



1. The Effect of Health Education on Diet Compliance Among Patients with Diabetes Mellitus in the Sukaraja Public Health Center's Work Area in Sukabumi Regency
2. The Effects of Husband Support, Motivation, and Self-Efficacy on the Examination of Visual Inspection of Acetic Acid (IVA) in Karawang Village, Karawang Health Center, and Sukabumi Regency in Women of Childbearing Age (PUS)
3. The Experience of Nursing Care Patient with ECG Letal in Intensive Care Unit Sekarwangi Hospital
4. The Effectiveness of Consumption of Red Guava Juice Against Increasing Hemoglobin Levels in Pregnant Women
5. Influence of Hypnotherapy to Reduce the Anxiety of School-Age Children in the Preoperative Phase in the Guntur Room of Level II Dustira Cimahi Hospital
6. Academic Stress Affects Smartphone Addiction in Nursing Student
7. The Effectiveness Of The Protective Barrier Of The Skin Against Medical Adhesive Related Skin Injury (Marsi) In Children Treated In Pediatric Intensive Care Units : Systematic Review
8. Stress Level of Nursing Students During Online Learning During the Covid-19 Pandemic
9. The Relationship of Self Care with Disabilities in People with Leprosy in the South Jakarta
10. Effect of Stress Ball on Stress and Anxiety in Hemodialysis Patients
11. What is the Level of Pain in Patients Who Are Inserted Urinary Catheters Using Pure Jelly?
12. Self-Control Technique to Improve Self-Esteem Among Victims of Bullying
13. The Expectations of Baby Moms and Toddlers in An Integrated Health Care (Posyandu) in Penggilingan Village East Jakarta
14. The Effect of Breastfeeding Technique Education on the Breastfeeding Efficacy of Public Mothers at the GSIA Nabire Clinic, Papua
15. Differences in Knowledge of Preconceptional Mothers about Breast Examination (Breacking) as Pre-and-Post Explanation Breast Cancer Prevention
16. The Effectiveness of Biscuit Consumption of Pregnant Women on Increasing The Circumference of The Upper Arm In Pregnant Women with Chronic Energy Deficiency (CED) In The Karawang Kulon Health Center Area
17. Effectiveness of MGSO4 Administration Against Prevention of Eclampsia in Severe Pre-Eclampsia in RSIA Resti Mulya in 2022
18. Differences in the Effectiveness of Giving Dark Chocolate and Ginger to Reducing Menstrual Pain Intensity in SMAN 1 Cikande Students in 2022
19. The Effect of Baby Massage in Healing Cough of The Common Cold in Infants at Zhafira Zarifa Clinic
20. Relationship of Mothers' Characteristic, Attitude, and Self Efficacy Toward Exclusive Breastfeeding Practice in Work Area of Tigaraksa Public Health Centre
21. Technology-Based Interventions in Schizophrenia Patients : A Narrative Review
22. The Effectiveness of Venopheric Infusation on Ferritine Levels in Pregnant Women with Iron Deficiency Anemia in RSPAD Gatot Soebroto
23. Effectiveness Of Beetroot And Spinach Against The Increase In Hemoglobin Levels Of Pregnant Women In The Primary Clinic Kasih Bunda, 2022
24. The Effect of Audiovisual-Based Education Media on Self Management in Type 2 Diabetes Mellitus Patients in the Work Area of UPT Puskesmas Ledeng
25. The Effect of Progressive Muscle Relaxation on Anxiety in Covid-19 Patients in Bandung
26. The Effectiveness of the Combination of Spiritual Emotional Freedom Technique and Slow Deep Breathing in Lowering Blood Pressure Reduction in Hypertensive Patients at UPT Puskesmas Pasundan, Bandung City
27. MUSKAR-T for Improving Mental Health and Cancer-Related Symptoms in Women Diagnosed with Breast Cancer Undergoing Chemotherapy: A Queasy Experimental Design
28. Overview of Emotional Stability in Class Adolescents Based on Nursing Perspectives
29. NICU Room Baby Care at the Sekarwangi Regional General Hospital: Mothers' Satisfaction with Baby Care and Social Support for Mothers with Premature Infants
30. Effectiveness of Consumption of Brown Rice and Potatoes in Reducing Blood Sugar in the Elderly with Type 2 Diabetes Mellitus at Pondok Ranji Health Center

JURNAL KEPERAWATAN KOMPREHENSIF	VOL. 8	Special Edition	Page 1-222	Bandung June 2022	ISSN 2354-8428 e-ISSN 2598-8727
------------------------------------	--------	--------------------	---------------	-------------------------	--

Research Article

Stress Level of Nursing Students During Online Learning During the Covid-19 Pandemic

Sri Nyumirah*

*Department of Psychiatric Nursing, Akademi Keperawatan Pasar Rebo, Jakarta – Indonesia

***contact**

srinyumirah@yahoo.co.id

Received : 22/03/2022

Revised : 17/05/2022

Accepted : 18/06/2022

Online : 30/06/2022

Published : 30/06/2022

Abstract

Aims: All students and educators who implement the learning process require time for the adaptation process in its application. Learning is mandatory for all institutions during the Covid-19 pandemic, despite the many obstacles that occur. The implementation of online learning in fact makes students stressed because students have to carry out an adaptation process including the technology obtained is still not optimal, network conditions are unstable, spending to facilitate learning is increasing, so that psychological problems arise. Objective: to analyze the stress level of nursing students during online learning during the Covid-19 pandemic at the Pasar Rebo Nursing Academy.

Methods: quantitative descriptive. Research with a total sampling of 140 samples but 2 people refused because they were not willing to fill out the questionnaire Results: The results showed that most of the female respondents (84.8%), with an average age (20 years: 28.98%) with a high level of stress experienced by students experienced moderate stress (86.95%).

Conclusion: Nursing students who carried out online learning during the Covid-19 pandemic at the Pasar Rebo Nursing Academy, mostly experienced moderate stress as many as 120 students, 17 students experienced mild stress and 1 student experienced severe stress.

Keywords:

Online learning, stress and students

INTRODUCTION

Learning is mandatory for all institutions during the Covid-19 pandemic, even though there are many obstacles that occur (1). The implementation of online learning in fact makes students stressed because students have to carry out an adaptation process including the technology obtained is still not optimal, network conditions are unstable, spending to facilitate learning is increasing, so that psychological problems arise (2).

Psychological problems that arise in students, especially nursing students in the online learning process, according to several studies by Utami and Harahap (3,4) that most students experience moderate stress, this is in line with research conducted by (5). Stress that occurs in students due to online learning, each individual gives a different response to solve the problem, so that the coping mechanism of each individual is different (6). Stress conditions that occur in students can occur because the learning system and assignment system are different from

previous learning which takes time to adjust. The adjustments that must be made depend on the ability of each individual (7).

Stress experienced by students, especially nursing students is a disturbance in a person's body where changes and demands of life occur both externally and internally, so that it disrupts a person's life. The impact that occurs because stress can disrupt the environment, endanger yourself because you feel pressured, tense, and feel uncomfortable and not relax. Stress is also a reaction both physiologically and psychologically that can occur when a person experiences an imbalance in the demands he experiences with the demands that must be met (Jenita DT Donsu, 2017).

The results of a preliminary study conducted in May 2021 on 20 students with open-ended interviews based on a stress level questionnaire. The results showed that some of the students experienced stress, namely 55% mild stress and 45% moderate stress. Students said that it was stressful because students were bored, sometimes felt hampered because of the internet network, not all courses were well received, and group collaboration carried out with other students can't do it optimally, learning motivation decreases, so that it makes lazy and achievement decreases. Another cause found that the process of adapting which takes time is not all students are able to do it quickly, so it takes quite a long time.

The impact that can occur when nursing students experience stress in the learning process of student achievement will decrease, behavior is unacceptable to the environment. The ability to remember students will also decrease, making it difficult to make decisions and what steps to take. Students in the learning process become passive and unmotivated. The phenomenon that occurs above illustrates that nursing students who do online learning experience psychological problems that must be resolved so as not to have an

impact on all learning processes and student achievements.

To find out the description of the stress level of nursing students during online learning during the Covid-19 pandemic at the Pasar Rebo Nursing Academy.

METHODS

Design Used

The research design used is descriptive quantitative research.

The type of research used in this study is quantitative descriptive research, which is the type of research used to describe or describe one variable to another

Sample

Determination of the sample size from the population does not use a sample formula but is based on criteria because all populations are taken for the sample.

Instrument

- a) The measuring instruments/instruments in this study are 1) Identity of Respondents. 2) questionnaire (subjective data).
- b) Perceived Stress Scale (PSS) is a classical stress assessment instrument. The Perceived Stress Scale consists of 10 items containing feelings of unpredictability in question number 1, feelings of uncontrollability (feeling of uncontrollability) questions number 2,6,9 and feelings of pressure(feeling of overloaded) questions number 3 and 10. Numerical scale variables that have been obtained from PSS-10 are then converted into ordinal scales into 3 groups, namely: 1) mild stress, total score 0-13; 2) moderate stress, total score 14-26 and 3) severe stress, total score 27-40.

Data Collection

Questionnaire

Data Analysis

Data analysis is the process of simplifying data into a form that is easier to understand for interpretation. Descriptive analysis is intended to provide information about the observed data so that it is meaningful and communicative. Data analysis with quantitative descriptive with percentage, then the formula used in this study is as follows:

$$\% = \frac{\text{frequency of a case}}{N} \times 100$$

Keterangan :

% = frequency of a case

F = Frequency (number of respondents' answers)

Population

The population used in this study were all

142 nursing students at the Pasar Rebo Nursing Academy.

Sampling technique

The sampling technique or sampling in the research used is total sampling, that is, all populations if they meet the criteria are used as samples.

Inclusion Criteria

1. Willing to be a respondent
2. Nursing students and active students at Akper Pasar Rebo
3. Students are in good physical condition

Exclusion Criteria

1. Refused to be a respondent
2. Nursing students from other institutions
3. Students are not physically fit

VARIABLES TO BE MEASURED

Independent Variable: Online Learning during the Covid-19 pandemic

Dependent Variable: Stress Level.

RESULTS

Table 1 .
Frequency Distribution of Respondents By Gender, Age and Level at Pasar Rebo Nursing Academy in 2021 (N=138)

Variable		Frequency (n)	Presentation (%)
Gender	Woman	117	84,8
	Men	21	15,2
	Total	138	100
Age	18 Tahun	11	7,97
	19 Tahun	36	26,08
	20 Tahun	40	28,98
	21 Tahun	33	23,91
	22 Tahun	18	13,06
	Total	138	100
Level	I	43	31,2
	II	50	36,2
	III	46	33,3
	Total	138	100

The results of the frequency distribution table for respondents in table 1. show that most of the respondents are female 117 people (84.8%), age 20 years (28.98%) and second-level students 50 people (36.2%).

Table 2.
Frequency Distribution of Respondents
Nursing Student Stress Level at Pasar
Rebo Nursing Academy in 2021
(N: 138)

Stress level results	Frequency (n)	Presentation (%)
Mild Stres	17	12,31
Moderate Stres	120	86,95
Severe Stres	1	0,72
Total	138	100

The results of the frequency distribution table for the respondents in table 5.2 show that most of the respondents experienced moderate stress as many as 120 people (86.95%).

DISCUSSION

Respondent Characteristics

The majority of nursing students who experience stress are female students. According to research conducted by (8) said that the level of stress that occurs in men and women is different, namely higher for women than men.

This research is also supported by (9) stress levels are influenced by a person's gender, when the stress is higher it is more commonly found in women because women easily experience anxiety and feel uncomfortable when there are problems, difficult to focus and even feelings of guilt arise about everything. something that is done, this is also in accordance with the results of research (10) that women easily experience stress when experiencing problems that will interfere with the need for sleep rest and eating patterns.

Age

Nursing students who experience stress are mostly young adults, students begin the adaptation process both in carrying out an obligation or demand that must be carried out in the online learning process during the Covid-19 pandemic. According to research by Surwatika et al (11) that students who experience academic stress in the learning process mostly occur in late adolescence and early adulthood because they are still in the stage of seeking self-identity which is influenced by the surrounding environment, in addition to cognitive development and how to solve problems. Problem. Age is closely related to a person's experience in dealing with stressors that arise by using existing support in solving problems or using appropriate coping mechanisms, the older you get, the better you can manage the stress experienced by someone (12).

Level

Nursing students who experience stress are mostly level II, which is the middle level after passing the level I period and will go to the final level, this makes students experience stress related to the learning process which must adapt to their learning model. According to (13) that one of the things that must be done to deal with stress in online lectures is to be able to adapt the learning model and continue to complete the final project process by not delaying the final project. According to (14) that students experience stress because they have to master broad skills and knowledge in a very limited time.

Student Stress Levels During Online Learning During the Covid-19 Pandemic

Based on the results of research conducted by researchers that online learning carried out during the Covid-19 pandemic for nursing students resulted in stress with the majority of moderate stress levels being 86.95%. One of the stress levels of students is because students feel

annoyed with signals that are not always in a stable condition and many tasks that must be completed must be according to the specified schedule. This is in accordance with research conducted by (14) that stress that affects student online learning makes students emotional/upset because students focus on problems in dealing with stress but do not try to solve it. Students in online learning experience stress due to technology that is not optimal, the costs incurred for internet facilities are still lacking (2), this is also supported by research by (15) that stress that occurs in online learning students feel bored, a very difficult task. many, bored from not being able to meet college friends, are more passive because the internet connection is in an unstable condition.

Another cause of nursing students experiencing moderate stress during online learning during the Covid-19 pandemic, students felt unsure that the learning process would run smoothly and related to assignments not being able to complete all assignments on time, this is in accordance with (16) that the stress experienced by students during the Covid-19 pandemic in online learning so that it affects student academics, this is in accordance with research by (3,5) the average student experiences stress while learning online during the Covid-19 pandemic. 19. According to (7) students experience stress in online learning because they have to make an adaptation process in the learning process that is different from the previous one, and the adaptation process takes a long time, this is what triggers students to experience stress.

The learning process carried out in a different environment can be a trigger for stress that occurs. Learning that is done by students remotely becomes uncomfortable compared to learning that is done offline, because the physical environment is very decisive for students to be able to conduct learning conducive, for example a narrow room, noisy house or limited space.

Whispers can cause a person's psychological problems to become irritable and an increase in anxiety (17).

During the Covid-19 pandemic, students did online learning, so there was an unmet need, namely the need to interact with other people, namely interacting with other people (18). Students also said they feel bored and bored every day looking at laptop or cellphone screens for fear of missing news, cannot do assignments together with college friends, this makes students sensitive and irritable (19). Triggers of student stress because students are not able to communicate with their college friends, tell stories directly, feel tired on the screen. Social communication is very important to do to form self-actualization, build self-concept, can avoid tension from the pressure experienced so as to be able to build good relationships with other people (20).

The results of the research of other respondents showed that 12.31% experienced mild stress because students began to feel afraid about the pandemic that would occur when it ended, felt uncomfortable so that the adaptation process could not be completed quickly, until they thought about their future life (21) . In Indonesia, online lectures are indeed a new thing and have never been done, so that it becomes something different from face-to-face lectures which will become a burden for students and require an adaptation process in its implementation (22).

Based on the results of other respondents, it was shown that there were 0.72% who experienced severe stress, this was caused by the students' strategies in implementing online learning that were not appropriate and the learning techniques used were not appropriate, this is in accordance with Fitriasari's research (14) that coping strategies that focus on problems to deal with stress using emotions while still controlling the problems felt. In this strategy that students use is indeed

very varied, this is also in accordance with (19) that the strategy used is appropriate so that problems can be resolved that trigger stress by controlling themselves by always thinking positively and paying attention to individual conditions.

The results of the frequency distribution table for respondents in table 5.1 show that most of the respondents are female 117 people (84.8%), age 20 years (28.98%) and second-level students 50 people (36.2%). According to (7) that the factors of change that occur in the learning system require an appropriate process of adjustment, so that they are able to overcome problems, and the adjustment process also takes a long time, thus triggering the emergence of stress. According to research by (23) that coping mechanisms that can be used by most students in overcoming problems with self-control. Self-focused coping strategies depend on how the individual judges in controlling the emotions that occur. The density of online lectures and the number of tasks as one of the triggers for student stress, students are unable to channel the desire to leave the house because they are always at home, so students feel bored, bored and tired. According to (24) conveying that one of the supports from educational institutions is very important to achieve online learning, besides that there are adequate facilities and infrastructure to facilitate the learning process.

CONCLUSION

Nursing students who carried out online learning during the Covid-19 pandemic at the Pasar Rebo Nursing Academy, mostly experienced moderate stress as many as 120 students, 17 students experienced mild stress and 1 student experienced severe stress.

Suggestion

Teacher

Providing conducive learning, more varied (not monotonous) and not giving an excessive workload, so that students do not experience stress and remain happy during online learning in the Covid-19 pandemic.

Student of nursing

Using effective individual coping strategies and adaptive coping mechanisms to deal with stress in online learning during the Covid-19 pandemic.

Other researchers

Further research can develop factors that cause stress in online learning during the Covid-19 pandemic and nursing actions that can be given to students when experiencing stress.

REFERENCES

1. Argaheni NB. A Systematic Review: The Impact of Online Lectures during the COVID-19 Pandemic Against Indonesian Students. In 2020.
2. Rasyida H. Efektivitas Kuliah Daring Di Tengah Pandemi. *J Edukasi*. 2020;1(November):1-8.
3. Utami S, Rufaidah A, Nisa A. Kontribusi Self-Efficacy Terhadap Stres Akademik Mahasiswa Selama Pandemi Covid-19 Periode April-Mei 2020. *Ter J Bimbingan dan Konseling [Internet]*. 2020;4(1):20-7. Available from: <https://journal.unindra.ac.id/index.php/terapeutik/article/view/294%0Ahttps://journal.unindra.ac.id/index.php/terapeutik/index>
4. Harahap ACP, Harahap DP, Harahap SR. Analisis Tingkat Stres Akademik Pada Mahasiswa Selama Pembelajaran Jarak Jauh Dimasa Covid-19. *Biblio Couns J Kaji Konseling dan Pendidik*. 2020;3(1):10-4.
5. B H, Hamzah R. FAKTOR-FAKTOR YANG BERHUBUNGAN DENGAN

- TINGKAT STRES AKADEMIK PADA MAHASISWA STIKES GRAHA MEDIKA. *Indones J Heal Sci.* 2020 Sep 1;4:59.
6. Fitriasari A, Septianingrum Y, Budury S, Khamida. Stres Pembelajaran Online Berhubungan Dengan Strategi Koping Mahasiswa Selama Pandemi Covid-19. *J Keperawatan.* 2020;12(4):985-92.
 7. Anelia N. Hubungan Tingkat Stres Dengan Mekanisme Koping Pada Mahasiswa Reguler Program Profesi Ners Fik Ui Tahun Akademik 2011/2012. *Fak Keperawatan Univ Indones.* 2012;86.
 8. Nasrani L, Purnawati S. PERBEDAAN TINGKAT STRES ANTARA LAKI-LAKI DAN PEREMPUAN PADA PESERTA YOGA DI KOTA DENPASAR. *E-Jurnal Med Udayana; vol 4 no 12(2015)e-jurnal Med udayana [Internet]. Available from: <https://ojs.unud.ac.id/index.php/eu m/article/view/18109>*
 9. Mesko M, Stok ZM, Mijoc P, Karpljuk D, Videmsek M. Gender differences in stress symptoms among Slovene managers. *Int J Bus Glob [Internet].* 2009;3(3):288-99. Available from: <https://ideas.repec.org/a/ids/ijbglo/v3y2009i3p288-299.html>
 10. Ahmed WAM, Mohammed BMA. Nursing students' stress and coping strategies during clinical training in KSA. *J Taibah Univ Med Sci [Internet].* 2019 Mar 14;14(2):116-22. Available from: <https://pubmed.ncbi.nlm.nih.gov/31435401>
 11. Suwartika I, Nurdin A, Ruhmadi E. Analisis Faktor Yang Berhubungan Dengan Tingkat Stress Akademik Mahasiswa Reguler Program Studi D Iii Keperawatan Cirebon Poltekkes Kemenkes Tasikmalaya. *Soedirman J Nursing [Internet].* 2014;9(3):173-89. Available from: <http://jks.fikes.unsoed.ac.id/index.p hp/jks/article/viewFile/612/337>
 12. Chen Y, Peng Y, Xu H, O'Brien W. Age Differences in Stress and Coping: Problem-Focused Strategies Mediate the Relationship Between Age and Positive Affect. *Int J Aging Hum Dev.* 2017 Aug 8;86:009141501772089.
 13. Muslim M. Moh . Muslim : Manajemen Stress pada Masa Pandemi Covid-19 " 193. *J Manaj Bisnis.* 2020;23(2):192-201.
 14. Fitriasari A, Septianingrum Y, Budury S, Khamida K. STRES PEMBELAJARAN ONLINE BERHUBUNGAN DENGAN STRATEGI KOPING MAHASISWA SELAMA PANDEMI COVID-19. *J Keperawatan.* 2020 Dec 1;12:985-92.
 15. Livana, Mubin, & Basthomi Y. Penyebab Stres Mahasiswa Selama Pandemi Covid-19. *Jurnsl Ilmu Keperawatan Jiwa.* 2020;3(2):203-8.
 16. Andiarna F, Widayanti LP, Hidayati I, Agustina E. Analisis penggunaan media sosial terhadap kejadian Insomnia pada mahasiswa. *PROFESI (Profesional Islam Media Publ Penelit.* 2020;17(2):37-42.
 17. Mayangsari MD, Astuti JP. FAKTOR YANG MEMPENGARUHI KINERJA KOGNITIF PADA MAHASISWA DI TINJAU DARI PENGATURAN RUANG KELAS. *J Ecopsy; Vol 5, No 3 J ECOPSYDO - 1020527/ecopsy.v5i35568 [Internet].* 2018 Dec 30; Available from: <https://ppjp.ulm.ac.id/journal/index.php/ecopsy/article/view/5568>
 18. Nappu S, Dewi R, et al. The Effect of Online Learning on Academic Writing Course During Covid-19 Pandemic. *VELES Voices English Lang Educ Soc.* 2022;6(1):247-57.
 19. Soekanto A, Rianti EDD. Analisis Tingkat Kelelahan Mahasiswa Dalam Pembelajaran Daring Diera Pandemik Covid-19 Tahun Ajaran

- 2020/2021. *J Ilm Kedokt Wijaya Kusuma*. 2021;10(2):154.
20. Watuliu J. Peranan Komunikasi Keluarga Dalam Meningkatkan Minat Belajar Siswa Smu Di Desa Warukapas Kecamatan Dimembe Kabupaten Minahasa Utara. *Acta Diurna*. 2015;IV(4):1-14.
21. Afnan, Fauzia R, Utami Tanau M. Hubungan Efikasi Diri Dengan Stress Pada Mahasiswa Yang Berada Dalam Fase Quarter Life Crisis Relationship of Self-Efication With Stress in Students Who Are in the Quarter Life Crisis Phase. *J Kognisia*. 2020;3(1):23-9.
22. Jannah R, Santoso H. Tingkat Stres Mahasiswa Mengikuti Pembelajaran Daring pada Masa Pandemi Covid-19. *J Ris dan Pengabd Masy*. 2021;1(1):130-46.
23. Praghlapati A, Ulfitri W. Gambaran Mekanisme Coping pada Mahasiswa Program Studi Sarjana Keperawatan Tingkat IV yang Sedang Menghadapi Tugas Akhir di Sekolah Tinggi Ilmu Kesehatan X Bandung. *Humanit (Jurnal Psikologi)*. 2019;3(2):115-26.
24. Rusdiana E, Nugroho A. Respon pada Pembelajaran Daring bagi Mahasiswa Mata Kuliah Pengantar Hukum Indonesia. *Integralistik [Internet]*. 2020;19(2):148-52. Available from: [https://journal.unnes.ac.id/nju/index.php/integralistik/article/view/21834/](https://journal.unnes.ac.id/nju/index.php/integralistik/article/view/21834)