

An Overview of Academic Stress Students of Medical Students of Mataram University For The 2020 Class in The Pandemic Era

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Abstract: The Covid-19 pandemic has hit various countries in the world, including Indonesia, which has had a considerable impact on various fields, including the field of education. The government imposed the Large-Scale Social Restriction or PSBB policy solely to reduce the spread of the corona virus so that all activities carried out outside the home must be stopped until the Covid-19 pandemic subsides. As a result, the teaching and learning process must be carried out online from their respective homes in order to minimize the spread of Covid-19. Therefore, first year medical students are more susceptible to stress than second and third year students. This study aims to describe the stress level of pre-clinical first-year medical students at the University of Mataram. This study used a cross-sectional (cross-sectional) research method, namely research conducted by observing for a moment or within a certain period and each study subject only made 1 observation during the study. The number of samples in this study amounted to 115 people. The research instrument used was the Medical Student Stressor Questionnaire. Then the results of research based on the MSSQ questionnaire have 6 domains with stressors that dominate the highest stress levels are academic stressors 62 people (53.91%). In the stress level domain, the most dominant is severe stress with the domain having the highest level of severe stress being the academic stressor domain and the one having the highest light stress being the intrapersonal and interpersonal stressor domain, but severe stress still dominates.

Keywords: Stress, Pandemic, Medical students.

1. Introduction

The Covid-19 pandemic has hit various countries in the world, including Indonesia, which has had a considerable impact on various fields, including the field of education. The government imposed the Large-Scale Social Restriction or PSBB policy solely to reduce the spread of the corona virus so that all activities carried out outside the home must be stopped until the Covid-19 pandemic subsides. As a result, the teaching and learning process must be carried out online from their respective homes in order to minimize the spread of Covid-19. Based on the government's policy in circular letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19), learning is carried out online or online. This is done to prevent and avoid the spread of Covid-19 which is hitting various countries including Indonesia. The online learning system that is carried out is a system of teaching and learning activities without face

to face directly between teachers and students but is carried out online using the internet network (Inama. 2021).

The high prevalence of stress is one of the problems felt by medical students globally. The stress felt by medical students during this pandemic is referred to as "wear and tear," which is what the body experiences when adjusting to pressure or threatening situations. This pandemic period also prevents students from gathering in lecture halls, study studios, or small classrooms. In recent years, many institutions have started working on distance learning to make time more effective. However, basically, students, especially medical students, still need media to carry out group discussions, laboratory practices, simulations, and clinical practice with standardized patients (Rose, 2020).

The need for a face-to-face process is very high for medical students, because it requires discussion and practice. In addition, the hectic online learning accompanied by piling tasks and an independent practicum system creates a fairly high pressure. Especially in the first semester of medical students who directly experience online learning will feel confused. Such circumstances make a person experience difficulty sleeping, headaches, and other physical disorders. This is what is called a stress condition (Torales et al., 2020). According to research by Yusoff et al at Universiti Sains Malaysia in 2009 which stated that the highest prevalence of stress in medical students was experienced by students who were in the second and fifth years (Yusoff et al, 2009).

The second year for medical students is during semester 3 and semester 4 which the class of 2020 is already in semester 3. Moreover, during the Covid-19 pandemic, the stress level of students in 2020 was higher than students in 2019 and 2018. Because students of the class of 2020 have experienced online learning from the beginning of the semester until now, while for the class of 2019 and 2018 previously they had experienced face-to-face learning and experienced online learning during the second and fourth semesters. Therefore, the authors are interested in examining the description of academic stress in students. Mataram University medical class 2020 in the era of the Covid-19 pandemic.

2. Materials and Methods

This study used a cross sectional (cross-sectional) research method, with the Medical Student Stressor Questionnaire as an instrument. The sampling technique used a total sampling technique with a total sample of 119 students of the Faculty of Medicine with inclusion and exclusion criteria as follows:

a. Inclusion Criteria:

- 1) Students who are still actively studying at the Faculty of Medicine, University of Mataram
- 2) Students who are part of the class of 2020
- 3) Students who are willing to fill out the questionnaire sheet
- 4) Students aged 18-21 years

b. Exclusion Criteria

- 1) Students with a history of mental illness
- 2) Students who are less than 18 years old and more than 21 years old

3. Results and Discussion

Table 1. Distribution of Stressor Factors Caused by Academic Related Stressors (ARS)/ Academic Stressors

Stress level	Frequency (n)	Percentage (%)
Mild	7	6.08
Medium	23	20
High	62	53.91
Very High	23	20
Total	115	100

Table 1 shows that the Class of 2020 students on the academic stressor factor experienced the highest stress level, namely severe stress as many as 62 people (53.91%). Academic stressor factors (Table 1) at the Faculty of Medicine, University of Mataram Batch 2020 showed severe stress with a frequency of 62 students (53.9%). These results are in accordance with the research by Kumari et al. (2020) which states that academics are the most stress-causing factor experienced by students who are undergoing a learning system during the COVID-19 pandemic era. Decreased ability to carry out exams, too much material to be studied, and little time to repeat material are the biggest causes of stress for medical students (Kumari et al., 2020). Then this is also in line with research by Yussof and Yee (2013), on medical students at Universiti Sains Malaysia and Universiteit Maastricht, stating that matters related to academics are the most stress-causing factors experienced by medical students (Yussof and Yee , 2013).

Academic demands and responsibilities on students can be part of the stress that is usually experienced by students, so academic stress is the problem that is most felt by students. This is in line with research conducted by Govaerst & Gregoire (2004) which says that the number of students who experience academic stress increases every semester, especially when they are in the second semester of the year. Academic stress includes the perception of the amount of knowledge that must be mastered and the perception of insufficient time to develop it. This is also in line with research conducted by Rahmayani, that the highest level of academic-related stress experienced by students is the level of severe stress. The difference in the results of this study can be caused by differences in the existing systems in the academic field of each university, personality type, and the environment where the research subjects live (Rahmayani et al., 2019).

Academic stress is related to academic failure. At the beginning of the COVID-19 pandemic, it entered Indonesia, where the government's recommendation required all learning to be carried out online to prevent the spread of the Covid-19 virus. Online learning requires a

student to be more active in independent learning during online classes. Many assignments are accepted by students and there are many limitations in the online learning process. Student dissatisfaction during the online learning process makes students feel heavy and difficult to understand lecture material. Many students feel that face-to-face learning can make it easier for students to understand the lecturer's explanation. Things like this make students feel afraid of their academic progress. A sense of failure in achieving the expected target (Widiyono, 2020).

The pressure to be able to study independently, high concentration in paying attention to the lecturer's explanation during lectures which is often constrained by signals so that the lecturer's voice is not clearly heard, tired of piling up assignments as evaluations during the learning process, pressure from parents, and swelling internet quota fees make students stressed by academic life. Students are worried about the value of academic results, resulting in academic stress. This research is in line with research conducted by Widiyono, which explains that online learning in its implementation illustrates that it is less than optimal in understanding the material by students and too many assignments are given to students, so learning is considered less effective (Widiyono, 2020).

4. Conclusion

In the stress level domain, the most dominant is severe stress with the domain having the highest level of stress being the academic stressor domain.

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Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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