



## THE CORRELATION BETWEEN PARENT'S ECONOMIC LEVEL AND BOREDOM IN LEARNING WITH STRESS AMONG STUDENTS DURING COVID-19 PANDEMIC

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### ABSTRACT

**Introduction:** The COVID-19 pandemic is a global crisis with far-reaching consequences. Increasing numbers of deaths worldwide, communities and economies face extreme pressure both from the direct impact of the virus and the indirect effects of measures to prevent transmission. In many countries, food systems are increasingly vulnerable to disruption, Health systems are overburdened, education systems are substantially altered, and social protection systems face a sharp increase in demand as a result of a sudden economic downturn and rapidly rising unemployment. As the clinical impact of COVID-19 is better understood, many families experience, or will soon experience, major difficulties due to disruption of essential services and loss of income.

**Method:** Analytical observational research with cross sectional research design with a sample number of 186 students, sampling techniques using simple random sampling. The instrument used to conduct the study is a questionnaire and a stress measuring tool using the Perceived Stress Scale (PSS-10) which will be given to respondents through the google form link, where respondents answer questions in accordance with the instructions that have been set in each questionnaire.

**Results:** Chi-Square test results with an error rate of 5% (0.05) obtained Sig (0.493) >  $\alpha$  (0.05), Then H1 rejected H0 accepted means there is no relationship between family economy and student stress levels in pandemic times and Chi-Square test results with error rate of 5% (0.05) obtained sig value (0.000) <  $\alpha$  (0.05), then H1 received H0 is noted to mean there is a relationship between saturation of learning and student stress levels in pandemic times. The results of the multivariate test, obtained a strong association of saturation levels with student stress events were 2,259. So it can be concluded if students experience saturation it will cause a 2-fold risk to suffer from stress.

**Conclusion:** There is no relationship between family economics and student stress levels in pandemic times, but there is a relationship between saturation of learning and student stress levels in pandemic times.

**Keywords:** *parents economic, boredom, stress, student, pandemic covid-19*

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### INTRODUCTION

The COVID-19 pandemic is a global crisis with far-reaching consequences. Increasing numbers of deaths worldwide, communities and economies face extreme pressure both from the direct impact of the virus and the indirect effects of measures to prevent transmission. Many countries, food systems are

increasingly vulnerable to disruption, health systems are overburdened, education systems are substantially altered, and social protection systems face sharp increases in demand as a result of sudden economic downturns and rapidly rising unemployment. As the clinical impact of COVID-19 is better understood, many families experience, or will

soon experience, major difficulties due to disruption of essential services and loss of income. (UNICEF 2020).

Research by (Bao, et al, 2020) Infectious disease outbreaks such as COVID-19 are closely related to the symptoms of mental illness and psychological stress as an individual's response to the pandemic. In severe situations, stress can lead to serious mental problems such as anxiety, depression, sleep disturbances, and fear. Research based on the 2003 SARS outbreak shows that during the epidemic, it has raised a variety of psychological problems such as fear and anxiety. (Mishashi, et al, 2007) and post-traumatic stress disorder and depression (Tang, et al, 2020). Research in China shows that 25% of the general population experiences moderate to acute levels of stress in response to COVID-19. (Qiu, et al, 2020). Isolation for medical reasons has led to high levels of stress in Singapore and Korea caused by the SARS outbreak in 2003. (Lee, at al, 2018) and mers outbreak in 2015 (Kim, et al, 2019).

Stress can affect individuals of any age, gender, economic status, religion, and any occupation. The causes and levels of stress are different for each person due to a variety of factors. Stress is defined as pressure, tension, or unpleasant disorders that originate from outside a person. Stress is a condition when pressure perceived beyond the ability to overcome it (Palmer, et al, 2003). Lazarus and Folkman (Agusmar et, al, 2019), Stress is a relationship between an individual and an environment that transcends ability and endangers his or her well-being.

The continuous spread of the virus, strict quarantine, and delays in starting university learning affect students' mental health. (Cao, et al, 2020). The increase in infected cases has led to feelings of anxiety and uncertainty about what will happen in the future. It also results in high levels of stress to students. More than 68% of students in Kathmandu reported experiencing stress caused by quarantine. This stress can play a role in unfavorable effects in learning and the psychological health of students (Sahu, P.K, 2020).

In the study conducted, it was found a very close relationship between stressful life events and decreased academic performance of students, as well as the relationship between quality of life related to health problems with stress (Khan, Musarrate Jabeen, 2018). Another study conducted by Dunne et al (2010) states that the triggers for stress in students include high learning burden, unpreparedness in receiving lessons, and an uncomfortable environment. In addition, research by (Suharsono, et al, 2020) He also stated that students of the

University of Muhammadiyah Malang experienced stress with moderate categories as much as 55% and another 45% were in the low category. With the emergence of the COVID-19 outbreak, students are forced to quickly adapt to new environments, activities, and habits that were never expected before, which can trigger stressful situations. Before the pandemic, one in five college students worldwide had been diagnosed with one or more mental disorders. (Aurebach et al, 2016) And emergencies due to COVID-19 will create fear and lead to psychological problems that can increase that number and worsen mental health problems and student stress levels.

The occurrence of pandemic covid19 has made many changes to the education sector that turned into online learning. System changes trigger the emergence of academic stress in students that will have an impact on their learning achievement.

People are urged to avoid crowded places, Worship is also done at home. Practically all activities that are usually done outside the house become hampered. The existence of this policy of maintaining social distance and physical distance finally led the government to issue a policy through the Ministry of Education and Culture, namely the existence of a Learning from Home (BDR) program or online learning. This online learning process applies to Every level of education starts from the level. Kindergarten, elementary, junior high, high school to college. This is to avoid physical contact that causes the spread of the virus more widely. According to (Mustofa B, 2019) online learning is a learning activity that utilizes the internet network or other electronic circuits as a method of conveying learning content, interaction, and facilitation and supported by various other forms of learning services. With the current Covid-19 pandemic situation, learning daring menjadi salah satu solusi untuk tetap melakukan Teaching and learning activities that can be done anywhere and anytime. Especially now that there are many technologies available that can support teaching and learning activities through this online learning.

The results of initial interviews on students at the Umg Faculty of Health stated that stress during virtual learning is largely caused by family economic factors and learning saturation. Based on data and preliminary interview results with students, researchers want to know the Relationship of Family Economic Factors and Saturation learning against stress events in students during the Covid-19 pandemic.

## METHOD

This study uses observational analytics with a research design using cross sectional study, which is a study that connects causal factors and consequent factors in a population.

The research time was conducted in October 2021 at the University of Muhammadiyah Gresik. The sample selection used simple random sampling techniques with a population of 349 students, and the sample in this study was 186 students. Independent variables are family economics and saturation of learning. The variable dependent of this study is the level of stress. Data analysis uses bivariate analysis of chi square tests.

The instrument used to conduct the study is a questionnaire and a stress measuring tool using the Perceived Stress Scale (PSS-10) which will be given to respondents through a google form link, where respondents answer questions in accordance with the instructions that have been set in each questionnaire.

## RESULTS

### Characteristics of Respondents

Table 1 Distribution of Respondent Frequency Based on Student Gender

No	Sex	Frekuensi	%
1	Male	23	36,0%
2	Female	163	64,0%
<b>SUM</b>		<b>186</b>	<b>100%</b>

Based on table 1 shows that most students are female as many as 163 students (64%) and male gender as many as 23 students (36%).

### Bivariat Analysis

Table 5 Relationship between Student Saturation Level and Student Stress Level during Covid 19 pandemic

Economic Status	Mild Stress		Moderate Stress		Severe Stress		SUM	
	F	%	F	%	F	%	F	%
≥ UMR	6	3,2	58	31,2	5	2,7	69	100
< UMR	17	9,1	93	50,0	7	3,8	117	100
Total	23	12,4	151	81,2	12	6,5	186	100
Uji Chi-Square	Sig		0,493					

Chi-Square test results with an error rate of 5% (0.05) obtained a Sig value (0.493) >  $\alpha$  (0.05), then H1

Table 2 Distribution of Respondents' Frequency Based on Parental Income

NO	Economic Status	Frekuensi	Persentase%
1	≥ UMR	69	37,1%
2	< UMR	117	62,9%
<b>SUM</b>		<b>186</b>	<b>100%</b>

Based table 2 above shows that the economic level of parents of students under UMR as many as 117 students (62.9%) while the above or equal to UMR as many as 69 students (37.1%).

Table 3 Distribution of Respondent Frequency based on Learning Saturation

NO	Learning Saturation Scale	Frekuensi	Persentase%
1	Saturated	95	51,1%
2	Unsaturated	91	48,9%
<b>SUM</b>		<b>186</b>	<b>100%</b>

Based on table 3 above shows students have saturation learning as many as 95 students (51.1%) and do not experience saturation as many as 91 students (48.9%).

Table 4 Distribution of Respondents' Frequency Based on Student Stress Levels

No	Stress Level Scale	Frekuensi	Persentase%
1	Mild Stress	23	12,4%
2	Moderate Stress	151	81,2%
3	Severe Stress	12	6,5 %
<b>SUM</b>		<b>186</b>	<b>100%</b>

Based on table 4 shows that most students experience moderate stress as many as 151 students (81.2%) mild stress 23 people (12.4%) and severe stress 12 students (6.5%).

rejected H0 accepted means there is no relationship between the family economy and student stress levels in the pandemic period.

Table 6 Relationship between Student Saturation Level and Student Stress Level during Covid 19 pandemic

Saturation	Mild Stress		Moderate Stress		Severe Stress		SUM	
	F	%	F	%	F	%	F	%
Saturated	4	4,2	79	83,2	12	12,6	95	100
Unsaturated	19	20,9	72	79,1	0	0,0	91	100
Total	23	12,4	151	81,2	12	6,5	186	100
Chi-Square Sig	0,000							

Chi-Square test results with an error rate of 5% (0.05) obtained Sig (0.000) < α (0.05), then H1 received H0 is noted means there is a relationship

between saturation of learning and student stress levels in pandemic era.

**Multivariat Analysis**

Table 7 Strong Analysis of Relationships of Student Saturation Levels and Student Stress Levels.

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Sig	t	Sig.
	B	Std. Error	Coefficients Beta		
1 (Constant)	2.259	.160		14.094	.000
stres	-.396	.081	-.341	-4.918	.000

a. Dependent Variable: jenuh

Based on the results of multivariate tests, the strong association of saturation levels with student stress events was 2,259. So it can be concluded if students experience saturation it will cause a 2-fold risk to suffer from stress.

**DISCUSSION**

**Family Economic Relations and Student Stress Levels during the Covid 19 pandemic**

The results of the study on Family Economics and Student Stress Levels during the Covid 19 pandemic were concluded to have no association with a sig value of 0.493. In line with desmita research (2014) revealed that academic stress as emotional tension that arises from events in the place of learning and feeling threatened safety or self-esteem of learners resulting in physical, psychological, and behavioral reactions that have an impact on psychological adjustment and academic achievement. In this study, researchers uncovered physical, emotional, cognitive and behavioral aspects. When viewed from the indicators of each aspect of the average score also showed no difference in academic stress.

Likewise, research from Albana (2007) which says that the sources of academic stress from within (internal) include personality, thoughts and beliefs. The personalities, thoughts and beliefs of each individual are different. In the context of this study researchers dug less into personality, thoughts and

beliefs. Not always excessive demands make individuals experience high stress, so in line with these opinions it is possible that bidikmisi and non-bidikmisi students have varied personalities, thoughts and beliefs. The explanation, in albana's opinion (2007) stress on a person depends on his personality.

It is also possible that there are other factors associated with student stress during the Covid-19 pandemic.

**Relationship between Student Saturation Level and Student Stress Level during Covid 19 pandemic.**

The results of the study on student saturation levels and student stress levels during the Covid 19 pandemic were concluded to have no association with a sig value of 0.493. The physical fatigue aspect of students is the dominating aspect. This means that the physical fatigue of students has a relationship to identify students experiencing academic stress, compared to the fatigue of the student's senses and the mental weariness of the student. Students who experience saturation of learning will experience a high saturation point and affect the physical condition of students, where learning achievement will be low as well as lack of motivation and interest to learn. A student who experiences saturation of learning, feels as if the knowledge and skills gained when learning

there is no improvement. This study shows that there is a link between learning saturation and academic stress. Academic stress can occur in an individual depending on how the individual responds to a problem. Students usually tend to view a problem negatively. This makes students finally feel bored and unable to do learning activities well.

According to Chaplin, the saturation of learning can hit a student if he has lost motivation and lost consolidation of one particular skill level before a particular student reaches the next skill level. Saturation experienced by students will also cause complex consequences not only cause the consequences of the students concerned but it will also affect the course of the process. Learning to teach, among others, the number of mistakes made by students and the high absence (Fatmawati, 2018).

In line with the above research, according to academic stress experienced students during online learning it can certainly have a negative impact against his academic performance. The student will have difficulty concentrating, difficulty remembering the material, difficulty understanding the material, often procrastinating the completion of tasks, and thinking negatively about themselves and their environment. In addition, it can also cause anxiety, irritability, and frustration (Aryani, 2016).

The results of the research presented by Yusuf and Rahim (dalam (Hasanah, U., Ludiana, Immawati, & PH, L., 2020) that stress can occur due to the number of subject matter that must be learned, lack of feedback given by lecturers, the quality of lecturers who teach, and the number of tasks that must be learned given a lecturer. The demands to be able to master materials and skills in a short time make students more depressed, giving rise to a state of academic stress.

In accordance with Livana's research results (2020) students are starting to feel boredom at less interactive online learning methods. If this continues, it will lead to decreased learning motivation which is followed by a decrease in academic achievement of students. Pandemic conditions that force students to learn from home, making the intensity of communication and interaction with peers reduced. Lack of support from peers can increase academic stress experienced. In accordance with the results of Kountul, Kolibu and Korompis research (2018) which states that peer conformity affects stress in students. Students who get support from their peers will be more confident and have confidence in their abilities, making it easier for them to find the right coping strategies to overcome academic stress.

## CONCLUSION

There is no relationship between family economics and student stress levels in pandemic times, but there is a relationship between saturation of learning and student stress levels in pandemic times. The strong association of saturation levels with student stress events was 2,259. So it can be concluded if students experience saturation it will cause a 2-fold risk to suffer from stress.

To reduce student stress levels, Kaprodi should give advice to lecturers in giving lectures should use media and methods preferred by students.

Replace the assignment system with another more fun system, for example using audio visual media.

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