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ACADEMIC STRESS ON MUSLIM STUDENTS IN INDONESIA: STUDY ON ONLINE LEARNING

*ESTRÉS ACADÉMICO EN ESTUDIANTES
MUSULMANES EN INDONESIA:
ESTUDIO SOBRE EL APRENDIZAJE EN LÍNEA*

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Resumen

The pandemic period causes all systems in life to change a lot, one of which is education. Online learning is a solution to the difficulty of offline learning in schools. This study examines academic stress during online learning among first-year Muslim students in Indonesia. This study's participants were 731 first-year Muslim students who had never done offline learning at the target campus. Data collection used the academic stress scale from Lin & Chen (2009) with seven stress sources. The results showed teachers' stress, stress results, stress tests, studying in groups stress, peer stress, time management stress, and self-inflicted stress were at moderate and high levels. Meanwhile, the highest percentage of academic stress factors was obtained from teachers' stress. We also present a detailed examination of demographic data by cross-tabulating and discussing these findings' theoretical and practical implications.

Keyword: academic stress; online classes; students

Abstract

El período pandémico hace que todos los sistemas en la vida cambien mucho, uno de los cuales es la educación. El aprendizaje en línea es una solución a la dificultad del aprendizaje fuera de línea en las escuelas. Este estudio examina el estrés académico durante el aprendizaje en línea entre los estudiantes musulmanes de primer año en Indonesia. Los participantes de este estudio fueron 731 estudiantes musulmanes de primer año que nunca habían hecho aprendizaje fuera de línea en el campus objetivo. La recopilación de datos utilizó la escala de estrés académico de Lin & Chen (2009) con siete fuentes de estrés. Los resultados mostraron que el estrés de los maestros, los resultados de estrés, las pruebas de estrés, el estudio en el estrés de los grupos, el estrés entre pares, el estrés en el manejo del tiempo y el estrés autocontrolado estaban en niveles moderados y altos. Mientras tanto, el mayor porcentaje de factores de estrés académico se obtuvo del estrés de los maestros. También presentamos un examen detallado de los datos demográficos mediante la tabulación cruzada y el debate de las implicaciones teóricas y prácticas de estos hallazgos.

Palabra clave: estrés académico; clases en línea; estudiantes

Introduction

Coronavirus disease was first confirmed to enter Indonesia in February 2020. The virus that spreads through the air has limited human activities, especially since the government imposed a lockdown in March in most parts of Indonesia. Government policies to anticipate the spread of the virus has had an impact on many aspects, such as education (Aji, 2020), economy (Nasution et al., 2020), tourism (Sugihamretha, 2020), agriculture (Ulya, 2020), to the workforce (Setiawan & Nurwati, 2020).

Many humanities researchers have responded to the impact of lockdown on the educational aspect. Many learning systems are converted into online forms to avoid direct physical interaction. Indonesia is one of the countries that has implemented an online learning system to replace face-to-face learning in schools. However, the fact is that distance learning is not a practical solution for most students. One of the causes is the unpreparedness in infrastructure and the new culture for students and teachers (Purwanto et al., 2020).

Learning delivered in online form gives the impression that the teacher must be more active in providing material than students. So that online learning cannot guarantee that students understand the material presented (Ulya, 2020). Argaheni (2020) research results say that online learning has several impacts on students, including online learning that confuses students, students become passive, less creative, and productive. The accumulation of information/concepts in students is less useful so that students experience stress. This was also conveyed by other researchers who said that "learning tasks" was the main factor causing student stress during the Covid-19 pandemic (PH et al., 2020).

This study focuses on the phenomenon of stress that occurs in students. It is intended that we know to what extent students experience stress due to online learning during the pandemic. As well as material for teacher policies and evaluations in teaching during the pandemic by looking for stress sources related to their pressures. Recent research results suggest that academic pressure may increase during unexpected and dramatic external events such as the COVID-19 pandemic due to lack of control and loneliness associated with social isolation (Mosanya, 2020). This is emphasized by the concept of lockdown related to restrictions in social contact, as it is known to increase loneliness, stress, and a sense of vulnerability (Okruszek et al., 2020)

Understanding academic stress

Stress is a condition caused by a mismatch between the desired situation and the individual's biological, psychological or social system (Sarafino & Smith, 2014). Naturally, when someone is faced with a problem that creates pressure, he will try to treat it both positively and negatively (Lazarus, 1976). Stress occurs when individuals assume that their abilities cannot meet the environment's demands, so pressure arises in the individual (Lazarus & Folkman, 1984). in school settings, the stress in students is known as academic stress (Calaguas, 2011). Academic stress is defined as a condition where a person cannot face academic demands and perceives educational needs as a nuisance (Barseli et al., 2017). Academic stress causes stress not only for students but also for the institution for its optimal function and even for environmental actors around students (Reddy et al., 2017). This type of stress is a significant stressor in students (Deroma et al., 2009; Guo et al., 2011).

The source of the stressor

Academic stressors cause academic stress. Academic stress that occurs in students refers to a source of stress from many things at school. Academic stress can be explained by understanding the interaction between environmental stressors, student assessments of academic stressors, and similar responses (Lee & Larson, 2000). Values and competition, future career plans, and financial burdens have been reported as common causes of academic stress among college students (Lee et al., 2005). (Lal, 2014) academic stress is the stress that arises related to the many academic demands such as pressures to show academic achievement, school exams, answering questions in class, and orders to show progress in learning—explained that academic stress is the pressure caused by a subjective perspective on an academic condition (Barseli et al., 2017).

Research impact and results

Academic stress is essential to research because it affects many things. A research report by Reddy et al. (2017) states that students with high levels of stress in academia show signs of depression, anxiety, phobias, school refusal, increased irritability, complaints, and a reduced interest in school work. Various studies in the academic field have shown that exam anxiety is negatively related to academic performance (Cassady & Johnson, 2002),

psychological well-being (Larcombe et al., 2013), social relationships (Sayin, 2015), and physical well-being (Maimanee, 2010), frustrated (Harrington, 2006). Other studies also reported that an association between high academic stress and suicidal ideation was also observed among students (Arun & Chavan, 2009; Wilburn & Smith, 2005). Furthermore, academic stress causes anxiety, distress, and fear, which are detrimental to the psychological well-being and mental health of students (MacGeorge et al., 2005; Sarid et al., 2004) and negative predictors of academic performance (Akgun & Ciarrochi, 2003; Pritchard & Wilson, 2003) which causes emotional exhaustion (Schaufeli et al., 2002) and school dropouts (Pritchard & Wilson, 2003). academic stress was negatively related to online course achievement, and assignment scores significantly moderated the relationship between academic stress and higher education online course achievement (Joo et al., 2011).

Academic stressors cause academic stress. Academic stress that occurs in students refers to a source of stress from many things at school. Academic stress can be explained by understanding the interaction between environmental stressors, assessment.

Method

This study uses a quantitative approach with one single variable, namely academic stress. The data collection tool uses The academic stress inventory developed by Lin & Chen (2009) and adapted into the Indonesian version. The measuring instrument consists of 7 factors: teachers' stress, stress levels, tests stress, studying in groups stress, peer stress, time management stress, and self-inflicted stress. Thirty-four statement items with Likert's five-point scale were used, ranging from 5 completely agree, to 1 completely disagree. The Academic stress inventory scale's reliability value is 0.923 with a validity value between 0.301 to 0.653.

Participants in this study were 721 Muslim students in Indonesia who were taking semester one lectures. Based on the participants' demographic data, the number of male participants was 169 and 562 female participants. The age of the participants in this study was between 17 and 23 years and was dominated by participants aged 18 and 19 years. Meanwhile, based on the faculty, participants came from 10 Facultas and were dominated by economics and business and the faculty of health sciences.

Before data collection, this research was preceded by filling out the consent form to consent to become a participant. The data collection method used online google form because it was still in a state of distance learning when the study was carried out in Indonesia. The data were processed using SPSS with data description analysis and using crosstab to get more descriptive information and demographic comparisons.

Table 1. The Frequency of Participants

		Frequency	Percent
<i>Age</i>	17	33	5
	18	416	57
	19	219	30
	20	45	6
	21	12	2
	22	5	1
	23	1	0
Total		731	100
<i>Sex</i>	Female	562	77
	Male	169	23
Total		731	100
<i>Faculty</i>	Agriculture	51	7
	Economics and business	234	32
	Engineering & science	42	6
	Health science	146	20
	Islamic studies	31	4
	Law	35	5
	Literature	6	1
	Pharmacy	53	7
	Psychology	44	6
	Teacher training and education	89	12
Total		731	100

Results

In the first data analysis, we categorized the factors that were the source of student stress based on Lin & Chen's (2009) measurement tool. Then we ordered our second data analysis into the form of data analysis based on demographics with crosstab. In the following, we explain each of the data analyzes.

a. Academic stress based on its factors

Based on each academic stress factor's categorization analysis, it was found that all categories of each factor were in the moderate category, namely between 65% to 72%. Furthermore, the High category is between 15.9% to 22.3%, and the low category is between 10.3% to 12.9%. In general, academic stress was included in the moderate category, namely 69%, high 16.3%, and low 14.6%. So it can be concluded that academic stress on Muslim student participants at the first level in Indonesia is quite severe. More clearly described in table 2.

Table 2. Stress Factor Category

	category	Frequency	Percent	Valid Percent	Cumulative Percent
<i>Teachers' stress</i>	low	78	10,7	10,7	10,7
	moderate	528	72,2	72,2	82,9
	high	125	17,1	17,1	100,0
	Total	731	100,0	100,0	
<i>Results stress</i>	low	99	13,5	13,5	13,5
	moderate	516	70,6	70,6	84,1
	high	116	15,9	15,9	100,0
	Total	731	100,0	100,0	
<i>Tests stress</i>	low	94	12,9	12,9	12,9
	moderate	475	65,0	65,0	77,8
	high	162	22,2	22,2	100,0
	Total	731	100,0	100,0	
<i>Studying in groups stress</i>	low	88	12,0	12,0	12,0
	moderate	487	66,6	66,6	78,7
	high	156	21,3	21,3	100,0
	Total	731	100,0	100,0	
<i>Peer stress</i>	low	66	9,0	9,0	9,0
	moderate	502	68,7	68,7	77,7
	high	163	22,3	22,3	100,0
	Total	731	100,0	100,0	
<i>Time management stress</i>	low	77	10,5	10,5	10,5
	moderate	494	67,6	67,6	78,1
	high	160	21,9	21,9	100,0
	Total	731	100,0	100,0	
<i>Self-inflicted stress</i>	low	75	10,3	10,3	10,3
	moderate	523	71,5	71,5	81,8
	high	133	18,2	18,2	100,0

	Total	731	100,0	100,0	
Academic stress	low	107	14.6	14.6	14.6
	moderate	505	69.1	69.1	83.7
	high	119	16.3	16.3	100.0
	Total	731	100.0	100.0	

Based on table 3. the total score category of the five academic stress sources shows that the teachers' stress factor is the highest factor in academic stress, namely 26.9%. The second factor, which has a percentage of 15.1%, is the studying stress factor. Other factors such as results stress, namely 13.9%, tests stress 12.6%, Self-inflicted pressure 11.4%, peer stress 11.3%, and the smallest is time management stress of 8.8%.

Table 3. Stress Factor percentage

Factor's	Total score	Percent
Teachers' stress	21681	26,9
Results stress	11200	13,9
Tests stress	10158	12,6
Studying in groups stress	12188	15,1
Peer stress	9064	11,3
Time management stress	7069	8,8
Self-inflicted stress	9179	11,4

b. Academic stress by demographics

We collected demographic data based on age, gender, and faculty and then analyzed by crosstab into three categories: low, moderate, and high. Based on table 4. It can be obtained that academic stress in the high, moderate, and low categories occurs a lot at 18 and 19. Academic stress based on gender in the high category shows that 13% for women and 3% for men. The rest were mostly in the moderate category. Academic stress based on the faculty indicates that there are many faculties of Health science, Economics and business and Pharmacy in the high category.

Table 4. Academic Stress Category by Age, Sex and Faculty

		Academic stress category						Total
		Low	Percent	Moderate	Percent	High	Percent	
Age	23	0	0	1	0	0	0	1
	22	0	0	5	1	0	0	5
	21	2	0	5	1	5	1	12
	20	7	1	28	4	10	1	45
	19	33	5	151	21	35	5	219
	18	59	8	291	40	66	9	416
	17	6	1	24	3	3	0	33
		<i>Total</i>	107	15	505	69	119	16
Sex	Male	22	3	123	17	24	3	169
	Female	85	12	382	52	95	13	562
		<i>Total</i>	107	15	505	69	119	16
Faculty	Teacher training and education	18	2	58	8	13	2	89
	Psychology	7	1	30	4	7	1	44
	Pharmacy	8	1	29	4	16	2	53
	Literature	1	0	5	1	0	0	6
	Law	11	2	17	2	7	1	35
	Islamic studies	4	1	21	3	6	1	31
	Health science	16	2	101	14	29	4	146
	Engineering & science	7	1	28	4	7	1	42
	Economics and business	26	4	177	24	31	4	234
	Agriculture	9	1	39	5	3	0	51
	<i>Total</i>	107	15	505	69	119	16	731

Discussion

Based on the data analysis results previously described, the discussion of Kabi is divided into two discussions, namely explaining academic stress factors and explaining stress factors based on demographics.

a. academic stress factors

Based on the results obtained, the academic stress conditions for first-year students with the online learning system, on average, fall into the moderate category. But overall, the comparison of the percentage of moderate and high is more than the low category. So it can

be concluded that academic stress in first-year students should get special attention from various parties. Besides, because this study focuses on academic stress during online learning, it can be a basic policy material for evaluating online learning to reduce excessive academic stress.

Academic stress is generally not a new problem in educational settings (Taufik et al., 2013). Other research says that academic pressure is not something new in the university environment but is present at every stage, for example (for example, childish, primary, and secondary). However, this pressure reaches its peak during the university period (Dyson & Renk, 2006).

This study found that Teachers' stress factor was the highest source of stress compared to other factors. So it can be concluded that this happened because the routines given by the lecturers, such as exercises and assignments from some lecturers, were too strict, too difficult, too much, did not understand most of the material provided by the lecturer, it was difficult to absorb the information conveyed by the lecturers because there were too many, much pressure. After all, some courses use language that is difficult to understand and cannot adapt to some lecturers' learning methods. It is difficult to keep up with the lecturers' teaching speed, spend a lot of time looking for data and information.

Even though academic stress is considered a common thing in the academic world, it can have a serious impact. Even academic stress is a "career stopper" (Kadapatti & Vijayalaxmi, 2012). Previous research related to academic stress during the Covid 19 pandemic, academic stress can be prevented in several ways as the results of Mosanya's study (2020) show that grit as a dynamic variable, can be taught to students as prevention of academic stress that builds resilience during the COVID-19 pandemic. In addition to grit, other studies say that increasing growth mindset can reduce academic stress and anxiety (Elliot & Dweck, 2005; Yeager et al., 2016).

b. demographics and academic stress factors

The results of the analysis of demographic data with academic stress showed that more were found in the high category at the ages of 18 and 19. This is in line with previous research, which states that age has a relationship with academic stress (Hamzah & Hamzah, 2020). It is also made clear in other studies that age and number of visits to the hospital have a relationship with academic stress (Suwartika et al., 2014). Besides, this study's results say

that academic stress based on gender in the high category shows that 13% in women and 3% in men. This study's results are in line with previous research that states that academic stress in men is lower than in women (Lal, 2014). Other research results based on the faculty show that there are many faculties of Health science, Economics and business, and Pharmacy in the high category.

This study's weakness is that it does not provide an analysis of the differences in each demographic, so whether there is a difference cannot be known. However, this study's results are in line with previous research showing that demographics influence academic stress. The academic stress of students who go to school in rural areas is lower than students who go to school in urban areas. Besides, academic stress is felt more by students who go to private schools than in the country (Lal, 2014).

Conclusion

This research is a study that is still related to the pandemic caused by Covid 19 that has occurred throughout the world. Our interest in studying academic stress is based on previous research results, which states that online learning has made students stress academically. Our results show that all academic stress factors are in the moderate and high categories. In comparison, the lowest category is the least. The results of this study are of particular concern to university lecturers and policymakers. Because in theory, we find that academic stress can be a big problem affecting academic careers if left unchecked

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