covid-19 pandemic.

Keywords: covid-19; online learning methods; stress levels; students

INTRODUCTION

The COVID-19 pandemic is a global health crisis that is a challenge for everyone (Flett, 2020). One of the most prominent stressors related to the COVID-19 pandemic is the tremendous disruption it causes to everyday life. The psychological stress associated with the COVID-19 pandemic will be exacerbated for people who already feel somewhat overwhelmed by the stress in their lives (Besser et al., 2020). Covid-19 had a redundant impact on the education sector in Indonesia. The rapid spread of Covid-19 created concern for the Government, especially the Ministry of Education and Culture, among parents and students, as well as teaching staff, namely with the issuance of Circular Letter of the Director-General of Higher Education of the Ministry of Education and Culture Number 1 of 2020 concerning Prevention of the Spread of Covid-19 in college.

This is what then makes many universities must stop the teaching and learning process (KBM) face-to-face in the classroom and conduct distance learning. Online learning is considered to be the best solution for teaching and learning activities during the Covid-19 pandemic. Online learning (on the network) is an application of distance education. Learning in this way aims to maintain the health and safety of students. Therefore, online learning will allow students to continue to be able to follow a particular lesson or course without any distance and time restrictions (Maulana & Iswari, 2020).

Online learning was chosen as an alternative to distance learning to reduce the potential for the spread of the virus (Rizki Setiawan & Eti Komalasari, 2020). Online learning is a learning method that uses internet technology networks. Online learning is carried out as the right step to be able to prevent and suppress the transmission of the Covid-19 virus so that students will not miss lessons as planned in the curriculum for one academic year (Santika, 2020). Online learning methods can be done anywhere if they have an internet network. The use of various assistive devices such as laptops, mobile phones, or other tools is a means of online learning. Furthermore, online learning environments can be both synchronous and asynchronous. In the asynchronous online learning environment, there is a direct interaction between educators and students. Online learning can be done with live webinars or face-to-face activities using the Zoom application or Google Classroom, etc. Whereas in asynchronous there is no direct interaction, where the use of learning facilities can be in the form of email, blogs and, recorded material via video (Hidayah et al., 2020).

In its application, online learning for students finds many obstacles, such as non-existent networks, exhausted internet packages, homework that must be done as well, and piles of lecture assignments. Various academic demands that must be completed by students cause them to experience academic stress. The inability of students to adapt to these circumstances makes them experience stress. Academic stress is defined as a condition in which a person cannot face academic demands and perceives academic demands that are accepted as distractions (Barseli et al., 2017).

The Nursing Study Program at Mitra Indonesia University consists of academic and professional stages. Online learning has been carried out since the 2019/2020 academic year until the time this research was conducted, namely the odd semester of the 2020/2021 academic year. Face-to-face learning systems both in the classroom, laboratory and, clinical have been replaced with online learning systems. Based on a pre-survey conducted to third-semester students of the nursing study program by 15 students through filling out the google form, it was found that 7 out of 15 students said online was not effective based on the dominant answer choices on the questionnaire including difficulty carrying out learning activities from home, not having adequate facilities and internet availability. during the learning process from home. Based on the above background, the authors aim to research "Stress Level Responses of Third Semester Nursing Undergraduate Students to Online Lectures During the Covid-19 Pandemic at Mitra Indonesia University".

METHOD

This study uses a quantitative descriptive design. The population in this study were all active undergraduate nursing students in the third semester of Mitra Indonesia University as many as 114 students. The research method used in this research is the Analytical Survey. An analytical survey is a survey or research that tries to explore how and why health phenomena occur. Samples were taken using random sampling technique as many as 72 respondents with the *Lemeshow* formula (Apriana & anita, 2015). The results of the research data were obtained using a questionnaire filled out online using a google form. Data was collected by distributing questionnaires to 72 students. Data were collected through a questionnaire developed by the researcher and have been tested for validity and reliability. The results of the validity test showed that the questionnaire was valid with a Pearson correlation value = 0.3 and reliable because Cronbach's Alpha = 0.8. The data collected was then analyzed with descriptive statistics describing the stress level response of 3rd semester nursing undergraduate students with online learning methods during covid-19 based on the criteria for research objectives with stages from data collection, data reduction, to data presentation.

RESULTS

Research result

Based on the results of the research, third-semester nursing students of the undergraduate nursing study program had difficulty making adjustments to the academic situation they were undergoing with online learning from the beginning of entering lectures since the covid-19 pandemic, causing stress. Due to the Covid-19 pandemic, students must be able to adapt to new habits that did not exist before, a new social environment, and a different learning system from face-to-face learning to online with many demands for lecture assignments. This is further exacerbated by the current pandemic situation and the tolerance threshold for responding to stressors is lower, making it easier to experience stress.

Table 1.
Frequency distribution of respondent class (n=72)

| Class | f | % |
|-------|----|------|
| K1 | 27 | 37,5 |
| K2 | 23 | 31,9 |
| K3 | 22 | 30,6 |

Table 1, it can be seen that in the third semester of the Nursing Study Program at the Faculty of Health, there will be 3 classes in 2021, most of the respondents are in the K1 classroom as many as 27 respondents (37.5%).

Table 2.
Frequency distribution of respondent's gender (n=72)

| Gender | f | % |
|--------|----|------|
| Man | 25 | 34,7 |
| Women | 47 | 65,3 |

Table 2, it can be seen that in the third-semester students of the Faculty of Health nursing study program in 2021, most of the respondents are female with a total of 47 respondents (65.3%).

Table 3.
Frequency distribution of respondent's age (n=72)

| Age | f | % |
|----------|----|------|
| 18 years | 4 | 5,6 |
| 19 years | 35 | 48,9 |
| 20 years | 33 | 45,8 |

Table 3, it can be seen that in the third-semester students of the Faculty of Health Nursing Study Program in 2021, most of the respondents were 19 years old with a total of 35 respondents (48.9%).

Table 4.
Stress level frequency distribution (n=72)

| Stress level | f | % |
|---------------|----|------|
| Normal stress | 15 | 20,8 |

| | | |
|--------------------|----|------|
| Mild stress | 4 | 5,6 |
| Moderat stress | 16 | 22,2 |
| Severe stress | 17 | 23,6 |
| Very severe stress | 20 | 27,8 |

Table 4, it can be seen that in the third-semester students of the Faculty of Health nursing study program in 2021, the most respondents experienced very severe stress with a total of 20 respondents (27.8%).

DISCUSSION

Based on Table 4, it can be seen that in the third-semester nursing study program at the Faculty of Health in 2021, the most respondents experienced very severe stress with a total of 20 respondents (27.8%). This is in line with research (Kartika Sari, 2020) entitled Stress Levels of Nursing Undergraduate Students Level 1 in Facing the Covid-19 Outbreak and Online Lectures at Stikes Karya Husada Kediri. The results showed that most of the respondents experienced moderate stress levels (38.57%). Stress levels were measured using a questionnaire with categories of mild stress < 56%, moderate stress 56-75%, and severe stress > 75% of the total score of the questionnaire. According to researchers, the stress level response of S1 Nursing students The third semester of the nursing study program at the Faculty of Health, Universitas Mitra Indonesia in 2021 can be influenced by many factors that do not exist, the internet package runs out, homework that must be done too, and lecture assignments that accumulate. Various academic demands that must be completed by students cause them to experience academic stress. The inability of students to adapt to these circumstances makes them experience stress. The level of stress and anxiety of students is increasing due to the Covid-19 outbreak and it is not known for sure how long the process will end (Ekiz et al., 2020).

According to Research (Sadikin & Hamidah, 2020), The use of online learning using zoom cloud meetings has the advantage of being able to interact directly between students and lecturers as well as teaching materials but has the disadvantage of being wasteful of power and less effective if there are more than 20 students. Furthermore, the challenge of online learning is the availability of internet services. Some students access the internet using cellular services, and a small number of use WiFi services. When the online learning policy was implemented at Jambi University, students returned home. They have difficulty with the cellular signal when in their respective areas, even if there is a very weak signal. This is a challenge in the application of online learning at Jambi University. Online learning has weaknesses when internet services are weak, and lecturer instructions are poorly understood by students (Astuti & Febrian, 2019).

According to the researcher, the Online Learning Method is a class implementation program that utilizes the internet network during its implementation. Online learning itself can be understood as formal education organized by tertiary institutions where students and instructors (lecturers) are in separate locations, thus requiring an interactive telecommunication system as a medium for connecting the two and the various resources needed in it. Meanwhile, the respondents felt that they had encountered obstacles, and the internet was an inadequate facility in all areas because many areas were not well covered by the internet.

Several studies have shown the impact of stress on students due to the application of online learning. Research results (Aslan & Pekince, 2020) found that moderate stress levels in nursing students had increased during the COVID-19 pandemic between the ages of 18 and 20. Students' academic stress levels are in various ranges, from high, medium, and low (Harahap, et all. 2020). Stress in online learning can be in the form of a lot of tasks, boredom that starts to

arise due to the online system, limitations in meeting loved friends, not actively participating, due to poor internet connection, and no laboratory practice (Hasanah et al., 2020). As a result, various stresses in the learning process can affect students' mental attitudes and learning outcomes (Angelica & Tambunan, 2021). This is supported by Research (Harahap et al., 2020) with the title Analysis of Academic Stress Levels in Students During Distance Learning during Covid-19. The results showed that of the 300 students who were used as research samples, there were 39 students (13%) who had a high level of academic stress, 225 students (75%) had a moderate level of academic stress, and 36 students (12 %) has a level of academic stress which is in the low category. It can be concluded that most students experience academic stress during distance learning amidst the Covid-19 pandemic. In the research (Siregar & Putri, 2019) revealed that academic stress is the pressure felt by individuals in achieving the expected goals. The phenomenon that occurs is that students are not so sure of their abilities, causing academic stress in achieving their lecture goals. Therefore, the academic stress of students has increased with the online learning process during Covid-19. Students should start to like online learning as a variation of how to develop and deliver online media materials as a medium for delivering lectures that follow the development of science and technology which is carried out to follow the habits and daily lives of students, so that lectures are a necessity to be applied to the world of universities during the covid-19 pandemic (Rusdiana & Nugroho, 2020).

According to the researcher, the implementation of online learning methods for third-semester students of the Nursing Study Program, Faculty of Health, Universitas Mitra Indonesia can run normally, but because there are several areas in student homes whose areas have not been covered by a good internet network, thus hindering the course of this online learning method evidenced by the statement "I have adequate facilities and internet availability during the learning process from home" only 13.8% (10 respondents) of 72 respondents agreed with the question. Due to the impact of stress on students due to the application of online learning, students' academic stress levels are in various ranges, from high, medium, and low. Stress in online learning can be in the form of multiple assignments from several courses, boredom that begins to arise due to the long online system, limitations in meeting with college friends to coordinate group assignments, not actively participating due to poor internet connection at school. students whose homes are in areas where internet signal is difficult, and laboratory practices whose time is shorter than before the COVID-19 pandemic. Various stresses in the learning process have affected the mental attitude and learning outcomes of third-semester students.

CONCLUSION

Online learning is one solution that can be done during a pandemic to prevent the chain of spreading the covid 19 outbreak where online learning is carried out remotely which can be done anywhere and anytime. Based on the results of the research and discussion, the following conclusions can be drawn: It is known that the frequency distribution of Stress Levels in third-semester students of the nursing study program at the Faculty of Health, Universitas Mitra Indonesia in 2021 who underwent online learning methods, experienced normal stress 15 respondents (20.8%), mild stress 4 respondents (5.6%), moderate stress there are 16 respondents (22.2%), severe stress there are 17 respondents (23.6%), very stressed very severe there are 20 respondents (27.8%). It can be concluded that the dominant respondents with very severe stress levels reached 27.8% of the total number of respondents, followed by levels of severe stress, moderate stress, normal stress, and mild stress.

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