

Introduction To Stress Management In Students In The Covid-19 Pandemic

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ABSTRACT

We can see the impact of COVID-19 from various aspects, one of which is education. Education is an aspect that has been greatly affected by the pandemic. The imposition of social restrictions due to the Covid-19 pandemic implemented in the field of education in the form of distance learning is a serious problem for students. Uncertainty in aspects of life has caused stress in some students. Stress conditions have affected individual mental health so that it affects daily activities. Stress can cause disturbances in immunity as well as cause anxiety disorders and depression. This study aims to analyze stress management in students during the Covid 19 pandemic. The method used is the provision of health education with lectures, questions and answers, discussions, demonstrations, and re-demonstrations. Before the implementation of the activity, a pre-test was carried out and after that a post-test was carried out using a questionnaire. The results showed an increase in participants' knowledge and attitudes about how to do stress management. This shows the provision of health education using a variety of effective methods to increase knowledge. Alternatives to managing student stress include maximizing counseling services, implementing counseling, time management, setting guidance schedules with supervisors, setting graduation targets and seeking social support. This shows the provision of health education using a variety of effective methods to increase knowledge. Alternatives to managing student stress include maximizing counseling services, implementing counseling, time management, setting guidance schedules with supervisors, setting graduation targets and seeking social support.

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INTRODUCTION

Pandemic COVID-19 that occurs almost all over the world and becomes an obstacle for all people in the world, especially in the world of education [1,2]. In the world of the education sector, the Covid-19 pandemic has had a massive impact as many campuses and schools have been closed to stop the spread of COVID-19 [3,4]. Several countries have closed campuses and caused at least 290.5 million students worldwide to be disrupted by learning activities. The COVID-19 pandemic has caused the government to implement a study, work, and worship policy from home to reduce the potential for the spread of COVID-19 [5]. This creates new problems for the community because all activities are carried out at home, Work From Home (WFH), and the implementation of social distancing [6]. The application of WFH and social distancing has both positive and negative impacts on society. Positive impacts include increasing the closeness of relationships between family members, increasing public awareness of health, increasing literacy in the use of technology, new economical and productive activities, and others [6]. Negative impacts include stress, boredom, and boredom due to ineffective online interactions, limited activities, reduced community economic turnover, and others [7]. Psychosocial stress within the family and loneliness during those living alone also tend to increase in confinement and have adverse effects on mental and physical health [8],[9]. Work-from-home (WFH) rules applied for too long cause boredom and cause stress [10]. Stress can affect physical, mental and emotional conditions. Individuals must have the ability to manage the stress they face in order to control themselves and their emotions. According to the Indonesian Red Cross (2015), stress management is: knowing yourself (knowing your strengths, weaknesses, likes and dislikes); self-care (implementing a healthy lifestyle, socializing with the environment, doing hobbies and making realistic activity plans); paying attention to balance (mental-emotional aspects, intellectual aspects, physical aspects, spiritual aspects and recreational aspects); Be proactive and synergize. Other stress management techniques used to reduce people's stress levels during the COVID-19 pandemic are deep breathing relaxation techniques, progressive muscle relaxation techniques, affirmation techniques, and guided imagery techniques [11],[12]. Changing face-to-face learning habits to online causes stress for students. Social restrictions during the pandemic had an adverse effect on academic performance, mental health, and well-being [13]. Stress during online learning during the Covid-19 pandemic was felt by many students [14]. Based on the results of his research, students felt quite heavy pressure while carrying out online learning during the Covid-19 pandemic [15]. Academic stress was not only felt by Indonesian students during the Covid-19 pandemic. Online learning during this pandemic requires much attention and preparation so students don't experience stress that can interfere with their mental and academic development processes. Based on the initial data collection through interviews with nursing students, the authors found that 6 out of 10 students experienced stress due to pandemic conditions. Based on this phenomenon, it is necessary to identify what kind of stress management is used by Nursing students who study during a pandemic.

RESEARCH METHOD

This community service activity was carried out using the counseling method in collaboration with the Aceh Health Polytechnic. The steps for implementing this activity consist of preparing for community service activities starting with conducting a preliminary study. The results of this preliminary study were then followed up by holding stress management health counseling with the target of students. After that, coordinate with partners to carry out community service activities and continue with making flyers and group broadcasts for counseling participants, and preparing the infrastructure. Implementation The stress management counseling activity was carried out on Sunday, November 8, and was attended by 50 people online via zoom. This activity is carried out using lecture, discussion, question and answer methods, demonstrations, and re-demonstration of

stress management techniques. Filling out the stress level questionnaire was carried out before the counseling started. Monitoring and Evaluation Activities carried out at this stage are in the form of monitoring the implementation of stress management for 2 (two) weeks. Monitoring was carried out via a Google form where participants were asked to fill out a daily form containing the implementation of the four stress management measures. After two weeks, participants were asked to send the implementation results for later evaluation. The post-activity evaluation was carried out using a stress level questionnaire.

RESULTS AND DISCUSSIONS

Service activities for nursing students by providing health education on how to manage stress in the era of the COVID-19 pandemic generally ran smoothly according to the goals to be achieved. Before starting community service activities, a preliminary study is carried out, arranging permits and coordinating with the implementation of activities. Community service activities are carried out using lecture methods, discussions, questions and answers, demonstrations, and re-demonstrations of how to do stress management. Community service activities are carried out for 1.5 hours starting from 10.00 – 11.30 WIB. Health education activities begin with the introductory stage the presenter greets, introduces himself, explains the goals to be achieved, explains the topic of the material to be delivered, and explores community knowledge regarding the material to be delivered through pre-test activities, with a result of 50%. participants were able to answer the definition of stress during the COVID-19 pandemic, 20% were able to answer the response made to the stress experienced during the COVID-19 pandemic, 30% were able to answer about the signs and symptoms of stress, 35% were able to answer the psychological response during the COVID-19 pandemic 19.15% were able to answer the definition of stress management, 15% the purpose of stress management, and 15% were able to understand stress management techniques. Furthermore, counseling was carried out regarding stress management during the pandemic era. When giving material using the lecture, discussion, question and answer method, it was seen that the participants were active and enthusiastic in paying attention to the material provided. Some asked questions and some were answered by other participants. After all the materials have been submitted, then the presenter conducts a demonstration on how to carry out stress management and asks participants to demonstrate it. Each participant is asked to practice at least 2 ways to do stress management and those who can practice it correctly will get a souvenir as a door prize. Health education activities are carried out using flipcharts and leaflets. After the health education material was delivered, the next stage was closing and the instructor concluded the material that had been delivered which was followed by conducting an evaluation through post-test activities for 10 minutes, with the results 80% of participants were able to answer regarding the meaning of stress during the COVID-19 pandemic, 50% were able to answer responses made to the stress experienced during the COVID-19 pandemic, 60% were able to answer about the signs and symptoms of stress, 50% are able to answer psychological responses to the COVID-19 pandemic, 60% are able to answer the meaning of stress management, 70% are the goals of stress management, 75% are able to understand stress management techniques, and 67% are able to do at least 2 stress management techniques. The results are still not good, especially in the re-demonstration of how to manage stress by managing emotions and positive thinking. This is because the two techniques require quite a long time and need for frequent repetition. The results of the pre-test and post-test are described in Table 1 below.

Table 1. Pre Test and Post Test Results and Description

No	Description	Mark	
		Pre Test	Posttest
1	Understanding stress during the COVID-19 pandemic	20	80
2	Responses made to the stress experienced during the COVID-19 pandemic	30	60

3	Signs and symptoms of stress	30	50
4	Psychological response to the COVID-19 pandemic	35	60
5	The definition of stress management	15	70
6	Stress management goals	15	75
7	Stress management techniques	15	67

The results of the service showed that participants experienced an increase in knowledge and skills regarding responses to stress during a pandemic. The results of interviews with respondents also revealed that several sources of stress are related to learning facilities. Academic stress on students can increase due to social restrictions imposed during a pandemic, so students must study online. Online learning requires physical, psychological, and psychosocial performance. This online learning has not become a habit in the education system, so it can increase the risk of academic stress on students. Based on the results of the pre-test and post-test, it can be seen that after being given information on how to carry out stress management during a pandemic, there was a significant increase in the knowledge and skills of health education participants. Receiving information is one of the factors that influence knowledge. Increased knowledge and skills are expected that participants will be able to practice in daily life and even teach it to other family members so that participants can carry out adaptive coping mechanisms by managing stress when facing problems so that under controlled conditions it is hoped that participants can make good decisions and actions in overcoming every problem it faces. In accordance with the results of research that says the provision of information can increase knowledge and coping mechanisms [16]. Knowledge is one of the factors that influence coping mechanisms because by having knowledge individuals can make decisions and actions to be taken [17]. Having wider knowledge will support individual emotional self-control and be able to find better alternative solutions to problems. Individuals who understand the importance of good problem solving and good stress management will tend to choose the use of adaptive coping mechanisms. The Ministry of Education and Culture has prepared four schemes to ease the burden on students whose family's economy has deteriorated due to Covid-19. First, students can apply for a delay in paying a single tuition fee (UKT) until conditions improve. Second, students can apply for a reduction in the UKT amount if the family's economic level suddenly changes due to the pandemic. Third, students can pay UKT in installments. The four students who meet the criteria for being unable to afford can use the assistance program from the KIP-K government.

CONCLUSION

In this community service activity, it can be concluded that in general, all participants experienced an increase in stress management knowledge and skills before and after being given counseling. Alternatives to managing student stress include maximizing counseling services, implementing counseling, time management, setting guidance schedules with supervisors, setting graduation targets, and seeking social support. It is hoped that this community engagement can be used as a reference to improve mental health and psychosocial support for students during the COVID-19 pandemic.

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