

Relationship Between Academic Resilience with Academic Stress in Online Learning Among College Students

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Abstract. The sudden implementation of online learning causes virtual communication fatigue leading to academic stress. Resilience is crucial for students to cope with such situations. This study aimed to explore the relationship between academic resilience and stress among Kupang City's online learning students. This study uses a quantitative method with the type of research that is a correlational study. Three hundred thirty-four active students aged 18-25 in Kupang City participated in this study. The academic stress scale and ARS30 were used as research instruments. However, the Spearman Rank results show no significant relationship ($r=-0.060$, $p=0.277$) between academic resilience and stress among Kupang City's online learning students. Through categorization, it shows that the academic stress scale and academic resilience scale in this study are included in the high category, which means that most students who carry out online learning in Kupang City have a high level of academic stress, as many as 131 respondents (39.22%) and high academic resilience as many as 208 respondents (62.28%). Therefore, higher academic stress leads to higher academic resilience in Kupang City's online learning students. This research highlights the importance of lecturers and parents in motivating students to develop resilience during the pandemic and transition period.

Keywords: *Online Learning, Student, Academic Stress, Academic Resilience*

Abstrak. Implementasi pembelajaran daring yang tiba-tiba menyebabkan kelelahan komunikasi virtual yang berujung pada stres akademik. Resiliensi sangat penting bagi siswa untuk menghadapi situasi seperti itu. Penelitian ini bertujuan untuk mengeksplorasi hubungan antara resiliensi akademik dan stres pada mahasiswa pembelajaran daring Kota Kupang. Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian yaitu penelitian korelasional. 334 siswa aktif berusia 18-25 tahun di Kota Kupang berpartisipasi dalam penelitian ini. Skala stres akademik dan ARS30 digunakan sebagai instrumen penelitian. Namun, hasil Rank Spearman menunjukkan tidak ada hubungan yang signifikan ($r=-0.060$, $p=0.277$) antara resiliensi akademik dengan stres pada mahasiswa pembelajaran

daring Kota Kupang. Melalui kategorisasi menunjukkan bahwa skala stres akademik dan skala resiliensi akademik pada penelitian ini termasuk dalam kategori tinggi yang artinya sebagian besar mahasiswa yang melaksanakan pembelajaran daring di Kota Kupang memiliki tingkat stres akademik yang tinggi yaitu sebanyak 131 responden. (39,22%) dan resiliensi akademik tinggi sebanyak 208 responden (62,28%). Oleh karena itu, stres akademik yang lebih tinggi menyebabkan ketahanan akademik yang lebih tinggi pada siswa pembelajaran daring Kota Kupang. Penelitian ini menyoroti pentingnya dosen dan orang tua dalam memotivasi mahasiswa untuk mengembangkan resiliensi selama masa pandemi dan masa transisi.

Kata Kunci: *Pembelajaran Daring, Mahasiswa, Stres Akademik, Ketahanan Akademik*

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Introduction

The pandemic that began to emerge at the end of 2019 shocked the world. The initial appearance was known in Wuhan, China, caused by the corona, commonly called COVID-19. Many people in the world have been exposed and infected, causing governments to lock down, namely a condition where all existing activities are temporarily stopped so that the spread of the corona can be minimized (Harahap, A. C. P, Harahap, D. P, & Harahap, S. R, 2020). The government has issued various policies, such as imposing social distancing and physical distancing to PSBB (large-scale social restrictions), which impact various fields worldwide, as well as the education system in Indonesia (Herliandy., et al. 2020).

In accordance with circular letter 4 of 2020 concerning the Implementation of Education Policies in the Online issued by the Minister of Education and Culture of the Republic of Indonesia, the learning process is carried out with the provisions of learning from home through online learning. The news from the Pos Kupang

Newspaper regarding the online was also implemented in East Nusa Tenggara, especially in Kupang. (Post Kupang Documentation, 2020).

Initial information obtained from several students in Kupang City who were interviewed directly concluded that two students could adapt online. In comparison, three other students still found it challenging to carry online. This becomes a challenge and difficulty for students in academics, leading to stress. If students cannot face extreme situations (such as the many demands to keep achieving, giving too many assignments from lecturers, concentration dispersed, and Zoom fatigue is one of the conditions that illustrate the fatigue associated with excessive use of virtual communication platforms (CR Wolf, 2020).

Low category, as many as 48 people (21%), very high category, as many as 14 people (6.9%), and very low category, as many as 11 people (5.4%). The stress referred to here is academic stress, namely stress that comes from education experienced by students (Sun, Dunne, Hou & Xu. 2011). This can be proven by the research conducted by Lubis Hairani et al. (2021), which showed that students experienced the most academic stress in the moderate category, namely 80 students (39.2%). This means that students feel quite heavy pressure while carrying out online during the pandemic. These various challenging conditions and situations cause students to overcome the problems experienced in their academic scope and require academic resilience to adapt and develop themselves properly according to their competencies.

Academic experience and getting out of the existing academic pressures experienced during the virtual or online teaching and learning process. According to (Mwaura, Kinai & Oyoo: 2018), academic resilience is a concept that focuses on the strengths and optimal functions of students. Research conducted by Harahap, A. C. P, Harahap, D. P, & Harahap, S. R (2020) regarding "A description of student academic resilience during the Covid-19 period" shows that during the Covid-19 pandemic, students were able to survive in this situation and were able to get out of trouble.

Based on this explanation, it can be concluded that students have various problems, including academic problems. Learning online that is applied suddenly makes students experience pressure and stress. The stress here is academic stress. To overcome this, every student needs to be resilient, which is to rise, stand above suffering, and fix the disappointments he faces.

Based on this phenomenon, the researcher wants to research academic resilience and academic stress in students online titled "The Relationship between Academic Resilience and Academic Stress Online for Students in Kupang City".

Method

The subjects in this study were 334 active students who carried out the learning online in Kupang City with a sampling method using the Slovin formula with an error rate of 5%. This research uses quantitative research with a correlational research design. The data collection method in this study used two psychological scales, the Academic Stress Scale and the Academic Resilience Scale. The Academic Stress Scale in this study used the ESSA (Educational Stress Scale for Adolescents) scale by Sun, Dunne, Hou & Xu (2011), which was adapted by Dewi & Sihotang (2021), including pressure from study, workload, worry about grades, self-expectations, and despair. While the Academic Resilience scale in this study uses the Academic Resilience Scale (ARS – 30) by Cassidy Simon (2016), which was adapted by Kumalasari, D., Luthfiyanni, N., & Grasiawaty, N. (2020), which includes performance (persistence), reflecting and adaptive help-seeking, and negative affect and emotional response.

Reliability and Validity Test

The results of the reliability and validity tests can be seen in the following table:

Table 1.

Scale Reliability

Variable	Cronbach's Alpha
Academic Stress	0,878
Academic Resilience	0,858

The table above shows that the reliability value on the academic stress scale is 0.878, and on the academic resilience scale is 0.858. From the results of Cronbach's Alpha, it can be seen that both scales are reliable.

The use of validity in this study has been adapted into Indonesian. The scale used is the academic stress scale and academic resilience. The academic stress scale from Sun, Dunne, Hou & Xu (2011) was adapted by Dewi & Sitohang, with results showing a range corrected item-total correlation of 0.716

Table 2.

Adaptation validity of the academic stress scale

NA	V	D	Ket Item
1	0,75	0,240	D
2	0,785	0,581	D
3	0,821	0,411	D
4	0,607	0,397	D
5	0,75	0,325	D
6	0,642	0,403	D
7	0,678	0,334	D
8	0,607	0,409	D
9	0,785	0,508	D
10	0,785	0,294	D
11	0,785	0,390	D
12	0,75	0,653	D
13	0,678	0,425	D
14	0,678	0,571	D
15	0,678	0,527	D
16	0,678	0,285	D

Note:

- NA= item number,
- V= content validity,
- d= discriminatory power,
- D= used,
- TD= not used

Table 2 shows that based on the analysis of content validity and discriminatory power, all items can be used and declared valid, so all items are selected to be included in the academic stress scale.

Results

Description of Research

Respondents in this study were active students in the city of Kupang in general who carried out online consisting of ages 18-25 years, male and female, totaling 334 respondents.

Of the 334 respondents studied, 235 (70.36%) were female, and 99 (29.65%) were male.

Normality Test and Linearity Test

results of the normality test for academic stress variables with academic resilience can be seen in the following table:

Table 3.

Normality Test

Variable	Asymp. Sig. (2-tailed)	A	Information
Academic Stress	0,033	0,05	Not Normal Distributed
Academic Resilience	0,084	0,05	Normal Distributed

Based on Table 3, it is known that from the normality test of all variables, it is known that the academic stress variable shows a K-S Z value of 1.431 with a probability value of 0.033. where $p < 0.05$, the academic stress variable is declared not normally distributed. In contrast, the academic resilience variable shows a K-S Z value of 1,259 with a probability value of 0.084 where $p > 0.05$. The academic resilience variable is declared to be normally distributed. Furthermore, the results of the linearity test of the academic stress variable with academic resilience can be seen in the following table:

Table 4.

Linearity Test

No	Variable	Significance Value <i>deviation from linearity</i>
1	Academic Stress	0,113
2	Academic Resilience	0,113

Based on Table 4. it is known that the results of the linearity test obtained from calculations using SPSS are significance values *deviation from Linearity* $p = 0.113 > 0.05$. It can be concluded that there is no linear relationship between academic stress and academic resilience in students learning online in Kupang City.

Research Hypothesis Testing

This study uses the Spearman's rho to see the relationship of the X variable, namely Academic Resilience, with the Y variable, namely Academic Stress, because it does not meet the requirements to use Pearson and is tabulated using SPSS. The results of hypothesis testing using Spearman's rho can be seen in the following table:

Table 5.

Spearman's Rho Correlation Test

Variable	Asymp. Sig. (2-tailed)	Nilai <i>correlation coefficient</i>
Academic Stress	0,277	-.060
Academic Resilience	0,277	-.060

Based on Table 5, it can be seen that the significance value or Sig. (2-tailed) of 0.277 where the value of Sig. (2-tailed) $0.277 > 0.05$. This shows that there is no significant relationship between academic stress variables and academic resilience variables in learning online female students in Kupang City. In other words, H0 is accepted, and the proposed H1 is rejected.

Discussion

This research aims to determine whether there is a relationship between academic resilience and academic stress in learning online for students in Kupang City. Based on the results of the study showed that the value of Sig. (2-tailed) $0.277 > 0.05$ means the hypothesis is rejected, and there is no significant relationship between academic resilience and academic stress in learning online for students in Kupang City. Different from the researchers' assumptions at the beginning, the higher the academic resilience of a student, the lower the academic stress, and the lower the academic resilience of a student, the higher the academic stress. The results of this analysis are supported by the research of Pahlawan Fahreza et al. (2021), which shows the value of $r_{count} > r_{table}$, $0.770 > 0.05$, which means that there is no relationship between academic resilience and academic stress, and Aini (2021) whose analysis results show that persistence can predict students' academic stress without being mediated by academic resilience. Overall this research has been going well, but researchers realize there are still shortcomings. Namely, this research only focuses on one factor that affects academic stress, namely academic resilience, so other factors that affect academic stress are not examined in this study. The research results also show that they applied the research to elementary school students, while the respondents taken by the researcher were university students. The existence of differences in background and conditions may also be one of the factors that cause the hypothesis to be rejected.

Conclusion

Based on the results of research and analysis of the correlation test shows the value of Sig. (2-tailed) $0.277 > 0.05$. This means that the hypothesis that the higher the academic resilience, the lower the academic stress and vice versa is rejected. So that in this study, there is no negative relationship between academic resilience and academic stress in online learning for students in Kupang City.

Suggestions

Students with high resilience tend to increase their resilience on internal factors, namely encouraging individuals to believe in their ability to complete an academic task. For students with high academic stress to be able to discuss an academic problem with the instructor, they must be appropriately guided to choose a specific method without coercion from any party. And parents should be sensitive to the academic stress experienced by students and help them to provide practical solutions in dealing with academic stress, and for colleges so that the tertiary institutions can create and arrange a pleasant learning environment and change learning methods for the better.

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