

WHAT CAUSES STUDENT STRESS AND HOW DO STUDENTS COPE WITH IT?

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INTRODUCTION





During the Covid-19 pandemic, the global community was affected, including young people in the age range of 18-25 years old who are usually studying at university (Valentina, Nurcahyo & Astiti, 2023; Elsary & El-Sherbiny, 2023; Ibda et. al., 2023).

The Indonesian Psychiatric Association (PDSKJI) (March 2020 - March 2022) obtained data that 75% of respondents out of a total of 14,988 experienced psychological problems; some of them even thought about suicide.

Compared to previous research on the psychological impact of the pandemic on university students, at present, **when the Covid-19 pandemic is considered "over," there has not been much reported on the mental health impact on the young adult age group, especially university students.**

Privately and informally, some lecturers have become 'confidants' for some students who are experiencing psychological problems.



LITERATURE REVIEW

1. Halali et. al. (2022) => students were reluctant to engage in academic discourse because of their incompetency in academic speaking skills, which caused anxiety and embarrassment.
2. Pascoe, Hetrick & Parker (2020)=> academic-related problems can reduce academic performance, reduce motivation and increase the risk of dropout.
3. Rodrigues, Silva, & Franco (2021) => the crisis during the COVID-19 pandemic caused financial stress in families.
4. Arip, et.al. (2015)=> Student Stress Inventory (SSI) questionnaire => a questionnaire that was developed to measure university student's stress level
5. Horwitz, et.al (1986)=> Foreign Language Classroom Anxiety Scale (FLCAS).=> it deals with what learners feel when they take foreign language course. To check the validity and reliability test result, visit <https://learninglab.uni-due.de/research-instrument/13363>

METHOD

This research employs a mixed-methods approach, beginning with quantitative data collection followed by qualitative exploration.

The quantitative data was gathered using the Student Stress Inventory (SSI) survey Google Form developed by Universiti Pendidikan Sultan Idris (UPSI) Malaysia. Meanwhile, the qualitative data was collected from the in-depth interview.

The sample participants were 142 students of the English Education Study Program, classes of 2020 and 2021 (73% female, 24% male, with an age range of 19 to 24 years old).

The researchers used descriptive statistics to analyze the quantitative data and used qualitative data analysis by Miles, Huberman & Saldana (2014), including data condensation, data display, drawing and verifying conclusions.

Moreover, inter-rater reliability was used in data analysis to ensure the research's validity and reliability.

FINDING AND DISCUSSION

1. Physical Condition

No	Physical Condition	Percentage
1	Headache	54,20%
2	Back pain	40,10%
3	Excessive worry	36,60%
4	Stomach pain/ nausea	36,60%
5	Constant tiredness	36,60%
6	Frequent flu/cold/fever	56,30%

2. Interpersonal

No	Interpersonal Relation	Percentage
1	Difficult to meet my high parent's expectation	47.2 %
2	Difficult to get along with groupmates in doing academic task	52.1 %
3	The lecturers/ teachers are not supportive	51.4 %
4	Feel frustrated by the lack of faculty management	51.4 %

3. Academic

No	Academic	Percentage
1	Have a financial problem because of the expenses of the university	37.3 %
2	Difficult to juggle time between study and social activity	51.4 %
3	Nervous delivering the class presentation	40%
4	Stressed to sit for examination	44.4 %
5	Difficult to juggle time between study and society involvement	62.7 %
6	Loss interest towards courses	66.2 %
7	Feel burden of academic workloads	59.2 %
8	Difficult in handling academic problem	59.2 %

FINDING AND DISCUSSION

4. Environment

No	Foreign Language Classroom Anxiety	Percentage
1	I never feel quite sure of myself when I am speaking in my foreign language class	43%
2	It frightens when I don't understand what the teacher is saying in the foreign language.	45.1 %
3	I keep thinking about things that have nothing to do with the course during language class	40.8 %
4	I keep thinking that the other students are better at languages than I am.	48.6 %
5	I worry about the consequences of failing my foreign language class.	55.6 %
6	I get upset when I don't understand what the teacher is correcting.	49.3 %
7	Even if I am well prepared for language class, I feel anxious about it.	45.1 %
8	I can feel heart pounding when going to be called on in language class.	50.7 %
9	Language class moves so quickly I worry about getting left behind.	46.5 %
10	I get nervous and confused when speaking in language class.	41.5 %
11	I get nervous when the language teacher asks questions which I haven't be prepared in advance.	45.8 %

FINDING AND DISCUSSION



This study explores the sources of students' anxiety and coping strategies after the COVID-19 pandemic.

The findings showed that students experienced a variety of academic-related anxieties, especially when they must perform in English. This foreign language anxiety seems to be in line with Halali et. al. (2022) who stated that students were reluctant to engage in academic discourse because of their incompetency in academic speaking skills, which caused anxiety and embarrassment. This finding also supports Pascoe, Pascoe, Hetrick & Parker (2020) who stated that academic-related problems can reduce academic performance, reduce motivation and increase the risk of dropout.

In addition, one-third of the total participants said that they experienced financial difficulties to pay their tuition fees. This supports Rodrigues, Silva, & Franco (2021) that the crisis during the COVID-19 pandemic caused financial stress in families.



FINDING AND DISCUSSION

Additionally, students prevent their academic stress through:

1. taking a therapy with professionals,
2. sharing their problems to best-friends,
3. doing mediation,
4. setting positive mindset, and
5. praying to God.



CONCLUSION

1. Students indicated that they experience worry or stress related to academic aspects that affect their physical condition.
2. The main cause of concern for students is when they have to perform in English (e.g., answering questions).
3. Students find it difficult to balance time for studying and activities outside the classroom. Students even lose interest in attending lectures.
4. Students can prevent their academic stress through therapy with professionals, meeting friends, mediation, mindset intervention, and praying to God.

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