# The Covid-19 Pandemic Situation: How Coping Stress Strategies Toward E-Learning?

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## ABSTRACT

During the Indonesian Covid-19 Emergency, e-learning become one of alternative for students. However, it raises stress for students. To describe the aspect of stress, the picture of coping stress strategy, the factors that affect it in the face of learning from home in covid-19 pandemic situations. This study uses a qualitative approach with phenomenological types. The sampling technique uses purposive sampling with the number of subjects of four grade XI high school "X" students who undergo e-learning. Data collection using interviews and observations. Miles and Hubberman are used as data analysis techniques and source triangulation to ensure data credibility. The results showed (1) aspects of stress, showed that the subject experienced disturbances in biological, psychological and social behavior (2) coping stress strategies used are problem focused coping and emotion focused coping. (3) factors that influence coping stress strategies include the physical health, beliefs or positive views of the subject, problem solving skills, social skills, social support, and materials that the subject possesses. The implication in this study is that the application of the learning system from home can make students stressed and the selection of the right coping strategies can have an effect in lowering student stress.

**Keywords:** Covid-19 Pandemic; Coping Stress Strategies; E-Learning; Students

## INTRODUCTION

Viruses have been around for a long time and have become common in animals as well as humans. Viruses can pass from animals to humans and cause illness. There are several coronaviruses known to infect humans. Most coronaviruses cause upper respiratory tract infections (ARI), but Middle East Respiratory Syndrome Coronavirus (MERS CoV), Severe Acute Respiratory Syndrome Associated Coronavirus (SARSr CoV) and Novel Coronavirus 2019 (COVID-19) can cause mild and even severe pneumonia. Moreover, a transmission that can occur between humans (Safrizal, 2020: 3).

Since Indonesia was declared a Covid-19 emergency on March 24, 2020, following the Ministry of Education and Culture's policy Circular Letter Number 4 of 2020, the Ministry of Education and Culture has taken action with WFH (Work From Home) so that the spread of the Covid-19 outbreak does not become more widespread, as is the case with school teaching and learning activities requires students to study from home. The Ministry of Education and Culture makes a policy of learning from home for them. Students can still study even from home without directly meeting their teachers. This virus is continuing to overcome by the government. To slow the spread transmission COVID-19, which

can be transmitted when students are gathering with their friends while in the school environment and class during class hours.

To facilitate the teaching carried out by teachers for their student's grades can still be obtained while not entering school, learning from home using the learning method through e-learning is an answer to this problem, considering that using the e-learning method of learning is not requires face to face with the teacher during teaching and learning activities. E-Learning stands for Electronic Learning, where this learning uses electronic media, especially the internet, as a learning system in the teaching and learning process. According to Kumar (2002: 2), e-learning is a teaching and learning medium that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interactions, or guidance. Meanwhile, Rosenberg (2001) states that e-learning refers to the use of internet technology to deliver a series of solutions that can increase knowledge and skills. According to Hartley (as citied in Haris, 2016: 2) e-learning is a type of teaching and learning that is a way of conveying teaching materials to students using the internet, intranet or other computer network media.

Changes in classical and face-to-face learning methods to online methods get various reactions from students. Short time, many assignments, number of quotas, signal conditions make students prepare everything well. Besides, it is also known that online learning programs have hidden skills, namely the ability to master technology and use it properly. On the other hand, the policy of temporarily closing educational institutions with various supporting facilities in the short and medium-term has affected many students, especially those who live in areas with limited infrastructure and other supporting capacities, which further widen the digital divide.

During the pandemic and the issuance of circular letters that require students to study from home due to lockdowns, they also cannot go out to socialize and meet friends outside the home. The subject said that the lack of communication between friends due to poor internet connection and not having an internet quota made him feel more pressure at home, and he also added that during the lockdown he could not hang out with friends who incidentally were people who liked to hang out from on meeting via video call or via chat. The impacts caused by the Covid-19 emergency and its various effects on high school students as above can cause pressure to be felt by students and stress on each individual who will be discussed in this study.

Stress is a process that involves continuous interaction and regulation between the individual and what he is dealing with as a stressor (Sarafino, 2011: 78). According to Sarafino (2011) stress is caused by individuals interacting with their environment and which makes individuals feel that they are not under expectations between the situation and the individual's psychological, social, and biological systems. The level of stress in adolescents tends to increase because the individual has to adapt to every change he experiences in his life. Aspects of academic stress according to Sarafino and Smith (2011) are biological aspects in the form of physiological symptoms, psychological aspects containing cognitive and emotional elements, and social systems containing elements of behavior, differences in types and socio-culture.

According to Yani (1997, as citied in Maryam: 102) Individuals who experience stress will find a way out to reduce and neutralize that stress or what is called coping stress. Coping is behavior performed by individuals to reduce or eliminate tension in stressful conditions. Meanwhile, according to Sarafino (2002), coping is an individual effort to reduce or neutralize the stress that occurs to him. In the view of Haber and Runyon (1984, in Maryam: 102) coping is all forms of behavior and thoughts (negative or positive) that can reduce conditions that burden the individual so as not to cause stress. There are two types of coping stress proposed by Lazarus in a follow-up study conducted by Folkman (in Sari et al. 2018: 129) regarding the variations of the two coping stress strategies, namely problem-focused coping and emotion-focused coping. According to Slamet (2012: 10) how individuals handle a problem that contains pressure is determined by individual resources which include problem-solving abilities such as physical/energy health, social skills and social and material support.
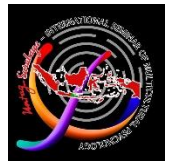
Physical health is significant to be maintained in order to stay excellent in completing the assignments given by the teacher at any time if you still want to keep doing assignments and get grades. When it takes the same time between the assignment given and the assignment from parents, some subjects still choose to prioritize completing tasks from school first. However, the subjects still rely on help from the internet and help from friends to discuss answers according to mutual agreement. This also affects student motivation to complete existing tasks immediately. Besides, some subjects still rely on an internet connection from their cellphone data quota rather than installing Wi-Fi at home to undergo online learning activities from home.

Based on the information of the subjects, during learning from home, they experienced dizziness, experienced eating disorders and experienced changes in sleep patterns due to random assignment hours even during nighttime sleeping hours. During online learning from home, the subjects became a more irritable or emotional and experienced distraction, one of which was caused by a younger sibling who always interfered with when studying from home. This also causes the subjects to prefer to be in their room often and reduce interactions with the family. Even though according to Tirtarahardja & Sulo (in Hasanah & Laily, 2020: 80), the education process can run optimally if all elements of education can work together well. The elements of education include students, teachers, the learning process, learning objectives, learning tools and methods, and the environment in which learning takes place. Based on the above, the purpose of this study is to look at coping stress strategies learning online from home in the Covid-19 pandemic situation.

## METHOD

**Research Design**

This study used qualitative research techniques using the phenomenological method in researching coping stress strategies for XI grade high school students learning online from home in the Covid-19 pandemic situation.

**Participants**

In this study, the subjects to be selected were students who were studying from home. The subjects used were four students of class XI MIPA.

This study used four subjects who have the following characteristics:

1. High school students of class XI MIPA who are studying from home.

2. 16-17 years old

 BS   = Subject 1  BY   = Significant Other 1
 AH   = Subject 2  NN   = Significant Other 2
 GN   = Subject 3  DK   = Significant Other 3
 DP   = Subject 4  ASW = Significant Other 4

**Instrument**

Data collection in this study used semi-structured interview guidelines; besides that, the researcher used a cellphone as a voice recording device during the interview so that the interview used as a verbatim.

**Research procedure**

Namely conducting interviews with subjects and also conducting interviews with significant other. Before starting the interview, the researcher asked the four subjects and the significant other for permission to conduct the interview. Researchers come to the house rather than the subject as well as the significant other. After conducting the interview, the researcher began to collect the data and type

in verbatim, reduce the interview data, analyze the data, and draw conclusions from the results of the data analysis.

**Data Analysis Techniques**

Data analysis used the Analysis Interactive model from Miles and Hubberman (1984 as citied in Sugiyono, 2007: 204). This study also uses data credibility techniques, namely triangulation of sources.

## RESULT

Based on the results of interviews and observations by researchers on four subjects regarding aspects of stress, coping stress strategies, and factors that affect coping stress strategies, it can be described as follows.

**The stressful aspect**

The results obtained from interviews and observations of the four subjects, the four subjects had the same results in biological aspects, namely experiencing dizziness due to tasks, experiencing sleep disturbances, and there was a change in diet from before. In the psychological aspect, the three subjects, namely GN, DP, and BS, felt that with many tasks they had trouble with concentration and boredom, and the four subjects stated that they became more irritable or emotional with the given task. DP, AH and BS show that there are changes in social behavior such as being alone, locking themselves in the room and reducing interaction with family at home, while GN has no change in social behavior while studying from home.

**Table 1:** The stressful aspect

| Indicator | | GN | DP | AH | BS |
|---|---|---|---|---|---|
| **Biological** | | Experiencing dizziness Experiencing changes in eating and sleeping patterns | Experiencing changes in eating and sleeping patterns | Several times experienced eating disorders. | Experiencing changes in eating and sleeping patterns |
| **Psychological** | *Cognition | Experiencing trouble with concentration | Experiencing trouble with concentration | - | Feeling boredom that causes stress |
| | *Emotions | Easy to get angry | Easy to get angry | Get annoyed | Easy to get angry |
| **Social behavior** | | - | Is alone in the room | Lock yourself in your room to do your chores | Reducing interactions with family |

**Coping Stress**

**a.    Problem Focused Coping**

The results of the interviews with the four subjects, the researcher found that the four subjects carried out deep coping strategies Planful Problem Solving is looking for answers on the internet, asking parents and coordinating with friends to help them complete assignments. For Confronting Coping, the four subjects chose to leave the house to search the internet if they did not have an internet connection
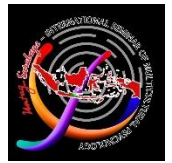
at home during the lockdown phase where people were not allowed to leave the house to prevent the spread of Covid-19. The four subjects also have similarities in Confrontive Coping, namely by asking friends and parents.

### b. Emotion-Focused Coping

Here are the results Emotion-Focused Coping from the four subjects, namely in the Escape Avoidance coping strategy, the three subjects had the same strategy, namely playing on their cell phones to get rid of their stress. However, DP chose to watch movies, anime and so on. In the Self Control strategy, GN chose to go out with his friends, and DP chose to drink coffee casually to find a solution to his problem. GN and DP agreed and accepted their responsibilities well while studying from home while AH and BS chose to study from school only because they could meet their friends. The subjects of DP, AH, and BS chose to wait for an explanation from their teacher if they did not understand the task in question. Otherwise these three subjects chose not to do their job. At home, GN, AH and BS did positive coping reapressial strategy with read a book, novel, also help their parents.

**Table 2:** Coping stress strategies

| Coping stress Aspects | Coping stress Strategy | Subject | | | |
|---|---|---|---|---|---|
| | | GN | DP | AH | BS |
| *Problem Focused Coping* | *Planful Problem Solving* | - Coordinate with friends first when completing tasks.<br>- Search for answers online such as Youtube, Google, Zenius. | - Look for references via the internet first and if you still can't find an answer, ask the parent | - Search for answers on the internet | Prepare two cellphones and use them to search for answers on the internet. |
| | *Confrontive Coping* | Leave the house and go to the neighbor's house to find a Wi-Fi connection. | Forcing out by looking for Wi-Fi connections owned by neighbors.<br>Put off eating just to complete a task. | Borrowing the internet with a parent's cellphone hotspot.<br>Go out to your house to use the Wi-Fi there | - Go out to your house to borrow Wi-Fi there. Borrowing parents' hotspots. |
| | *Seeking Social Support* | - Ask questions and coordinate in order to find the answers you are looking for. | - Ask a friend to help him complete a task. | - Get support from parents<br>- Get help from his friends | Ask a friend to help him complete a task. Get support from parents. |

| Emotion-Focused Coping | Escape Avoidance | Play Instagram and sometimes chat with friends | Playing games, guitar, streaming anime, movies, watching Korean dramas, snacking. | Playing games. | Play the online game Mobile Legend. |
|---|---|---|---|---|---|
| | Self-Control | Play with friends to be fresher. | Drink coffee | - | - |
| | Accepting Responsibility | Accepting his assignment as a student because he wants to be free from exposure to the corona virus | Accepting his assignment as a student because he was helped by the school toll free facility | Choose to study at school instead of at home | Refusing to study from home and choosing to study as usual at school. |
| | Distancing | · | Waiting for enlightenment and then doing your assignment. | Not doing assignments when the teacher does not respond when they still do not understand the assignment | Not doing assignments when they are confused about doing and the teacher doesn't respond either. |
| | Positive Reappresial | Read subject matter and novels | - | · Helping parents while at home | Helping parents at home. |

**Factors that influence coping stress strategies**

The results of the factors that influence the coping stress strategies of the four subjects, can be found as follows. The four subjects stated that having health is very important during the Covid-19 pandemic to be able to complete school work. The four subjects also stated that they could not or were not sure about their job duties without the help of their friends. If faced with a situation that requires work at the same time as assignments from parents and school assignments, the GN and DP subjects choose to do school work first because if there is no reduction in the grades that make the report cards lower. The four subjects are able to communicate well with the teacher if necessary to ask questions related to the assignment given to the subject. GN, DP, AH, and BS, stated that the motivation to completed a task is from a friend that struggling together to completed the tasks, also have a good wifi connection via wifi except AH that only using his cellphone data connection.
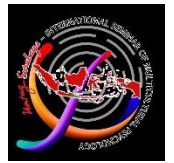
**Table 3:** Factors that influence coping stress strategies

| | GN | DP | AH | BS |
|---|---|---|---|---|
| **Physical health** | | | | |
| | - Having health is important during a pandemic. | Having health and having a positive attitude is important. | Having health is important during a pandemic | - Having good health and exercise at home is important. |
| **Positive beliefs or views** | | | | |
| | - Not sure that you can do assignments individually and it is difficult if you have to study alone. | Not sure if you can work on assignments individually and ask others for help. | Not sure if you do assignments individually. Have the motivation to have good grades so they can compete with friends. | - Not sure if you do assignments individually because you are used to working with friends. |
| **Problem solving skills** | | | | |
| | Prioritizing school assignments before assignments given by parents. | Doing schoolwork first before the assignment given by parents. | Putting the tasks given by parents first. Look for references on the internet and ask friends. | - Look for references on the internet and books. - Asking for answers to a friend's assignment |
| **Social skills** | | | | |
| | Able to communicate with the teacher if there is a misunderstanding of assignments. | Able to communicate with the teacher if there is a misunderstanding of assignments. | Able to communicate with the teacher if there is a misunderstanding of assignments. | - Able to communicate with the teacher if there is a misunderstanding of assignments. |
| **Social support** | | | | |
| | - Feel more motivated to complete tasks when supported by friends. | Motivation does not only come from material support but through mental support from those closest to you as well | Friends help him to be able to complete the task. Feeling encouraged if a friend helps you with a task | - Friends help him to be able to complete the task |
| **Material** | | | | |

| There is wifi at home to do assignments. | There is wifi at home | Internet quotas are facilitated by parents for the benefit of learning from home. | · There is wifi at home |
|---|---|---|---|

## DISCUSSION

**Aspects of Stress**

a. Biological

Based on the results of observations and interviews conducted with the four subjects, it can be concluded that the four subjects experienced the same disorders, such as eating disorders and experienced sleep patterns. According to GN, he felt dizzy because of the many assignments and at the same time became a class administrator in charge of his class members. According to him, he experienced sleep disturbances because the tasks he got were so many and piled up. AH has experienced several eating disorders, but for his sleep patterns, he is still unremarkable. DP, he has a sleep disorder because the capacity of the assignment given is the same as the assignment when he is still attending school, as usual, DP also experiences eating disorders to be able to complete his assignments. BS is accustomed to sleeping during the day but since this task,

This shows that the four subjects have almost the same problems, namely feeling headaches, experiencing sleep disorders and experiencing eating disorders. Following the aspects of biological stress, according to Sarafino and Smith (2011, as citied in Anggreani, 2018), namely the symptoms experienced include headaches, neck aches, trembling, especially in the feet and hands, eating disorders and sleep disorders.
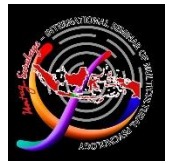
b. Psychological and Social Behavior

The four subjects have something in common, namely experiencing a disruption in concentration and feeling irritable or irritable. According to GN, he experienced disturbances in the form of concentration problems when studying from home, according to him he was often bullied by his younger siblings while studying, resulting in GN unable to focus on his studies. Experienced by the AH subject is that he also feels annoyed with the tasks given by his teacher. According to him, the task was too much and difficult to do so that he became annoyed. AH often alone in his room and borrowed his parents' cellphone and used the Microsoft Word application to help him complete his schoolwork. DP,

Following the symptoms of stress cognitively, namely, individuals will look challenging to concentrate, easily forget, confused, feel useless, have no purpose in life, always think negatively, decreased achievement, feel they do not enjoy life and are difficult to make decisions according to Helmi. In Anggreani, 2018). In their social behavior, individuals who experience stress show their behavior such as frequent truancy, lying, undisciplined, avoiding socialization and withdrawing from the social environment.

**Coping Stress Strategy**

a. Problem-Focused Coping

In Planful Problem Solving, the four subjects have similarities in overcoming their problems such as both looking for solutions and answers on the internet using their respective cellphones to complete tasks. GN chose to coordinate with his friends to completing assignments, to search for answers online on Google. DP, AH, and BS also did this. However, DP will ask his parents when he cannot find answers on the internet. For Confronting Coping, where during the pandemic and lockdown the government suggested staying at home so that the spread of the virus did not spread, the four subjects

ventured out looking for an internet connection such as in a public Wi-Fi facility if at that time they did not have an internet data package, but DP prefers to go to his neighbors via Wi-Fi.

Based on the research above following the aspects of coping stress strategies according to Folkman (in Sari, 2018: 129) which focuses on problems (problem-focused coping), namely: a) planful problem solving, which is solving problems calmly accompanied also by an analytical approach for solving the problems it faces. b) confrontive coping, namely overcoming problems with aggressive reactions to change circumstances, and risk-taking or taking risks. c) seeking social support, namely overcoming problems by seeking support from external or outside parties, can be in the form of information related to the problems faced and can be in the form of real assistance or social support.

  b.   Emotional-Focused Coping

Emotional-focused coping behaviour, based on the results of interviews and observations made on the four subjects, namely the subject using a coping strategy in the form of escape avoidance, namely avoiding or running away from the problems at hand, GN chose to play Instagram and chat together. Friend. DP, AH, and BS chose to play online games such as Mobile Legends. DP also chooses to play guitar, watch movies and eat snacks. To keep emotions stable in the face of learning from home, GN and DP chose to play with friends to be fresher. DP chose to drink coffee while waiting for inspiration to emerge. As for AH and BS, the two subjects did not do the Self Control strategy.

The coping strategy used next is accepting Responsibility, which describes the effort to accept, take Responsibility and acknowledge his role in the problems at hand and try to put everything correctly as it should. GN and DP subjects agreed and underwent learning from home following government directives by learning online. However, AH and BS prefer to study as usual at school because it is easier to do tasks and can meet their friends.

The next strategy is coping distancing, which is not getting involved in problems. If when he and his friends do not understand the assignment, then DP, AH and BS will wait for a response from the teacher to explain how to do the task. Subject GN does not do coping distancing. While at home, GN likes to read novels, AH and BS choose to help their parents while at home.

Based on the research above, according to Folkman (as citied in Sari, et al. 2018: 129) coping stress strategy that focuses on emotions (emotional focused coping), namely: a) Distancing. Namely overcoming problems by letting go or trying not to get involved with the problems at hand. b) Self-Control. Namely overcoming problems by regulating or controlling the feelings and actions that will be taken to solve the problem. c) Accepting Responsibility, which describes the effort to accept, be responsible and acknowledge his role in the problems at hand and try to put everything correctly as it should. d) Escape-Avoidance, describes fantasy reactions and attempts to avoid or escape from the problem at hand. e) Positive Reappraisal, resolve problems with creating positive mindset and doing positive activities such as pray or any other religious activities.

**Factors affecting coping stress strategies**

Based on observations and interviews conducted with the subject, the factors that influence the coping stress strategies of the four subjects are as follows.

The subject of GN argued that having health is important during a pandemic in order to complete tasks, AH also argued that health is very important to be maintained because otherwise many tasks will accumulate in the end. DP believes that having health and positive thoughts is important, and BS added that being healthy and exercising at home is important.

In the belief factor or positive outlook, the four equally see that they cannot do the assignment individually and at least ask their friends to be able to complete the teacher's assignment.
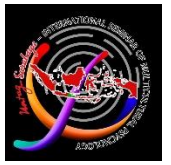
In the problem-solving skill factor, if you are faced with situations that require action related to assignments given by parents and those given by the teacher, DP and GN will do school assignments first because if you are late you will get a reduction in the value of the teacher. Meanwhile, AH prefers to prioritize tasks given by parents.

The four subjects were able to communicate with their respective teachers if there was a lack of understanding of the assignments given during the home learning program. The four subjects also felt that the support from friends motivated them to complete the task. The three subjects have facilities in the form of Wi-Fi at home, but only AH still depends on regular internet packages.

Based on the above research, according to Slamet (2012: 10), the factors that influence coping strategies are: a) Physical health. In an individual's effort to solve his problem, health and physical condition are needed and in a state of stable stamina will greatly affect the individual in dealing with and overcoming the problem. b) Positive beliefs or views. Faith is an important psychological resource, if it does not exert the individual on an assessment of helplessness. c) Problem solving skills. Namely the ability to seek information, analyze situations, identify existing problems with the aim of finding alternative treatment measures, and then consider these so that the desired results are achieved. d) Social skills. These skills include the ability to communicate and behave in ways that are in accordance with prevailing social values. The individual who is facing a problem may have to ask other people who have experienced something similar, so that he can find a solution. e) Social support. This includes fulfilling the information and emotional needs of individuals provided by parents, family members, siblings, friends, and the surrounding community. Individuals who get support from their environment will feel that they are still accepted and helped by their environment. f) Material. This is support which includes resources in the form of money, goods or services usually can be purchased. The individual who is facing a problem may have to ask other people who have experienced something similar, so that he can find a solution. e) Social support. This includes fulfilling the information and emotional needs of individuals provided by parents, family members, siblings, friends, and the surrounding community. Individuals who get support from their environment will feel that they are still accepted and helped by their environment. f) Material. This is support which includes resources in the form of money, goods or services usually can be purchased. The individual who is facing a problem may have to ask other people who have experienced something similar, so that he can find a solution. e) Social support. This includes fulfilling the information and emotional needs of individuals provided by parents, family members, siblings, friends, and the surrounding community. Individuals who get support from their environment will feel that they are still accepted and helped by their environment. f) Material. This is support which includes resources in the form of money, goods or services usually can be purchased. This includes fulfilling the information and emotional needs of individuals provided by parents, family members, siblings, friends, and the surrounding community. Individuals who get support from their environment will feel that they are still accepted and helped by their environment. f) Material. This is support which includes resources in the form of money, goods or services usually can be purchased. This includes fulfilling the information and emotional needs of individuals provided by parents, family members, siblings, friends, and the surrounding community. Individuals who get support from their environment will feel that they are still accepted and helped by their environment. f) Material. This is support which includes resources in the form of money, goods, or services usually can be purchased.

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