

RESILIENCE TO STRESS OF STUDENT COMPANION DURING DISTANCE LEARNING

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Abstract: During the Covid-19 pandemic there were various policies related to the implementation of the learning system in Indonesia, such as requiring the learning process of students nationally to do online. This situation makes parents feel stressed while the child is studying at home. Stress is an individual response to the stimulus of uncomfortable conditions, problems, threats and pressures both within oneself and from the environment that can affect health and cause sociological responses, emotional reactions, behavioral reactions and cognitive assessments. Every individual, including parents who help and accompany children during distant learning, need to carry out an adaptation process. In this adaptation process, there's a people who are able to survive and recover from negative conditions or situations and some who fail in dealing with changes in themselves and the environment. Resilience is the ability of each individual to face, handle, solve, survive, adapt and overcome all problems that arise in any difficult situation. This study aims to determine the description of resilience and stress on assistants during distance learning in Pagedangan Village, Tangerang. 294 respondents in this study were distance learning companions of students who were selected using non-probability sampling techniques with the convenience method. Measurements were made using the comparative causal method with linear regression techniques. Based on analysis test, the result shows that there is a significant effect of resilience on stress on student companions during distance learning.

Keywords: Resilience, Stress, Student Companion, Distance Learning

INTRODUCTION

Since the Covid-19 pandemic there have been various policies related to the implementation of the learning system in Indonesia. The Indonesian government and the Ministry of Education and Culture have closed access to all face-to-face school activities by implementing a work from home

system for teaching staff and educational institutions. In addition, the policy requires the learning process of students nationally to conduct online learning.

Distance learning is learning by using a media that allows the interaction between teachers and learners. In distance learning activities, teachers and students do not meet face-to-face, in other words, through distance learning activities, it is possible for teachers and students to be in different places and can even be separated by a very long distance (Prawiyogi, 2020).

The distance learning policy implemented by the government has an impact on all parties, including teachers, students and parents. Parents in particular experience many obstacles in this distance learning. Results of a preliminary study conducted by researchers with a simple questionnaire to several parents, that they have many obstacles, such as not having gadget such as smart phones; the number of electronic learning media or gadget does not match the number of children with the same study schedule; internet quota to access learning; and the lack of skills in using learning media, especially for companions when parents have to work. Wardani, Fitria, Clinovera, & Latupeirissa (2020) also state that studying at home can make children bored and even stressed too.

Based on a preliminary study through a simple questionnaire, it was found that many of the distance learning assistants experienced psychological problems, such as complaints of headaches, dizziness, tense neck muscles, feeling weak, and lazy to do anything after helping with distance learning. Constraints in managing emotions are also often felt by the companions that lead to verbal or physical violence, such as scolding and forcing students to study online. This situation makes parents feel stressed while their children study at home.

Stress is a non-specific response experienced by humans to stimuli or pressure (Hartono, 2007). In line with this, Lovibond and Lovibond (2003) suggest that stress is an emotional response that arises in individuals due to stressful events in life. According to Indira (2016) stress is an individual's inability to cope with a threat or pressure physically, mentally, emotionally, and spiritually, which can affect health. Stress occurs because the demands from the environment that are felt by the individual

exceed the capacity of himself, thereby triggering psychological and biological changes that can lead to the risk of disease (Cohen et.al., in Suryani, 2017). Stress that occurs can arise from various situations and can come from outside and the individual's body. It can be concluded that stress is an individual's response to stimuli of uncomfortable conditions, problems, threats and pressures both within oneself and from the environment that can affect health and cause sociological responses, emotional reactions, behavioral reactions and cognitive assessments. Stress can be understood as a physical or psychological state that is perceived as a potential threat to physical and emotional health (Baron & Byrne, in Wardani & Atika, 2020). Stress occurs when a person judges that his problem-solving abilities cannot be used to cope with the demands of the situation (Lazarus, in Dawanti & Koentjoro, 2016).

The three-dimensional stress in the theory of Cohen (1995): a) Unpredictable, how strong emotions or feelings of the individual that is unpredictable in his life; b) Uncontrolled, how strong the individual's emotions or feelings are when they cannot control themselves from everything that happens to them; and c) Overloaded, that is how strong the individual's emotions or feelings are when full of demands or burdens faced. Stress levels are assessed from the stages of stress experienced by individuals. According to Hawari (2001), there are six stages of stress: First stage accompanied by a feeling of desire to work excessively and very hard, be able to tidy up and complete every job regardless of and consider the energy it has. At this stage the vision becomes sharp. Second stage, accompanied by physical complaints and discomforts such as abdominal discomfort, palpitations, tense neck and back muscles. Third stage, accompanied by complaints and discomforts such as diarrhea, tense muscles, emotional, insomnia, impaired body coordination and easy to faint. Fourth stage is characterized by not being able to work all day, work activities are difficult and boring, anxiety and fear arise. Fifth stage, characterized by physical and mental fatigue, inability to complete simple and light work, severe and mild digestive disorders, increased fear, anxiety, confusion, and panic. Sixth stage is the stage of the most severe stress, characterized by heart palpitations, shortness of breath, body shaking, cold and profuse sweating, fainting.

Sources of stress that arise should be resolved so as not to have a negative impact on health. Every individual, including parents who help and

accompany children during distance learning, needs to carry out an adaptation process. In this adaptation process there's a people who are able to survive and recover from negative conditions or situations and there are also those who fail to deal with changes in themselves and the environment. This condition is called resilience. Resilience is the ability that individuals have in and dealing with stress or pressure as well as overcoming anxiety and depression experienced (Connor & Davidson, in Octaryani & Baidun 2017). Meanwhile, according to Kaplan (in Dawanti & Cinthya, 2019), resilience was a protective factor for self, social environment, and family that could make individuals able to fight conditions caused by stress.

Resilience is an individual's ability to face difficulties and pressures with healthy and productive responses (Reivich & Shatter, in Hendriani, 2018). This is consistent with the definition of resilience according to Connor and Davidson (in Octaryani, 2017) is the ability of individuals in the face and handle stress or pressure and cope with anxiety and depression. Resilience is an individual's ability to face and solve problems as well as the ability to survive and adapt after experiencing adversity (Grotberg, in Hendriani, 2018).

The resilience contained in everyone is not permanent, but the result of transactions between the strengths that exist in individuals both from outside and inside are dynamic (Damon, in Hendriani, 2018). Individuals with good resilience will have the ability to deal with problems well, control and manage stress well and be able to change the way they think when in a situation faced with a problem. Individuals with high resilience will be able to get out of the problems they are facing quickly and without being burdened with feelings as victims of situations or circumstances and be able to make decisions when situations are difficult.

From several figures who explain resilience, it can be concluded that resilience is the ability of everyone to face, handle, solve, survive, adapt and overcome all problems that arise in any difficult situation. In this study, resilience will be used to find out how the ability of parents who face obstacles in distance learning is carried out by their children. Such as not understanding learning, not having a cellphone, insufficient internet quota, and other incidents that became obstacles when distance learning started.

Seven components of resilience according to Reivich and Shatte, the seven factors include emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reach. There are two factors that affect resilience (Hendriani, 2018), namely Risk factors, including things that can cause individuals to be at risk of developing developmental disorders or psychological disorders; and Protective factors, which delay and minimize negative outcomes.

This is evidenced by research conducted by Septiani and Fitria (2016) about relationship between resilience to stress the official high school students. In a study conducted on 110 students using a quantitative method using a questionnaire, it was found that there was a significant negative relationship between each dimension of resilience and each dimension of stress. The highest correlation occurred between the dimension of *emotional regulation* and *stressors* and the dimensions of *empathy* with reactions to stressors. It can be concluded that individuals who are resilient will have lower stress. Conversely, individuals who show high levels of *stress* are individuals who tend to be less resilient.

Research by Dewi, Djoenaina, and Melisa (2004) on the Relationship Between Resilience and Depression in Women After Breast Lift. In a study conducted on 30 women with a quantitative method using a questionnaire, it was found that resilience with depression was accepted. So, if the following three factors increase, i.e “I have” (strength from outside the individual), “I am” (strength that lies within the individual), and “I can” (interpersonal support), then the post-mastectomy woman's depression will decrease. Another research conducted by Kholida and Als (2012) about Thinking Positive Lowering Psychological Stress. In a study conducted on 48 students using experimental quantitative methods, it was found that positive thinking training was effective in reducing stress levels in students. The empirical results presented explain that the reference frame used in the preparation of the training has been in accordance with the goals and objectives of the training, namely a series of training designed systematically and according to expectations. These expectations were expressed in the expectations and evaluation sessions.

Based on the background and previous research, researchers are interested to conducting research with different subjects. Researchers will conduct research using non-experimental quantitative research methods. The purpose of this study was to determine the effect of resilience on stress on parents or student companions during distance learning.

RESEARCH METHOD

The research was conducted using a quantitative approach. This quantitative approach is used to examine a particular population or sample. The sampling technique is in accordance with the criteria to be studied. The participants of this research are parents and student companions who accompany children during distance learning. In this study, research participants must meet the criteria that have been determined: Parent work, and do not work, have children who are active school students, and Residents of Pagedangan Village, Tangerang.

The total population of student's companion or parents in school X in Tangerang is 350 parents, with a total research's sample is 294 parents. The sampling method used in this study is non-probability sampling with purposive sampling technique. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2010). The researcher chooses the students companion or parents as research participants based on the researcher's assessment that the sample could represent the population, as well as to get a more precise picture of the resilience and stress of student's companion or parents of distance learning students from Pagedangan Village, Tangerang. The measuring instrument used is a questionnaire measuring resilience and stress measuring instrument using PSS (Perceived Stress Scale).

This study uses a non-experimental research that is causal comparative. Causal design examines "cause-and-effect" relationships. According to Sugiyono (2010) the causal method is a causal relationship, namely there are independent variables (influenced variables) and dependent variables (influenced). Causal research design is often also referred to as comparative causal design. Comparative causal design is used in this study to explain the causal relationship between variables through hypothesis testing. So, the design of this study aims to analyze resilience to stress on parents or student companions during distance learning. The frequencies method is included with a classification scale of

27% lower limit and 73% upper limit, so that we get low, medium, and high categories to get an overview of the stress and resilience variables. In addition, a statistical test of the mean difference test was carried out, namely the *one-way ANOVA* method to see the difference in the level of resilience and stress seen from the education level of the accompanying parents. *Post Hoc test* method if there is a significant difference between the two variables, to find out the data more specifically.

RESULTS

The result showed that resilience significantly affect the stress of students companion during distance learning. The analysis test shows $R=.770$; $R^2=.592$; $F(1,292)=422.836$; and $p<.001$. The result indicates that resilience had contribution 59.2% on stress among student companions during distance learning. The regression equation was obtained as follows:

$$\text{Stress} = -1.834 + .652 \text{ Resilience}$$

Table 1: Regression Analysis of Resilience to Stress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.592	.591	4.61740

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9015.018	1	9015.018	422.836	.000 ^b
	Residual	6204.231	291	21.320		
	Total	15219.249	292			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.834	1.884		-.974	.331
Resiliensi	.652	.032	.770	20.563	.000

The description of stress and resilience based on the last education of parents or companions is calculated using the statistical mean difference test with the One-Way Anova method. Based on the results of the analysis on the stress variable, it is known that mean square = 212.729; $F(3,292) = 4.216$ ($p = .006$), this means that there is a significant difference in stress

between parents or students companion based on their last education, namely SMA, Diploma, S1 and S2. Meanwhile, the results of the analysis on the Resilience variable are known that mean square 139.039; $F(3,292) = 1.932$ ($p = .125$), this means that there is no significant difference in resilience between parents or students companion based on their last education.

Table 2: Anova Oneway

		Sum of Squares	df	Mean Square	F	Sig.
Stress	Between Groups	638.188	3	212.729	4.216	.006
	Within Groups	14581.061	289	50.453		
	Total	15219.249	292			
Resilience	Between Groups	417.117	3	139.039	1.932	.125
	Within Groups	20802.930	289	71.982		
	Total	21220.048	292			

The result show there are significant differences in stress between parents of students based on their last education, the *Post Hoc test* method was used to find out more specific data. Based on the results of the analysis on the stress variable, it is known that mean difference between vocational and high school with value 5.52444 ($p = .020$) this means that there is difference stress between parents' with background high school and undergraduate educational backgrounds.

Table 3: Post Hoc Test Stress Based on Last Education

(I) Last education	(J) Last education	Mean Difference (I-J)	Std. Error	Sig.
High School	Vocational	-2.25185	2.28740	.758
	Under Graduate	-5.52444*	1.89415	.020
	Post Graduate	-5.09231	2.30306	.123
Vocational	High School	2.25185	2.28740	.758
	Under Graduate	-3.27259	1.44668	.109
	Post Graduate	-2.84046	1.95171	.466
Under Graduate	High School	5.52444*	1.89415	.020
	Vocational	3.27259	1.44668	.109
	Post Graduate	.43214	1.47131	.991
Post Graduate	High School	5.09231	2.30306	.123
	Vocational	2.84046	1.95171	.466
	Under Graduate	-.43214	1.47131	.991

DISCUSSION

Based on the results of research conducted on 294 respondents, the results obtained are that there is a significant effect of resilience on stress on student companions during distance learning. Stress occurs because the demands from the environment that are felt by the individual exceed their capacity so that there are psychological and biological changes that affect the risk of disease (Cohen, in Suryani, 2017). Meanwhile, Reivich and Shatter found resilience is the ability of individuals in the face of adversity and trauma with a healthy and productive response (Hendriani, 2018). Based on this theory, parents who accompany students with high resilience are expected to reduce stress while accompanying students in distance learning. Based on the description of the data, the level of stress and resilience of parents accompanying students during distance learning is at a moderate level. In other words, the theory is in accordance with the results of this study, namely the higher the resilience, the lower the stress level for parents who accompany students.

In addition, from the statistical test, it was found that there was a significant difference in the average stress between parents of students with high school and undergraduate educational backgrounds. Conceptually, the higher a person's education, the higher the person's ability to think so that they can respond positively to the pressure or stressors they experience (Notoatmodjo, 2005). Liebert and Nea Keref in Ismar, et al. (2011) argue that education level affects job selection. The higher a person's education level, the stronger the desire to do a job with a high level of challenge. Hopes and creative ideas will be poured into efforts to complete the perfect task. Creative ideas are symbols of self-actualization that distinguish themselves from others in completing tasks and the resulting quality. It is different with S1-educated agents who have a more analytical/managerial educational nature, so that in carrying out their daily duties they feel challenged to balance between quality and quantity. In other words, the theory is in accordance with the results of this study, namely the higher the education level, the lower the stress level compared to the accompanying parents of students with lower education levels.

CONCLUSION AND SUGGESTION

Based on data analysis that has been carried out on the effect of resilience on stress on parents or student companions during distance learning, it can be concluded that there is a significant influence between resilience to stress on parents or student companions during distance learning in Pagedangan Village, Tangerang. In other words, the higher the resilience, the lower the stress level of the accompanying parents

In addition, based on data analysis that has been carried out regarding the description of the effect of stress and resilience on parents during distance learning in the Pagedangan sub-district, Tangerang, it can be concluded that there is a significant difference in stress differences between parents accompanying students based on their last education, namely SMA compared to parents who accompany students with educational backgrounds Diploma, S1, and S2. Meanwhile, there is no significant difference in resilience between parents accompanying students based on their last education.

In further studies, researcher suggests that further research be conducted by involving participants with a wider scope, in this case a parent chaperone with other educational levels such as elementary, junior high to high school. This can be done to meet the generalization of the data and in the hope of representing the population. Future research is expected to vary the method or research design, for example through triangulation (mix method), to enrich the research results obtained.

For parents and student companions who have an important role in the success of teaching and learning activities at home, as well as being vulnerable to stress during distance learning. Also begin to know yourself and do not stop seeking knowledge from reliable sources on how to regulate stress and emotions. This can be done to foster or increase the resilience of the long adaptation process that is currently successful. With readiness and a more positive mental condition, it is expected to increase resilience more optimally. Furthermore, for the school, it is expected to facilitate parents and assistants to be able to obtain information through the provision of parental guidance during assistance during distance

learning, *parenting* seminars to prepare the performance of parents and student companions to be even better in the future.

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