

Positive Thinking against Students' Stress who are Active in Student Organization During the Pandemic

Herlan Pratikto^{1*}, Yohana Agatha Christina Ongkowitzjo¹

¹ Psychology Faculty, Universitas 17 Agustus 1945 Surabaya, Surabaya, Indonesia

*Corresponding Author: Herlan Pratikto. Email: herlan.pratikto@yahoo.co.id

ABSTRACT

COVID-19 has spread throughout the world since November 2019 and make all people in the world having to adapt so they're able to prevent the transmission of the virus. The enforcement of emergency regulations to deal with this pandemic has an impact on all aspects of human life, include education. Not only teaching and learning activities, but also organizational activities that were previously carried out on campus, now have to be transferred at home.

This study aims to determine the relationship between positive thinking with the stress of students who are active in organizations during the pandemic. The subjects of this study were 50 students who are members of student organizations on campus. The method used in this research is quantitative with purposive sampling. Data collection uses google form which is distributed via WhatsApp, Line, and Instagram. the data collected were analyzed using the Statistical Package for Social Sciences (SPSS) 20.0 for Windows program. The research finding show that there is a correlation between thinking positive and Students' stress level (r_{xy}) 0,302 and sig 0,033 <0,05. It means that stress level on students who are active in student organization affected by their skill to do positive thinking.

Keywords: College Student, Stress, Positive Thinking.

Copyright © 2021: Herlan Pratikto, Yohana Agatha Cristina Ongkowitzjo

INTRODUCTION

Background

COVID-19 was first discovered in November 2019 in the city of Wuhan, Hubei province, China. On March 11, 2020, the World Health Organization (WHO) declared a COVID-19 pandemic (Dias & Lopes, 2020). On 3 December 2020, there have been 63,965,092 confirmed cases of COVID-19, including 1,488,120 deaths, reported to WHO (2020).

In order not to aggravate the situation, regional lockdowns were carried out in various countries and Indonesia carried out regional-scale lockdowns and was continued by making a policy of dismissing activities related to offline classroom activities. All tertiary institutions are asked to apply learning technology for online lectures as an effort to prevent the transmission of COVID-19.

Changes in classical and face-to-face learning methods to online methods get various reactions from students. According to research conducted previously by Livana et al (2020), it shows that learning assignments are the main factor causing student stress during the Covid-19 pandemic. Anxiety can be in the form of feeling worried, feeling bad, uncertain or feeling very afraid as a result of a threat or threatening feeling where the real source of the anxiety is not known with certainty (Nasir, Abdul., Abdul Muhith, 2011).

Sources of academic stress include: monotonous situations, noise, too many assignments, exaggerated expectations, ambiguity, lack of control, dangerous and critical situations, disrespect, being ignored, missed opportunities, confusing rules, conflicting demands, and lecture deadlines (Davidson, 2001 in Purwati, S. 2012). At moderate to severe stress levels can hinder learning. An increase in the amount of academic stress will reduce academic ability which affects the student achievement index (Goff, 2011).

The results of research by Maia, Berta Rodrigues, Paulo César (2020) show that students evaluated during the pandemic period showed significantly higher levels of anxiety, depression, and stress, compared to students during normal times. The results show that the pandemic has a negative psychological effect on students.

The results of a preliminary study conducted on 7 students who underwent online learning during the Covid-19 pandemic showed that students experienced fear, irritability, anxiety and feeling sad.

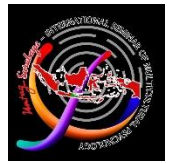
Students who study are individuals whose development is in a transitional phase from childhood to adulthood which is called the advanced adolescent phase, namely 17 years to 21 years of age. In this phase, the achievement of self-identity is very prominent, the thinking becomes more logical, abstract, and idealistic, and the more time is spent outside the family, one of which is by following organizational activities on campus (Santrock, 2002).

The organizational activities carried out by students can actually train their skills and abilities in terms of leadership, problem solving, and the ability to express various ideas they have, as well as socialize with the community in various activities they participate in. Hurlock (2002) adds, secondary and tertiary education emphasize the development of skills and creativity. In addition, social skills are also emphasized to train students in affiliation with others. Students can choose activities that suit their hobbies and interests to develop themselves. However, with the outbreak of COVID-19 all over the world students are trying to adapt to take part in online lectures. Students who are members of the organization also adjust the various procedures and performances that are carried out online.

Based on the results of the initial survey on 8 students who participated in organizations and carried out organizational activities online, it was found that communication related to planning, coordination, implementation of organizational activities to evaluation was carried out online which made communication difficult due to various limitations such as misunderstanding due to internet network factors. unstable, limited quota, saturation and fatigue when staring at the screen for too long. There have also been several changes in systems and policies from the campus related to online communication and interaction. Some students find it difficult because things that can be handled and resolved in person, become more complex because of new procedures that must be followed because everything is done online. Some of the physical reactions that have been experienced since July 2020 are headaches, body fatigue, forgetting to eat, difficulty sleeping at night, laziness to open cellphone notifications, irregular eating patterns due to erratic appetite, begin to lose enthusiasm for activities, productivity decreased related to organizational affairs.

Meanwhile, from a psychological point of view, students who are active in organizations have negative thoughts such as campuses making arbitrary policies, feeling pessimistic, blaming the situation (if there was no corona, things would not have been this difficult), if the one who served as chancellor was someone else, surely it wouldn't be this complicated. The current reality makes various benefits that should be felt by students when joining organizations on campus becomes disguised and turns into a new challenge in life.

Based on the initial survey data, the symptoms experienced by students indicated that they were experiencing stress. According to Sarafino and Smith (2012) Stress is a consequence of an individual's assessment of a situation, a state when the individual is unable to cope with the demands faced, resulting in an imbalance both biologically, psychologically and in interrelated behavior which then describes



the complexity of the physical and psychological conditions. the result of the pressure that comes from within and without.

The behavior carried out by individuals is influenced by various factors, one of which is the thought process. In situations like this, the ability to think positively in individuals will also influence individuals in assessing, considering and deciding what is best for them. Previous experimental research related to student stress conducted by Kholidah and Alsa (2012) with positive thinking variables, showed that positive thinking training was effective in reducing stress levels in students. Then research conducted by Rastogi et al (2017) on adolescents aged 12-14 years showed that positive thinking helps in the stress management process and increases creative problem solving in students. Another study was conducted by Moaser (2016) on 30 students who were given positive thinking skills training. The results showed that there was efficiency and effectiveness of positive thinking skills training in reducing anxiety and increasing happiness of the students studied. These studies show that the ability to think positively in individuals has an influence on individual stress levels.

Based on preliminary survey data which shows that students who are active in organizations during the pandemic show symptoms of stress, as well as the facts that occur and the results of previous studies which show that there is a relationship between positive thinking and the level of stress experienced by students in general and students who are active in organizations, then it arises. Research questions that need to be answered and investigated further, namely whether there is a relationship between the stress of students who are active in organizations during the pandemic with positive thinking.

In this regard, it is necessary to carry out further research regarding the condition of students during the Covid-19 pandemic who not only take online lectures, but also follow organizations on campus that are reviewed and think positively through quantitative research.

METHOD

Research Design

This research is a quantitative study that emphasizes the analysis of numerical data (numbers) processed through statistical methods (Azwar, 2013). This study aims to see a correlation between the level of stress experienced by students who follow the organization with positive thinking carried out by these students.

This study uses primary data collected by giving questionnaires to research subjects according to the criteria determined by the researcher. The questionnaire is a data collection technique that is carried out by providing or distributing a list of questions or statements to respondents in the hope of providing a response to the list of questions (Sugiyono, 2016).

Participants

The criteria of the subjects of this study are:

1. students who are actively studying (semester 3,5,7)
2. students at a university who participates in an organization

The population number is taken from students who are studying. The sample is part of the population whose characteristics the researcher wants to study and can be considered representative of the population and is part of the existing population (Sugiyono, 2016). This study used a sampling technique, namely purposive sampling, which is a research technique carried out by taking the subject

not based on strata, random or regional but based on certain objectives. The sample in this study were students who were active in organizations.

Subject Demographic Data

Information		Total
Gender	Male	15
	Female	35
Age	18	6
	19	15
	20	13
	21	8
	22	6
	> 22	2
Domicile	Surabaya	31
	Outside Surabaya	19
Faculty	Business and Economy	17
	Vocational	5
	English Literature	6
	Engineering	14
	Social and Politics	4
	Law	1
	Architecture	2
	Early Childhood and Primary School Teacher Education Program	1
Roles	Officer	22
	Member	28

Instrument

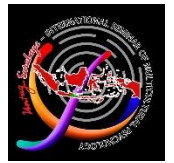
This study uses 2 types of scales, namely the Stress Scale and the Positive Thinking Scale. The following is a breakdown of the psychometric properties of each instrument used in this study:

The stress scale consists of 24 items using a Likert scale of 4 answers, namely 1 (never), 2 (rarely), 3 (often), and 4 (always) for each item. The results of the answers will be added up with a greater value indicating a higher stress level. This scale has good reliability, namely the Cronbach Alpha reliability coefficient is at 0.955, which means that this measuring instrument consistently measures what is being measured.

Next is the Positive Thinking Scale which is a Likert scale and consists of 4 answer choices, namely 1 (never), 2 (rarely), 3 (often), and 4 (always) for each item. The results of the answers will be added up with a smaller value indicating a better positive thinking ability. This scale has reliability with a Cronbach Alpha reliability coefficient of 0.886, which means that this measuring instrument consistently measures what is being measured.

Research procedure

The data collection process is carried out on students who are active in organizations (semester 1, semester 3, semester 5, semester 7). The total number of students who are active in organizations is 50 people. Data collection was carried out in the period 20-30 November 2020 using Google Form, whose links are shared via WhatsApp, Line, and Instagram.



Data Analysis Techniques

This study uses the Pearson Product Moment correlation data analysis technique with the correlation coefficient having the smallest value of -1 and the greatest value of 1, negative values indicate the opposite direction, while positive values indicate the direction of unidirectional correlation. A correlation number above 0.5 indicates a fairly strong correlation, while below 0.5 indicates a weak correlation. If $r_{count} > r_{table}$, there is a correlation between variables.

RESULT

Penelitian yang menggunakan purposive sampling pada proses pengambilan data yang dilakukan pada mahasiswa yang aktif berorganisasi dari berbagai Universitas. Mahasiswa tersebut merupakan mahasiswa aktif yang masih berada di semester 1, semester 3, semester 5 dan semester 7 masa perkuliahan. Jumlah seluruh mahasiswa yang menjadi subjek penelitian adalah 50 orang. Pengambilan data yang dilakukan dalam kurun waktu 20-30 November 2020 menggunakan Google Form yang linknya disebarakan melalui WhatsApp, Line dan Instagram.

Berdasarkan hasil analisis korelasi menggunakan *Pearson Product Moment*, diperoleh hasil bahwa R hitung = 0,302 dan R tabel = 0,2787. R hitung lebih besar dari pada R tabel maka Hipotesis variabel berpikir positif dan tingkat stres terdapat hubungan positif diterima. Selanjutnya, diperoleh data signifikansi 2 tailed $0.033 < 0.05$ yang menunjukkan adanya korelasi yang signifikan antara variabel berpikir positif dan tingkat stres.

DISCUSSION

This study aims to see a correlation between positive thinking variables and the level of stress experienced by students who are active in organizations. After the data analysis process was carried out using the product moment correlation technique with the help of the Statistical Product and Service Solution (SPSS) program version 20.0 for Window, the correlation value was (r_{xy}) 0.302 with sig 0.033 < 0.05 , which means that there is a positive and significant relationship between positive thinking variables and stress levels in students who are active in organizations. Students with good positive thinking skills will tend to have lower stress levels when compared to students who have poor positive thinking skills.

This finding is in line with previous research conducted by Kholidah and Alsa (2012) which showed that positive thinking training can effectively reduce stress levels in students. This means that the ability to think positively has a correlation with the level of stress experienced by students who are active in organizations.

Then the results of this study also support the results of previous studies related to positive thinking and stress carried out by Rastogi et al (2017). The results showed that positive thinking helps in the stress management process and promotes creative problem solving in students. The results obtained from data analysis obtained from the field are also in line with other research conducted by Moaser (2016) on 30 students who were given training in positive thinking skills. The results showed that there was efficiency and effectiveness of positive thinking skills training in reducing anxiety and increasing happiness of the students studied.

Based on the description of the research, it can be concluded that positive thinking carried out by students has an effect on the level of stress they experience. On the basis of the results of this study, the researcher provides suggestions for students to further develop positive thinking skills so that students can manage the stress that arises in them.

ACKNOWLEDGE, FUNDING & ETHICS POLICIES

Thanks to Mr Dr. Mulyanto Nugroho, MM, CMA. CPA, Mr. Dean Dr. Suroso, MS, a psychologist and the Head of Study Program Dr. IGAA. Noviekayati, M.Si, a psychologist for the opportunity given to study and conduct research.

Thank you also for the guidance and knowledge that has been given by Mr Drs. Herlan Praktikto, M. Si., A psychologist as the supervisor so that this journal can be completed. Thanks also to the client, the client's family and also the school who also supported the implementation of this program so that this experience can be a valuable lesson for researchers working in the same field.

REFERENCE

- Dias, M.O., Lopes, R. (2020). *Will the COVID-19 Pandemic Reshape our Society?*. EAS Journal of Humanities and Cultural Studies. 2(2). 93-97.
- Goff, A., M. (2011). Stressor. Academic Performance, and Learned Resourcefulness In Baccalaureate Nursing Student. *International Journal of Nursing Education Scholarship*, 8. pp. 923-1548.
- Hurlock, E. B. (2002). *Psikologi Perkembngan: Suatu Pendekatan Sepanjang Rentang Kehidupan* (ed.5). Jakarta: Erlangga.
- Kholidah, E. N. & Alsa, A. (2012). Berpikir Positif untuk Menurunkan Stres Psikologis. *Jurnal Psikologi* 39(1), 67-75.
- Livana, P. H., Mubin, M. F., & Basthomi, Y. (2020). " Learning Task" Attributable to Students' Stres During the Pandemic Covid-19. *Jurnal Ilmu Keperawatan Jiwa*, 3(2), 203-208.
- Maia, Berta Rodrigues And Dias, Paulo César. (2020) Anxiety, depression and stress in university students: the impact of COVID-19. *Estud. psicol. (Campinas)* [online]. (2020). vol.37, e200067.
- Moaser, Z. A. (2016) Effectiveness of positive thinking skills Training on Hamedan Students Anxiety and Happiness. *Specialty Journal of Psychology and Management* 2 (3): 71-79.
- Nasir, Abdul., Abdul Muhith. (2011). *Dasar-Dasar Keperawatan Jiwa: Pengantar Dan Teori*. Jakarta: Salemba medika.
- Purwati, S. (2012). *Tingkat Stres Akademik Pada Mahasiswa Reguler Angkatan 2010 Fakultas Ilmu Keperawatan Universitas Indonesia*. Skripsi. Depok: Universitas Indonesia.
- Rastogi, R., Aora, N., Tawar, P. S., Trivedi, Piyush, Chaturved, DK. (2017). Role and Efficacy of Positive Thinking on Stress Management and Creative Problem Solving for Adolescents *International Journal of Computational Intelligence, Biotechnology – and Biochemical Engineer* 2 (2), 1-21.
- Sarafino, E.P., & Smith, T.W. (2012). *Health Psychology: Biopsychosocial Interactions*. John Wiley & Sons Inc.
- Santrock, J. W. (2002). *Life Span Development, Perkembangan masa Hidup Edisi 5 Jilid 1*. Jakarta: Erlangga
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- World Health Organization. (2020). WHO Director-General's opening remarks at the media briefing on COVID-19 – 30 November 2020. Accessed November 30, 2020. <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-themedia-briefing-on-covid-19>.