

The Connection Between Program Students' Stress Levels and Learning During the Post-COVID-19 Pandemic

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ABSTRACT

The issue that students today confront is that they must choose between online and offline learning techniques, which they find perplexing. Following the Covid-19 pandemic, students complained of symptoms including weariness, back pain, tension, drowsiness, sleepy eyes, and tired minds while both online and offline learning. The purpose of this study is to ascertain how pupils' stress levels and their ability to learn during the post-Covid-19 pandemic are related. This study uses a cross-sectional methodology and correlational research design. Purposive sampling was used to select respondents who fit the inclusion and exclusion criteria. There were 50 individuals in total, 44 of whom made up the sample. Learning is the independent variable, and the amount of stress experienced during the post-Covid.

Keywords: covid 19, learning, pandemic, stress, students

BACKGROUND

The issue that students are currently facing is the combination of online and offline learning. When it comes to application, online and offline learning seem to have a number of benefits and drawbacks. Students seemed to find the introduction of online lectures to be unclear. The majority of students lament that they are assigned an excessive number of tasks with insufficient reading material, which leaves them feeling overburdened and unable to keep up with the learning process (Damayanthi, 2020). Students are still confused by the usage of many application media that are still unfamiliar to them, such as Google Meet, Zoom, e-learning, Classroom, and other software. During the post-Covid-19 epidemic, students who are enrolled in both online and offline courses report physical side effects such as frequent dizziness, tired eyes, fatigued brain, sleepiness, backaches, and easily becoming tired.

Raja's (2020) research findings indicate that age, gender, family proximity, and economic status all have an impact on stress levels during online learning. According to Raja's research, there appears to be a risk of significant stress for 19-year-old female students who live with their parents, attend online lectures, and are of poor economic position in 2020. According to Sari (2020), the majority of students—that is, 38.57% of the respondents—who took online classes during the Covid 19 pandemic experienced moderate stress. The findings of this study are consistent with those of Hasanah's (2020) research, which found that the overwhelming volume of material to be studied for online lectures during the Covid 19 pandemic can lead to stress.

The findings of a preliminary study that researchers conducted on February 5, 2022, using interviews with ten students, revealed that five (50%) of the students stated that online learning was the method used during the post-pandemic period. The study also revealed that the costs associated with implementing online learning are very high, and that the

infrastructure and facilities available to support this implementation are excellent. The course materials and access to the internet and/or intranet network are excellent, and the form and format of the material presented in online learning is obtained through PPT presentations and similar materials.

Factors related to student stress include online and offline learning methods during the post-Covid-19 pandemic. Online learning (on the network) is a learning method that uses internet-based interactive methods and a Learning Management System (LMS) (Hasanah, 2020). Such as using Zoom, Google Meet, Google Drive and so on as well as online activities including online classes, webinars and all activities carried out using the internet network (Heri, 2020). Meanwhile, offline learning (outside the network) explains that the term offline is an acronym or can be called outside the network, which is disconnected from the internet network (offline). For example, when we learn from handbooks and do face-to-face learning (Heri, 2020). Online learning has several advantages, namely the dissemination of practical knowledge, useful for individuals to learn and obtain credentials but does not replace face-to-face learning and teaching. For the sake of continuity of learning during the Covid-19 virus pandemic, this technology is also considered very useful and helps students continue to receive proper learning according to planning, as before the pandemic occurred (Liviana, 2020). However, online learning also has several obstacles. Online learning is difficult to do because the network is inadequate. Expending additional costs to purchase quotas is a problem for some people who experience financial constraints and not all teachers can deliver learning material optimally through this online system (Muhid, 2020).

Online learning causes stress in health students. Stress during online lectures is caused because health students will carry out clinical practice at a health service agency, therefore students must receive provision in the form of sufficient theory and adequate practicum and this cannot be studied online or by relying only on theory. Apart from that, this is also caused by the heavy workload given, causing respondents to sometimes become more emotional or sensitive if there is something they think is disturbing during online lectures (Wahyu, 2020). Offline learning is also required as a form of direct face-to-face learning and does not require an internet network, expenses to fill quotas and so on. Offline learning media are all devices or instruments used in the teaching and learning process to support successful learning without requiring an internet connection (Samsul, 2020). In this case, to keep up with the times that are marching forward bringing advances in information and communication technology, offline media is presented based on technology, whether computers or gadgets. Offline media is intended to maximize the role of computers as a means of displaying and engineering multimedia presentations, whether text, graphics, images, video or audio (Pawicara, 2020). Stress in students can cause students to become frustrated, easily angered, withdrawn, bored, easily irritated, sensitive to conflicts with friends, and depressed (Firman, 2020). So, if it is not resolved immediately, it will have a bad impact on students both physically and psychologically, when problems or stress that are not resolved in the new learning method can cause an unfavorable response in students due to changes in the learning system and many things that influence this. learning can be improved so that students can think actively and comfortably in carrying out daily activities (Pala, 2021).

The solution to overcome stress in students is that students must manage their time as best as possible to be able to participate in the online learning process. Apart from that, this learning process will be able to break the chain of spread of the Covid 19 virus, which still has high cases to date. Apart from that, educational institutions can support online and offline learning by paying attention to the regional conditions of each student so that there are no obstacles or disruptions during the learning process in order to support better student academic achievement.

Based on the background of the problem above, researchers are interested in conducting

research with the title "The Relationship between Learning and Stress Levels During the Post-Covid 19.

METHODS

This study used a cross-sectional method approach with observational analytics as its research design. Purposive sampling was the method employed, and the sample size of 44 individuals satisfied the inclusion and exclusion criteria. The degree of stress experienced during the post-Covid 19 epidemic is the dependent variable in this study, whereas learning is the independent variable. The steps of data processing include editing, coding, scoring, and tabulation. The Spearman rank statistical test, with $\alpha = 0.05$, is employed.

RESULTS

General data

Age	Frequency	Percentage (%)
≤ 20 Years	5	11
20-25 Years	36	82
: ≥ 25 Years	3	7
Amount	44	100

Gender	Frequency	Percentage (%)
Male	10	23
Female	34	77
Amount	44	100

Recidence	Frequency	Percentage (%)
Parent	3	7
Boarding/Rental	40	91
Brother/Sister/Grandfather/ Uncle/Aunt	1	2
Amount	44	100

Based on the table above, it shows that the age of undergraduate students in the Nursing Study Program is known to almost all respondents aged 20-25 years, namely 11 (82%) respondents. The gender of the undergraduate Nursing Study Program students was known to almost all respondents, namely female, namely 34 (77%) respondents. It is known that almost all respondents live in boarding houses/rented accommodation, namely 40 (91%) of the respondents.

Custom Data

No	Learning methods	Frequency	Percentage (%)
1	Not enough	2	5
2	Enough	5	11
3	Good	37	84
Amount		44	100

No	Stress Levels During the Post Covid 19 Pandemic	Frequency	Percentage (%)
1	Light	37	84
2	Currently	5	11
3	Heavy	2	5
Amount		44	100

Based on the table above, it shows that almost all respondents found learning in the Bachelor of Nursing Study Program students, namely 37 (84%) respondents in the good category. The

level of stress during the post-Covid 19 pandemic among undergraduate was known to almost all respondents, namely 37 (84%) respondents in the mild category.

Cross Tabulation Results Between Independent and Dependent Variables

		Stress Levels During the Post Covid 19 Pandemic				Amount
			Light	Currently	Heavy	
Learning	Not enough	Frequency	0	1	1	2
		%	.0%	2%	3%	5%
	Enough	Frequency	2	2	1	5
		%	4%	5%	2%	11%
	Good	Frekuensi	35	2	0	37
		%	80%	4%	.0%	84%
Total	Frequency	37	5	2	44	
	%	84%	11%	5%	100%	

Based on the table above, it shows that the results of the cross tabulation between learning and stress levels during the post-Covid 19 pandemic were known to almost all respondents, 35 (80%) of whom were in the light category.

Data analysis

Statistical Test Results	
Variable	Significance Level
Learning	0.000

Stress Levels During the Post Covid 19 Pandemic

The results of data analysis show that the significance level is $0.000 < \alpha = 0.05$ so that H_0 is rejected and H_1 is accepted, thus there is a relationship between learning and stress levels during the post-Covid 19 pandemic.

DISCUSSION

Covid-19, which mandates that lectures be conducted online utilizing a variety of applications and platforms for attending lectures, completing assignments, and reporting on lecture activities, is having an influence on students. However, there are challenges with online lectures in the process (Harahap, 2020). Many students responded well to online learning at first, but as the process developed, they ran into a number of challenges. Unsupportive signals, some students not meeting their quotas, a lot of distractions when studying at home, a lack of direct engagement with instructors or other students, and challenging-to-understand material are some of these challenges (Andiarna, 2020). Online learning obstacles include regional variations in internet access speed and smoothness.

The effects of the learning system's changes include students' and instructors' lack of readiness for the shift from an offline to an online learning environment, which forces them to adopt new behaviors, students' inability to interact with one another because of pandemic-related restrictions, issues with the internet network, or inadequate facilities and infrastructure. not owned, extra expenses (such as buying internet quotas), challenges finishing projects, and inefficiencies in students' energy and time—all of these factors can cause kids to lose interest in learning, which makes them anxious and bored (Samsul, 2020).

In the researcher's opinion, online learning is an experiential process of transferring knowledge through video, audio, visual or audiovisual media, communication via text, and various software supported by internet networks, where in this learning method students are required to adapt the learning process during the post-Covid 19 pandemic. Whatever the difficulties, students must accept the learning process currently implemented in order to overcome the transmission of the corona virus so that cases of viral infection can be overcome. Apart from that, students must focus more on the material presented by the

lecturer when giving assignments, so that the material and assignments given can be completed or done and submitted according to the time limit determined by the lecturer.

Current stress is something that is inherent in modern life because stress has become an inseparable part of life in the school, work, family, and even wherever you are. Stress can also happen to anyone, including children, teenagers, adults or the elderly. In the academic environment, stress is an experience experienced by many students, whether studying at school or college level. This could be due to the many academic demands that must be faced, for example assignments, exams, and so on (Ahmad, 2021). Academic workload plays a role in academic stress. With the increasing academic load, students are required to immediately complete their assignments. The impact is that students often lack time to rest or have fun and this can affect their performance (Oktawiranto, 2020). Stress related to education has a negative impact on students' learning capacity, academic achievement, achievement in education and work, quality and quantity of sleep, mental health, physical health, and efforts to use certain substances. This negative impact is called distress, which is the result of a response to stress that is unhealthy, negative and destructive (Pascoe, 2020).

CONCLUSION

According to the study's findings, 37 (84%) of the respondents, or nearly all of them, fell into the "good" group. Nearly all respondents (37, or 84%) knew how stressed out kids were in the wake of the COVID-19 outbreak. These respondents were classified as mildly stressed. The findings of the data analysis indicate that there is a relationship between stress levels and learning during the post-Covid 19 pandemic, with H0 being rejected and H1 accepted at the significance threshold of $0.000 < \alpha = 0.05$. In order to promote improved student academic accomplishment, it is intended that online learning can be supported by taking into account each student's unique regional circumstances. This will ensure that there are no barriers or disturbances throughout the learning process.

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