Literature review: Academic stress of college students during the COVID-19 Pandemic

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Keyword :	Abstract
Academic stress; college Students; COVID-19;	COVID-19 is an infectious disease that has spread widely and has increased throughout the world, including Indonesia. This does not only have an impact on health, the economy, transportation, but also has an impact on the world of education, including higher academic education. As a result of this condition, the government issued various policies in which students were required to take online learning to prevent the transmission of COVID-19. Changes in this system can trigger the emergence of academic stress in students. Academic stress is a reaction that arises in individuals when faced with academic demands. This paper aims to conduct a literature review of studies that explain student academic stress during the COVID-19 pandemic. Literature review was conducted on 7 studies with varying methods and levels of academic stress. The results of the literature review show that the academic stress experienced by students during the COVID-19 pandemic is caused by ineffectiveness during the learning process and the many demands they experience.
Kata Kunci:	Abstrak

INTRODUCTION

COVID-19 (Coronavirus Disease) is an infectious disease caused by a new type of Coronavirus (SARS-Cov-2) which was first discovered in Wuhan, China. By early 2020, this virus had spread to 65 countries in the world, including Indonesia (Yuliana, 2020). The number of cases in Indonesia is spreading rapidly throughout Indonesia. The Ministry of Health reported that there were 70,736 confirmed cases of COVID-19 and 3,417 cases of death on July 9, 2020. This condition will certainly pose a risk to the health, economic, transportation and agricultural sectors. Not only that, this condition also has a huge impact on the world of education, especially academic colleges. In this case, the government will encourage by implementing social distancing or physical distancing to prevent the COVID-19 pandemic from spreading widely (Basar, 2021).

Social distancing is a countermeasure made by the government by providing access to the community to carry out activities for the necessities of life based on the boundaries made (Herdiana, 2020). As a result of this change, universities and other institutions must be closed to avoid mass and physical contact. However, the term closure does not mean that various activities in the institution are only stopped, but that this closure is carried out physically where the building is closed but learning activities are still carried out only remotely (online) from their respective homes (Aziz, 2020). Different locations between students and lecturers during learning dare to support physical distancing behavior which is considered as one of the efforts to minimize the spread of COVID-19. This is contained in Circular Number 36962/MPK.A/HK/2020 issued by the Minister of Education and Culture on March 17, 2020 regarding Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID- 19) (Alfonsius, 2021).

Online learning is a learning process that is carried out remotely using a platform using a stable internet network in order to support the teaching and learning interaction process between lecturers and students ((Kurtarto, 2017; Sofyana & Rozaq, 2019). During this pandemic, online learning is one solution so that students can still carry out learning activities well. This is because the online learning system is easier to achieve because it is not hindered by time and place so that it can make students continue to gain knowledge to improve their learning achievement ((Lubis et al., 2021; Shukla et al., 2020). On the other hand, the implementation of online learning is certainly faced with a number of problems for the students themselves, such as an unstable internet network, a less conducive environment, lack of motivation, and the large number of assigned tasks (Basar, 2021). In contrast to the conditions where before the emergence of COVID-19, the problems that triggered the emergence of academic stress in students were usually peer competition, difficulty managing time, mindset, changes in life atmosphere, financial management problems, and the environment (Ayuningtas, 2021). The number of problems experienced makes students depressed and worried because it does not affect their learning outcomes. This of course can lead to the emergence of mental health problems, one of which is academic stress.

Academic stress is a condition experienced by individuals in the form of physical reactions, thoughts, behavior, and negative emotions due to an academic or lecture demand (Oktariani et al., 2021). Academic stress arises because of pressures in the academic field (stressors) that are increasing so that they are increasingly burdened by various pressures and demands (Ernawati & Rusmawati, 2015). This is supported by research by Lubis et al., (2021). where students who experienced academic stress during the pandemic, namely 27% (55 students) experienced high stress, 6.9% (14 students) experienced very high stress, and 21%

(48 students) experienced mild stress. Research by Livana., Mubin., & Basthomi (2020) also shows that as many as 70% of students experience academic stress due to the many learning assignments given, 57.8% of students are bored at home, 55.8% of students feel the learning process during the pandemic is very boring, 40,2% of students experience stress because they cannot meet loved ones, 37% of students have difficulty because of limited internet quota, and 35.8% of students cannot carry out hobbies.

Students who experience academic stress during the COVID-19 pandemic can of course affect their psychological condition and have a negative impact on their state of mind, both cognitively and affectively. In this case, the cognitive impacts caused are difficulties in understanding lecture material, difficulty doing assignments, and decreased concentration levels to focus attention in learning. Meanwhile, the affective effects caused by this include feeling more anxious, more sensitive, easy to anger, and easily frustrated (Lubis et al., 2021; Shukla et al., 2020). Considering the condition of students who experienced significant academic stress during the COVID-19 pandemic, this can be investigated from the results of a literature review of studies comparing students' academic stress levels during the COVID-19 pandemic. The writing in this literature review aims to examine studies related to student academic stress during the COVID-19 pandemic.

METHOD

This article is an article that presents the results of a literature study related to student academic stress during the COVID-19 pandemic. This study uses a Literature Review of national and international journals. The article search process uses the Google Scholar database published during 2020 – 2021 which uses the keywords "student academic stress during the COVID-19 pandemic", "academic stress pandemic", "the college student pandemic", and "academic stress during online learning. "The search results for these keywords found 7 articles related to student academic stress during the COVID-19 pandemic.

The selection of articles was carried out based on the principle of inclusion criteria, namely articles describing student academic stress during the COVID-19 pandemic, the population used were college students, articles published during 2020 – 2021, articles written in Indonesian and English, all articles can be downloaded. While the criteria for article exclusion are incomplete article composition and do not use Indonesian and English. To make it easier to understand the articles that have been found, the authors make them in the form of a table with details of the author, title, method, and research results as shown in Table 1.

Dewi et.al (Literature Review: Academic Stress ...)

RESULTS AND DISCUSSION

Results

Table 1. Literature Review Research Data and Research Results

Author	Tittle	Method	Result
Andiarna, F., & Kusumawati, E.(2020)	The Effect of Online Learning on Student Academic Stress During the COVID-19 Pandemic	This research is an analytic observational study with a cross sectional approach.	The results of this study indicate that students tend to experience academic stress due to the online learning process. A total of 189 students (66%) said online learning was note effective and 96 students (34%) said onlie learning was effective.
Harahap, A, C., Harahap, D, A., & Harahap, S, R. (2020)	Analysis of Academic Stress Levels in Students During Distance Learning during the COVID-19 Period	This type of research uses a quantitative approach with a descriptive method.	The results of this study indicate that the average student of BKI Faculty of Tarbiyah and UINSU Medan teachers have high, medium, and low levels of academic stress. A total of 39 students (13%) were in the high academic stress category, 225 students (75%) in the moderate academic stress category, and 36 students (12%) in the low academic stress category.
Lubis, H., Ramadhani, A., & Rasyid, M. (2021)	Student Academic Stress in Conducting Online Lectures During the Covid 19 Pandemic Period	The research method used in this research is to use a quantitative approach with a descriptive design.	The results of this study indicate that all active FISIP students at Mulawarman University Samarinda experience academic stress because they feel quite heavy pressure while carrying out online learning during the COVID-19 pandemic. A total of 55 students (27%) experienced high academic stress, 80 students (39%) experienced moderate academic stress, 14 students (6.95) experienced low academic stress, and 11 students (5.4) experienced very low academic stress.
Octasya & Munawaroh, E. (2021)	Level of Academic Stress for Students of Guidance and Counseling at Semarang State University During the Pandemic	This research uses descriptive qualitative research method with purposive sampling.	The results of this study indicate that during the COVID-19 pandemic, guidance and counseling students at Semarang State University experienced symptoms of academic stress while participating in online learning during the pandemic which could affect their physical, emotional, behavioral and mind.

Oktariani, I, S., Sofah, R., & Putri, R, M. (2021)	Student Academic Stress Levels in Online Learning during the COVID-19 Pandemic Period	This study uses an Academic Stress Questionnaire during online learning to collect data and distribute it via google form and analyzed descriptively quantitatively.	The results of this study indicate that the academic stress experienced by Guidance and Counseling students of FKIP Sriwijaya University batch 2018 - 2020 is in the high category (15.71%), medium category (65.71%) and low category (18.57%). .
Syaril., Janna, S, R., & Fatimah. (2021)	The Academic Stress of Final-Year Students in COVID-19 Pandemic Era	This study uses quantitative descriptive with univariate analysis which is then made in the form of a frequency distribution.	The results of this study indicate that students' academic stress is caused by learning conditions, as many as 21 students (18.58%) are in the high category, 57 students (50.44%) are in the medium category, and 35 students (30.97%) are in the low category.

Discussion

Based on the exposure of the results of the summary of research journals found, there are several research results that differ from one study to another because the research has a different context that will affect the results of the study. The results of the literature review shown in Table 1 are more dominant using quantitative approach research methods. There are 7 studies in which 5 researchers (Harahap et al., 2020; Lubis et al., 2021; Oktariani et al., 2021; Syahril, 2021; Zami, 2021) used a quantitative approach and 2 researchers (Andiarna & Kusumawati, 2020 and Octasya & Munawaroh (2021) using a qualitative and cross-sectional analytic approach. In this study, the approach used is a quantitative approach because the researcher focuses on variables and the relationship between one another through statistical techniques, and a qualitative approach because the researcher focuses on his research by describing (description and understanding) of the observed symptoms (Ahyar, 2020).

The results of the study (Harahap et al., 2020; Lubis et al., 2021; Oktariani et al., 2021; Syahril, 2021; Zami, 2021) show that students who experience academic stress during the COVID-19 pandemic are included in the categories of low, medium, and high academic stress. Students belonging to the category of low academic stress indicate that students need to improve their self-quality and learning achievement. Students who fall into the category of moderate academic stress tend to focus more on things that are not important and put aside things that can complicate their perception. Meanwhile, students who fall into the category of high academic stress tend to be less good at managing emotions during online learning and focus more on other things that are not related to learning (Oktariani et al., 2021).

Research (Harahap et al., 2020; Lubis et al., 2021; Oktariani et al., 2021; Syahril, 2021; Zami, 2021) shows that the results of his research show that the level of academic stress

experienced by students is mostly at moderate academic stress category. This is found in the results of research by Harahap et al (2020) which showed as many as 225 students (75%) had a moderate level of academic stress, research Zami (2021) as many as 62 students (82.7%), research by Lubis et al (2021) as many as 80 students (39%), research Oktariani et al (2021) as many as 46 students (65.71%), and research Syahril (2021) as many as 57 students (50, 44%). This is reinforced by the research of Novitasari et al (2019) which suggests that the high academic stress of students who are in the moderate category is due to academic demands, for example the pressure of academic competition for high achievers, tight lessons, and demands from parents, lecturers, and peers.

Research by Lubis et al (2021) explains that students who experience academic stress during the COVID-19 pandemic tend to show several symptoms, such as often feeling anxious because of college assignments, feeling dizzy due to the pressure they are experiencing, having difficulty concentrating, and having difficulty doing assignments because they don't work. can meet with friends so that the level of motivation to do the task tends to be lower. In line with the research by Octasya & Munawaroh (2021) which explains that students who experience academic stress will show physical and emotional symptoms. Physical symptoms, such as headaches, changes in eating patterns, and frequent feeling of weakness. While emotional symptoms, such as anxiety, depression due to the academic demands they experience, and the inability to carry out academic demands. Supported by the research of Oktariani et al (2021) which suggests that the symptoms of academic stress experienced by students during the COVID-19 pandemic usually occur unconsciously because the initial journey of stress appears slowly. Therefore, the symptoms felt by students can interfere with the learning process.

Academic stress experienced by students during the COVID-19 pandemic can certainly affect their failure and this tends to be caused by various factors. Andiarna & Kusumawati (2020) states that students experience academic stress during the COVID-19 pandemic due to difficulties during the learning process, such as signal interference, limited quotas, lack of focus when listening to material, many assignments received, difficulty understanding lecture material, and pressure to be able to learn independently. This is in line with Zami (2021) research which also states that academic stress experienced by students occurs because of obstacles, such as a poor network, limited quotas, the number of assignments given by lecturers, how to teach lecturers that are difficult to understand, and the amount of material that must be studied. Supported by the research results of Hasanah et al (2020) which prove that 31.05% (59 students) are constrained by the internet network during learning, 33.69% (64 students) have difficulty concentrating and understanding the material, 30% (57 students) limited quota requirements, and 5.26% (10 students) do not understand the procedures for using electronic

media. According to research Argaheni (2020) the many problems experienced by students during the COVID-19 pandemic could be because they are used to face-to-face learning so that this change in learning patterns becomes a separate problem for students.

Andiarna & Kusumawati (2020) shows that 66% (189 respondents) said learning activities during the COVID-19 pandemic were ineffective. Meanwhile, only 34% (96 respondents) felt that learning activities during the COVID-19 pandemic were effective. This means that the ineffectiveness of learning is more dominantly felt by students during the COVID-19 pandemic. This ineffectiveness causes students to feel more depressed, find it difficult to understand the material, stress when faced with various task demands, causing the level of learning motivation to decrease by up to 50% (Octasya & Munawaroh, 2021). Not only that, KPAI (Komisi Perlindungan Anak Indonesia) also explained that the ineffectiveness of learning during this pandemic made students get more assignments than face-to-face learning (Andarukmi et al., 2021)

CONCLUSION

The results of the literature review in this paper indicate that the academic stress experienced by students during the COVID-19 pandemic has different stress levels where the highest stress level experienced by students is in the moderate stress category. This is caused by the ineffectiveness of the learning process which makes students experience various problems, causing academic stress to emerge. However, on the other hand, this literature review also has shortcomings in which the journals that discuss student academic stress during the COVID-19 pandemic are still very limited. For this reason, further research is expected to be able to examine and further deepen the topic of student academic stress during the COVID-19 pandemic. In addition, it is also expected to use more databases so that the results obtained are more accurate and the information becomes more complete. The limitation faced during compiling this literature review is the lack of supporting literature obtained by the authors related to the research topic, namely academic stress, so that it is hoped that future researchers can find and collect other supporting literature.

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