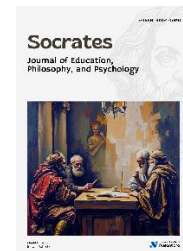




Socrates: Journal of Education, Philosophy, and Psychology

| ISSN (Online) [3064-5891](https://issn.org/3064-5891) |
<https://creativecommons.org/licenses/by/4.0/>
DOI: <https://doi.org/10.63217/socrates.v1i2.160>



Academic Stress Levels in Junior High School Students During Covid-19 Online Learning

Ines Rahayu¹

¹Universitas Negeri Padang, Padang, Indonesia, ines.rahayu27@gmail.com

Corresponding Author: ines.rahayu27@gmail.com¹

Abstract: Academic stress levels in junior high school students during online learning due to COVID-19. The purpose of this study was to examine the level of academic stress in junior high school students in Kedepatian Semerap. This study used a quantitative method with descriptive analysis. The population in this study was all junior high school students in Kedepatian Semerap, with a sampling technique using accidental sampling with a total of 63 participants. The results showed that the level of academic stress in junior high school students during online learning was in the moderate category.

Keyword: Academic Stress, Middle School Students, Online Learning

INTRODUCTION

Recently, the world community has been shocked by the discovery of a new virus, namely Coronavirus Disease (Covid-19) in Wuhan City, China. This virus originates from animals and is categorized as an infectious virus that threatens the health and welfare of humanity (Zhou, 2020). Based on statistical data from the World Health Organization as of December 15, 2020, more than 220 countries have reported 71,051,805 cases of Covid-19 and 1,608,648 people have died (WHO, 2020). In Indonesia, 623,309 people have tested positive for Covid-19 with a death toll of 18,956 people (www.covid19.co.id). Thus, most countries in the world have taken measures to prevent the spread of transmission, including Indonesia, such as PSBB (Large-Scale Social Restrictions) and lockdowns (regional quarantine) as regulated in Law Number 6 of 2018 concerning Health Quarantine (Yunus & Rezki, 2020). In addition, the public is instructed to conduct all activities from home and adhere to Covid-19 health protocols, such as wearing masks when traveling, washing hands frequently, avoiding crowds, and practicing physical distancing.

The pandemic has had a significant impact on life. In the education sector, the government has implemented a policy of implementing learning from home in accordance with Circular Letter Number 4 of 2020 concerning the Implementation of Education During the Coronavirus Disease (Covid-19) Emergency (Ministry of Education and Culture, 2020). UNESCO

(2020) explains that approximately 1.2 billion students worldwide are unable to participate in normal teaching and learning processes because schools are closed to prevent crowding.

Teaching and learning activities continue during the pandemic, but have been shifted to online learning conducted from home. Online learning is a learning system that uses technology to support the learning process and is considered effective during the pandemic (Handarini & Wulandari, 2020). However, in reality, online learning presents unique challenges for students, such as internet network constraints, additional costs for internet data, lack of technology skills, and decreased interest in learning (Syarifudin, 2020; Suryaman et al., 2020). Research by Mastura and Santaria (2020) found that a fundamental obstacle faced by students during the Covid-19 pandemic was inadequate learning facilities. Furthermore, students tended to be underprepared, which reduced their motivation to learn and led to feelings of boredom and fatigue during online learning.

During initial data collection in November 2020, researchers interviewed 10 junior high school students in Kedepatian Semerap who were participating in online learning. Interview results indicated that 7 out of 10 students felt uncomfortable, unable to understand the subject matter, faced numerous assignments, varied levels of difficulty, relatively short deadlines, and experienced frequent headaches while studying. This aligns with Chandra's (2020) statement that the pandemic situation disrupted and made students feel uncomfortable while learning, triggering stress. Research by Zhang et al. (2020) showed that a majority of high school students in China experienced similar symptoms of depression, anxiety, and stress during the Covid-19 pandemic. Furthermore, there was a difference in the prevalence of anxiety and stress levels between high school and junior high school students.

Stress is an individual's inability to cope with stressors in daily life, resulting in physiological, emotional, and behavioral responses (Gadzella, 1994). Stress in the academic environment is caused by stressors that hinder an individual's academic development and achievement, including interpersonal, intrapersonal, social, and health-related issues, resulting in negative responses (Adom et al., 2020; Barseli & Ildil, 2017).

Academic stress can have both positive and negative effects (Oduwaiye et al., 2017). Individuals with high levels of academic stress tend to have low self-esteem and difficulty concentrating, impacting academic performance and achievement, learning motivation, psychological well-being, and mental health (Pascoe et al., 2020; Chandra, 2020). Similarly, research by Cole et al. (2014) showed that academic stress is positively associated with depression and anxiety. Academic stress can be harmful to individuals if not managed properly (Adom et al., 2020).

Based on the above statement, the focus of this study is academic stress among junior high school students in Kedepatian Semerap. This study aims to determine and assess students' levels of academic stress during online learning during the COVID-19 pandemic.

METHOD

This study employed quantitative research with descriptive methods. The population was all junior high school students residing in the Semerap District. The sampling technique used accidental sampling, which is the selection of samples by chance and is suitable for use in research (Sugiyono, 2009). The sample size was 63 participants.

The data collection method used an academic stress scale based on the stress theory by Sarafino and Smith (2011), which consists of four aspects: biological, cognitive, emotional, and social behavior, using a Likert model. The alternative response options were Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS). The scale was designed to suit the online learning conditions of the COVID-19 pandemic, with 34 items and a Cronbach's alpha reliability value of 0.787. Data were analyzed using Statistical Product and Service Solution (SPSS) version 24.00.

RESULTS AND DISCUSSION

Results

The results of the analysis of academic stress data among junior high school (SMP) students in Kedepatian Semerap are as follows:

Table 1. Description of gender

Gender	F	%
Male	36	57,1
Female	27	42,9
Total	63	100

Table 1 shows that the number of participants in this study was 63 students. The majority of participants were male (36 students) (57.1%), and 27 female (42.9%).

Table 2. Class description

Class	F	%
VII	15	23,8
VIII	13	20,6
IX	35	55,6
Total	63	100

Table 2 shows the percentage of participants in the study, namely grade VII with 15 students (23.8%), grade VIII with 13 students (20.6%), and grade IX with 35 students (55.6%). Most of the participants were grade IX students.

Table 3. Descriptive statistics

Variables	N	Min	Max	Mean	SD
Academic Stress	63	34	136	85	17

Based on table 3, the statistical results of the academic stress variable were obtained with a total of 63 students participating, namely an average value (mean) of 85 and a standard deviation (SD) of 17.

Table 4. Scale categorization

Norm	Categorization	F	%
$X < 68$	Low	1	1,6
$68 \leq X \leq 102$	Currently	53	84,1
$102 \geq X$	Tall	9	14,3
Total		63	100

Table 4 shows the percentage of students' academic stress levels, namely 1 student (1.6%) was categorized as low, 53 students (84.1%) were categorized as medium, and 9 students (14.3%) were in the high category.

Table 5. Overview of academic stress based on aspects

Aspect	Category	%
Biological	Low	3,2
	Currently	81,0
	Tall	15,9
Cognitive	Low	6,3
	Currently	63,5
	Tall	30,2

Emotional	Low	1,6
	Currently	52,4
	Tall	46,0
Social behavior	Low	11,1
	Currently	66,7
	Tall	22,2

Table 5 shows that all aspects of academic stress are in the moderate category, namely the biological aspect with a percentage of 81.0%, the cognitive aspect with a percentage of 63.5%, the emotional aspect with a percentage of 52.4%, and the social behavioral aspect with a percentage of 66.7%.

Discussion

The purpose of this study was to examine the level of academic stress among junior high school (SMP) students in Kedepatian Semerap during online learning during the COVID-19 pandemic. Data analysis revealed that the majority of junior high school students (53 students) experienced academic stress. Therefore, it is possible that academic stress among junior high school students in Kedepatian Semerap may increase during online learning.

Academic stress experienced by students is the perception of academic situations as frightening (Dewi, Meylana, Widianti, & Safitri, 2020). Mahapatra and Sharma (2020) explained that social restrictions during the COVID-19 pandemic can exacerbate students' academic stress. Sustained academic stress can impact academic achievement, sleep quality, medication use, and students' physical and mental health (Pascoe et al., 2020; Guessoum et al., 2020).

Research using four aspects of academic stress from Sarafino and Smith (2011) found that the biological aspect (81.0%), cognitive (63.5%), emotional (52.4%), and social-behavioral (66.7%) were in the moderate category. The biological aspect had the highest percentage. This aligns with research by Rustam and Tentama (2020), which found that the biological aspect was the most dominant in describing academic stress, such as difficulty concentrating, fatigue, and feeling unwell while studying.

The cognitive aspect (63.5%) described student conditions such as difficulty concentrating, inability to complete schoolwork during online learning, declining academic performance, and inability to choose between two options. Research by Aafreen et al. (2018) found that 47.5% of students experienced stress due to the increased workload.

The emotional aspect (52.4%) had the lowest percentage of all aspects. This aspect reflects students' discomfort during online learning. Furthermore, it indicated worry and fear about performing poorly on assignments and exams compared to others. This is in line with Bedewy and Gabriel's (2015) findings in their research, which revealed that one of the stressors in the academic environment is competition with peers. This occurs due to pressure and the desire to continuously excel. Liu and Lu's (2011) research found that 87% of high school students in China experience high levels of academic stress, which impacts their academic performance. Finally, the social behavior aspect (66.7%) describes students' attitudes when under stress, such as not caring about their surroundings, lying to others, and isolating themselves.

CONCLUSION

The study found that most junior high school (SMP) students in Kedepatian Semerap experienced academic stress during online learning during the COVID-19 pandemic. According to Sarafino and Smith (2011), academic stress, based on biological and psychosocial aspects (cognitive, emotional, and social behavior), was classified as moderate. The biological aspect of academic stress was the highest percentage. This means that during online learning, students responded to academic stressors through physiological reactions.

There are several limitations to this study. First, the academic stress variable can only be generalized to a population of junior high school students. Second, the data were collected during online learning during the COVID-19 pandemic.

REFERENCE

- Aafreen, M. M., Priya, V. V., & Gayathri, R. (2018). Effect of stress on academic performance of students in different streams. *Drug Invention Today*, 10(9), 1776-1780.
- Adom, D., Chukwere, J., & Osei, M. (2020). Academic stress among faculty and students in higher institutions. *Pertanika Journal of Social Sciences and Humanities*, 28(2), 1055-1064.
- Barseli, M., & Ildil. (2017). Konsep stres akademik siswa. *Jurnal Konseling dan Pendidikan*, 5(3), 143-148. doi: 10.29210/119800.
- Bedewy, D., & Gabriel, A. (2015). Examining perceptions of academic stress and its sources among university students: The perception of academic stress scale. *Health Psychology Open*, 2(2), 1-9. doi: 10.1177/2055102915596714.
- Chandra, Y. (2020). Online education during covid-19: Perception of academic stress and emotional intelligence coping strategies among college students. *Asian Education and Development Studies*, 2046-3162. doi: 10.1108/AEDS-05-2020-0097.
- Dewi, D. K., Meylana, E. H., Widiyanti, F. P., & Safitri, R.I. (2020). The profile of perceived academic stress in higher education. *Advances in Social Sciences, Education, and Humanities Research*, 491.
- Gadzella, B. M. (1994). Student-life stress inventory: Identification of and reaction to stressors. *Psychological Reports*, 74(2), 395-490. doi: 10.2466/pr0.1994.74.2.395.
- Guessoum, S., Lachal, J., Radjack, R., Carretier, E., Minassian, S., Benoit, L., & Moro, M. L. (2020). Adolescents psychiatric disorder during lockdown the covid-19 pandemic and lockdown. *Psychiatry Research*, 291. doi: 10.1016/j.psychres.2020.113264.
- Handarini, O. I., & Wulandari, S. S. (2020). Pembelajaran daring sebagai upaya study from home (sfh) selama pandemi covid-19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(3), 496-503.
- Kementerian Pendidikan dan Kebudayaan. (2020). *Semendikbud: Pelaksanaan kebijakan pendidikan dalam masa darurat penyebaran covid-19*. Retrieved from <https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19>.
- Komite Penanganan COVID-19 dan Pemulihan Ekonomi Nasional. (2020). *Data sebaran*. Retrieved from <https://covid19.go.id/>.
- Liu, Y., & Lu, Z. (2011). The chinese high school students's stress in the school and academic achievement. *Educational Psychology*, 31(1), 27-35.
- Mahapatra, A., & Sharma, P. (2020). Education in times of covid-19 pandemic: Academic stress and its psychosocial impact on children and adolescents in india. *International Journal of Social Psychiatry*, 00(0), 1-3. doi:10.1177/0020764020961801.
- Mastura & Santaria, R. (2020). Dampak pandemi covid-19 terhadap proses pengajaran bagi guru dan siswa. *Jurnal Studi Guru dan Pembelajaran*, 3(2), 289-295.
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104-112. doi: 10.1080/02673843.2019.1596823.
- Rustam, H. K., & Tentama, F. (2020). Creating academic stress scale and the application for students: Validity and reliability test in psychometrics. *International Journal of Scientific & Technology Research*, 9(1), 661-667.
- Sarafino, E. P., & Smith, T. W. (2011). *Health psychology: Biopsychosocial interactions, 7th edition*. Amerika Serikat: John Wiley & Sons, Inc.
- Subramani, C., & Venkatachalam, J. (2020). Sources of academic stress among higher secondary school students. *International Review of Social Sciences and Humanities*, 9(7), 488-492.

- Suryaman, M., Cahyono, Y., Muliansyah, D., Bustani, O., Suryani, P., Fahlevi, M., Pramono, R., Purwanto, A., Purba, J. T., Munthe, A. P., Juliana, & Harimurti, S. M. (2020). Covid-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning?. *Systematic Reviews in Pharmacy*, 11(8), 524-530. doi: 10.31838/srp.2020.8.74.
- Syarifudin, A. S. (2020). Implementasi pembelajaran daring untuk meningkatkan mutu pendidikan sebagai dampak diterapkannya social distancing. *Metalingua: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 31-34.
- World Health Organization. (2020). *Corona virus disease (covid-19) pandemic*. Retrieved from <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>.
- Yunus, N., R., & Rezki, A. (2020). Kebijakan pemberlakuan lockdown sebagai antisipasi penyebaran corona virus covid-19. *SALAM: Jurnal Sosial & Budaya Syar-I*, 7(3), 227-238. doi: 10.15408/sjsbs.v7i3.15083.
- Zhou, W. (2020). *The coronavirus prevention handbook: 101 science-based tips that could save your life*. China.