

THE EFFECT OF PROBLEM FOCUSED COPING ON ANXIETY AND STRESS OF NURSING STUDENTS DURING ONLINE LEARNING

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ABSTRACT

This study aims to determine the effect of problem-focused coping on nursing students' anxiety and stress during online learning. This research method uses a quasi-experimental method with a pretest-posttest design with a control group. The results showed that most of the experimental group's initial anxiety was moderate (35.5%) and the control group was also moderate (35.5%). Most of the anxiety in the experimental group is normal and mild (29.0%) and the control group is moderate (41.9%). Most of the initial stress in the experimental group was moderate (61.3%) and the control group was also moderate (51.6%). Most of the final stress in the experimental group was normal and moderate (32.3%) and the control group was moderate (38.7%). There is an effect of the problem-focused coping method on anxiety ($\square = 0.001$) and stress ($\square = 0.000$) in nursing students in online learning. The conclusion from this study is that the problem-focused coping method in academic guidance can be used as a method for reducing anxiety and stress in students, especially students during online learning.

Keywords: Anxiety, Online Learning, Problem Focused Coping, Stress

INTRODUCTION

At the end of December 2019, the world was shocked by a dangerous disease caused by a virus called corona or known as Covid-19 (Coronavirus diseases-19). This Coronavirus infection, characterized by the symptoms of pneumonia, spreads exponentially resulting in outbreaks around the world. Globally there are more than 34.3 million cases and more than one million deaths caused by the pandemic in more than 180 countries. So that in March 2020 The World Health Association (WHO) has officially declared the Coronavirus outbreak a pandemic (World Health Organization, 2020).

Corona Virus or Severe Acute Respiratory Syndrome Coronavirus 2 (SARSCoV-2) is a virus that attacks the respiratory system. Initially, SARS-CoV-2 was known because it came from the word Corona virus (Andari et al., 2022; Padila et al., 2021). This virus is a new type of Pcoronavirus that attacks humans. Corona can cause severe lung infections, mild disturbances in the respiratory system, and result in death. This virus can actually attack anyone, but mostly affects the elderly (Andri et al., 2021; Padila et al., 2021; Task Force for the Acceleration of Handling COVID-19, 2020). Excessive anxiety can cause the body's resistance to decrease, so the risk of contracting this virus will be even higher (Padila et al., 2022; Andri et al., 2021; Pole et al., 2021).

The rapid spread of the virus and the increasing number of victims have died, forcing world leaders to implement Social Distancing policies. The Government of the Republic of Indonesia through PP No. 21 of 2020 has limited large-scale community social activities (PP RI, 2020). The policies set have an impact on several sectors, such as the economic sector, the social sector and also the education sector. Then in the education sector, these rules are contained in Circular Letter Number 4 by the Minister of Education and Culture of the Republic of Indonesia concerning Implementation of Education Policy in the Emergency Period of the Spread of COVID-19 (Kemendikbud RI, 2020).

It is known that Higher Education during the pandemic limited face-to-face learning. Changes to the learning process using the internet network (online) are carried out as an effort to maintain and protect the health of students and faculty as a whole. This approach is used by Nursing Colleges in developing countries and even developed countries (Agu et al., 2021). Online learning is an alternative that universities can do at that time so that the teaching and learning process continues during the COVID-19 pandemic.

The long-standing implementation of online learning has motivated educators to innovate both in terms of methods and media that can be applied to online learning as an answer to challenges for Higher Education in order to achieve educational goals (Sari, 2020). So that until now several tertiary institutions still utilize online learning to facilitate the cognitive and psychomotor abilities of nursing students (Solikah & Hasnah, 2022). It has been felt that the positive effects of online learning are that it can increase collaboration between students and lecturers, learning is made possible anywhere and anytime, reaches students widely, and makes it easier to edit and store learning materials (Windhiyana, 2020).

However, the implementation of online learning has a negative impact on many students, especially students who feel pressured by the assignments given by lecturers and can be more involved in online learning sessions. Several other obstacles including high costs, poor internet connection, low motivation towards online learning, lack of skills in using online learning platforms, and lack of training and assistance to use platforms are the most common obstacles faced by nursing students (Achmad et al., 2021). Thus, the implementation of the learning system makes students psychologically disturbed, students feel pressured and experience confusion, and tend to experience academic stress (Fitriasari et al., 2020).

Academic stress experienced by students can affect academic performance and learning outcomes (Fitriasari et al., 2020). This is in line with Barseli who argues that academic stress is a condition, in which an individual is unable to complete academic demands and thinks that these demands are a nuisance. This was also reinforced by Alvin who explained that academic stress is defined as stress on students that occurs due to competition or academic demands (Barseli et al., 2017).

The lecture period which was initially dominated by face-to-face activities changed to online learning methods. According to Firmly in Deliviana et al (2020) this change has an impact on students' mental health such as anxiety about grades and graduation which results in academic stress. As in the research results Hasanah et al., (2020) of the 190 participants reported levels of student anxiety, up to 79 students (41.58%) mild anxiety and moderate anxiety up to 32 students (16.84%) in online lectures. Another study shows the impact of online learning on stress levels, that nursing students consider online learning during the COVID-19 outbreak stressful

(44.4%) and very stressful (47.2%) (Oducado & Estoque, 2021).

Factors causing stress in students during online learning, based on research Norma et al., (2021) namely because there are no tools at home to implement practical laboratory learning, other factors are limited and weak internet, staring at cellphone and laptop screens for too long, not understanding the learning material being taught, unable to complete group assignments because they don't work well together, boredom, an unsupportive environment, short assignment time, including busy and changing lecture schedules. Most of the students stated that the cause of their stress and anxiety was spending a lot of money to recharge mobile internet data during online lectures (Yusup & Musharyanti, 2021). This is confirmed by research Matulesy et al., (2021) who explained that staying at home during the learning process, quotas that quickly run out, signals that sometimes fluctuate, assignments pile up, and lecturers' explanations that cannot be understood are factors that cause stress conditions in students.

Researchers have conducted a preliminary study of 10 students to find out the initial psychological conditions of students while undergoing online lectures. Questions are asked via chat on the WhatsApp application. There were 8 students who stated that they experienced stress and 7 students who experienced anxiety. The stress that is felt is caused by decreased concentration, many assignments, material that is difficult to understand, laziness, annoyed with signal disturbances. While the anxiety experienced when unable to answer the lecturer's questions, when there is a signal disturbance, and worrying about getting a bad grade. Four students stated that they experienced a decrease in their course grades.

According to Hanifah, the impact of stress experienced by students can be reduced by selecting effective coping methods. Coping is a behavioral or mental effort to tolerate or minimize stressful situations (Agustiniingsih, 2019). Coping strategies consist of two types, namely; 1) Problem focused coping, namely an individual trying to solve a problem by eliminating a situation that causes stress; and 2) Emotion focused coping, namely an individual trying to manage his emotions in order to adapt from a situation that causes stress (Agustiniingsih, 2019). Coping options that are used effectively are influenced by the level of stress in each individual. Individuals who experience stress in the mild category can apply the type of active coping or Problem Focused Coping (Norma et al., 2021).

Academic guidance is a very important part of education in higher education to increase the effectiveness of student learning. Academic supervisors (PA) act as facilitators and counselors for students to help solve their problems (Suprihatin, 2017). In general, students experience academic and non-academic problems. Students have academic problems if they have difficulty planning, implementing and optimizing their academic development. While students experience non-academic problems when faced with problems in their own lives and have difficulty adapting well on campus or in the environment where they live. So that in-depth and systematic guidance is needed from PA lecturers so that students can develop and overcome the obstacles and challenges they face (Patimah, 2015).

Based on some of the research results above, it is revealed that changes in face-to-face learning to online learning not only affect changes in learning methods that are carried out but also greatly affect the level of mental health and academic performance of students. In this case, students really need guidance on how to respond to a problem in order to create the quality they want to achieve. This is where the problem will be

examined by the writer, namely on problems related to academic guidance and its effect on student mental health, the writer uses the Problem Focused Coping method.

This research was conducted based on the author's interest in the emergence of stress and anxiety in students and the importance of coping strategies so that the online learning process can be utilized optimally, as well as providing information through the process of academic guidance related to managing stress and anxiety through coping strategies so that students are more aware and concerned with the hope of being able to minimize psychological pressure in dealing with problems during online learning. Based on the description of the background above, the authors are interested in conducting research on "The Influence of Problem Focused Coping Against Anxiety and Stress of nursing students in online learning".

RESEARCH METHOD

This research method uses a quasi-experimental method with a pretest-posttest design with a control group. The population in this study were YPIB University nursing students. The subjects of this study consisted of 31 experimental groups and 31 control groups using a purposive sampling technique. The treatment in the experimental group was in the form of academic guidance by teaching the Problem Focused Coping method. The instrument used was the anxiety and stress questionnaire from DASS-21. Data analysis included univariate and bivariate analysis using paired t-test and Wilcoxon.

RESULTS

This research was conducted starting with distributing the first questionnaire (pretest) to 102 respondents via the Google form. It was found that only 62 students experienced anxiety and stress, so that as many as 40 students were not included as a sample. After obtaining the number of respondents who met the requirements as samples in this study, the researchers divided them into two groups, namely the experimental group of 31 students and the control group of 31 students.

Table. 1
Frequency Distribution of Respondent Characteristics

Characteristics Respondents	Experiment		Control	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Age				
20 years	5	16.1	5	16.1
21 years	21	67.7	20	64.5
22 years	4	12.9	5	16.1
23 years	1	3.2	1	3.2
Gender				
Man	2	6.5	3	9.7
Woman	29	93.5	28	90.3
Total	31	100	31	100

Based on table 1, it shows that from the experimental group based on age the majority were 21 years old as many as 21 people or 67.7% and from the control group based on age most were 21 years old as many as 20 people or 64.5%. Meanwhile, based on gender, the majority were female as many as 29 people or 93.5% and from the control group based on gender most were female as many as 28 people or 64.5%.

Initial Anxiety and Stress Overview (Pretest)

Table. 2
Initial Anxiety Frequency Distribution (Pretest)
In Experimental and Control Group

Early Anxiety (Pretest)	Frequency (f)	Percent (%)
Experiment		
Light	6	19.4
Currently	11	35.5
Heavy	10	32.3
So heavy	4	12.9
Control		
Light	8	25.8
Currently	11	35.5
Heavy	7	22.6
So heavy	5	16.1
Total	62	100.0

Based on table 2, it shows that the initial anxiety (pretest) in the experimental group was mostly moderate, namely as many as 11 people (35.5%), while in the control group there were also moderate as many as 11 people (35.5%)

Table. 3
Initial Stress Frequency Distribution (Pretest)
In Experimental and Control Group

Initial Stress (Pretest)	Frequency (f)	Percent (%)
Experiment		
Light	5	16.1
Currently	19	61.3
Heavy	6	19.4
So heavy	1	3.2
Control		
Light	6	19.4
Currently	16	51.6
Heavy	9	29.0
Total	62	100.0

Based on table 3, it shows that the initial stress (pretest) in the experimental group was mostly moderate, namely as many as 19 people (61.3%), while in the control group there were also moderate as many as 16 people (51.6%).

Anxiety and Late Stress (Postest)

Table. 4
Late Anxiety Frequency Distribution (Postest)
In Experimental and Control Group

Late Anxiety (Postest)	Frequency (f)	Percent (%)
Experiment		
Normal	9	29.0
Light	9	29.0

Currently	4	12.9
Heavy	8	25.8
So heavy	1	3.2
Control		
Normal	1	3.2
Light	8	25.8
Currently	13	41.9
Heavy	6	19.4
So heavy	3	9.7
Total	62	100.0

Based on table 4, it shows that the final anxiety (posttest) in the experimental group was mostly normal and mild, each of 9 people (29.0%), while in the control group there were 13 people (41.9%).

Table. 5
Distribution of Final Stress Frequency (Posttest)
In Experimental and Control Group

Final Stress (Posttest)	Frequency (f)	Percent (%)
Experiment		
Normal	10	32.3
Light	8	25.8
Currently	10	32.3
Heavy	3	9.7
Control		
Normal	3	9.7
Light	8	25.8
Currently	12	38.7
Heavy	8	25.8
Total	62	100.0

Based on table 5, it shows that the final stress (posttest) in the experimental group was mostly normal and moderate, each of 10 people (32.3%), whereas in the control group there were 12 people (38.7%).

Influence Problem Focused Coping and Academic Guidance on Student Anxiety During Online Learning

Table. 6
Paired t-Test Results in Experimental and Control Groups

Group	Worry	Means	Different Means	N	std. Deviation	ρ
Experiment	Pretest anxiety	7.3548	1,967	31	2.09043	.001
	Posttest anxiety	5.3871		31	2.67927	
Control	Pretest anxiety	7.0645	0.419	31	2.11243	.030
	Posttest anxiety	6.6452		31	1.99246	

Based on the data in table 6, there was a decrease in anxiety in the experimental group of 1.967 and was higher than the control group. However, based on the test results both have the same effect on anxiety. In the experimental group, the value is obtained $\rho = 0.001$

and the control group earned value $p=0.030$. It shows value $p < \alpha (0.05)$ thus there are influence *Problem Focused Coping* student anxiety during online learning in the intervention group and the control group.

Influence Problem Focused Coping and Academic Guidance on Student Stress During Online Learning

Table. 7
Wilcoxon Test Results in Experimental and Control Groups

Group	Stress	n	N	ρ
Experiment	Go on	0	31	0.000
	Permanent	6		
	Down	25		
Control	Go on	1	31	0.020
	Permanent	23		
	Down	7		

Based on the data in table 7, in the experimental group there were 6 respondents whose stress level did not change and who experienced a decrease of 25 respondents, while in the control group there was 1 respondent whose stress level had increased, 23 people whose stress level did not change and those who decreased by 7 respondents. Statistically, the experimental group obtained a value $p=0.000$ and the control group earned value $p=0.020$. It shows value $p < \alpha (0.05)$ thus there are influence *Problem Focused Coping* student stress during online learning in the intervention group and the control group.

DISCUSSION

Based on the results of the study, it showed that there was an influence of the Problem Focused Coping method on anxiety in nursing students in online learning with grade $p=0.001$. The results of this study also explain that there is an effect of teaching problem focused coping on stress in nursing students in online learning with grade $p=0.000$.

Based on the results of the study, it shows that there is an effect of the academic guidance method on anxiety in nursing students in online learning with grade $p=0.030$. The results of this study also explain that there is an influence of academic guidance methods without teaching problem focused coping on stress in nursing students in online learning with grade $p=0.020$.

Based on the explanation above, the Problem Focused coping method with the academic guidance method both have a significant effect on reducing anxiety and stress in nursing students in online learning. However, there were differences in the amount of decreased anxiety and stress in the intervention group and the control group. This is explained by the mean difference in the intervention group of 1.967 and the control group of 0.419 which explains that the intervention group has a greater change in anxiety than the control group. The stress variable also explains that in the experimental group there were 6 respondents whose stress levels did not change and 25 respondents experienced a decrease.

The long-standing implementation of online learning has motivated educators to innovate both in terms of methods and media that can be applied to online learning as an answer to challenges for Higher Education in order to achieve educational goals

(Sari, 2020). So that until now several tertiary institutions still utilize online learning to facilitate the cognitive and psychomotor abilities of nursing students (Solikah & Hasnah, 2022). It has been felt that the positive effects of online learning are that it can increase collaboration between students and lecturers, learning is made possible anywhere and anytime, reaches students widely, and makes it easier to edit and store learning materials (Windhiyana, 2020).

This is supported by Folkman's research (Dina, 2018) which states that problem focused coping contributes to the emergence of positive emotions because individuals have reactive style control which is the opposite of positive emotions in the problem solving process. Conversely, if the problem-focused coping that is owned by students is low, the higher the level of anxiety that will be experienced by these students.

Individuals who have a high level of problem focused coping are more likely to have a high stress threshold because they are used to dealing with stress directly at the source of the problem. Individuals will solve problems with problem focused coping strategies, will make efforts to restore the condition to be stable by doing something so that mistakes are not repeated, besides that individuals also do self-introspection and self-control. Emotional control that is not excessive in dealing with a problem allows individuals to think clearly in making decisions and overcoming various obstacles. Adolescents who have emotional maturity will be able to handle and show emotions appropriately when faced with a problem that triggers emotions.

Another method commonly used by students when they encounter lecture problems is in the form of academic guidance with a supervisor. Academic guidance is an educational facility for students as an aid to develop learning abilities (Novitasari & Nur, 2017). Academic guidance is guidance that is given on an ongoing basis to individuals so that they have an understanding of themselves. Thus, the individual feels the happiness of his life and gives meaning to the community environment.

The purpose of academic-related guidance and counseling is to encourage individuals to have good learning attitudes and behaviors, be motivated in learning, have good study skills, be able to set educational goals, and be mentally prepared to face problems. The general objective of academic guidance is to direct students to be able to help themselves and the surrounding environment which includes the ability to: overcome learning difficulties, learning problems, study motivation and optimize academic achievement. Students are expected to complete lectures on time with maximum results through intensive academic guidance (Harianto, 2017). Furthermore, academic guidance includes all activities to align policies with student goals, taking into account their special circumstances (Harianto, 2017).

Based on the explanation above that there is a difference between *Problem Focused Coping* which is in the form of individual efforts to reduce or overcome situations that make it stressful with academic guidance that is more aimed at directing students to be able to help themselves and the surrounding environment which includes the ability to: overcome learning difficulties, learning problems, learning motivation and optimizing their academic achievement. In this research, *problem focused coping* better at dealing with anxiety and stress compared to academic guidance due to that *problem focused coping* more focused on overcoming problems that cause stress compared to academic guidance which focuses more on the learning process. Anxiety and stress that arise if not resolved will cause disruption of the student learning process. This is in accordance with research Lee et al (2021) which explains that stress and anxiety can interfere with the learning process. The results of

research that are in line also explain that stress and anxiety can trigger problems that arise in the learning process (Mofatteh, 2021). Through *Problem Focused Coping* In this case, problems of mental disorders such as stress and anxiety can be overcome by adaptive coping mechanisms in overcoming emerging stressors. Study Pourmohamadreza-Tajrishi et al (2015) explain that that *problem focused coping* can overcome psychological problems that arise in mothers with children with Down syndrome.

The research conducted certainly has weaknesses. The weakness in this study was online data collection which resulted in the potential for dishonesty or dishonesty of the respondents in filling out the questionnaires so that some of the questionnaires could not be analyzed further. This research has been carried out by researchers optimally, but there are still various weaknesses and deficiencies, so that it requires further improvement or handling so that the research results can be more accurate and useful.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that most of the initial anxiety in the experimental group was moderate, namely as many as 11 people (35.5%), while in the control group there were also moderate as many as 11 people (35.5%). Final anxiety in the experimental group was mostly normal and mild, each of 9 people (29.0%), while in the control group there were 13 people (41.9%). Most of the initial stress in the experimental group was moderate, namely as many as 19 people (61.3%), while in the control group there were also moderate as many as 16 people (51.6%). The final stress in the experimental group was mostly normal and moderate for each of 10 people (32.3%), while in the control group it was moderate for 12 people (38.7%). There is an influence of the Problem Focused Coping method on anxiety in nursing students in online learning. This is shown statistically in the experimental group the value obtained $p= 0.001$. There is an influence of the Problem Focused Coping method on Stress in nursing students in online learning. This is shown statistically in the experimental group the value obtained $p= 0.000$.

SUGGESTIONS

For Further Researchers

For future researchers who will conduct research on problem focused coping, it is hoped that they can add the problem focused coping variable as one of the other variables. For other researchers who want to take a similar theme, they should add to the variables in this study, apart from anxiety and stress, this research can also be associated with other variables that contain elements of depression in it or the development of problem-focused coping learning videos.

For the Institution

Institutions must be an important factor in overcoming any dynamics of student problems on campus, especially those related to learning, and lecturers must be able to arouse the enthusiasm of students and guide them so that students are more comfortable interacting with each other and as a venue for students to share their problems so that it is hoped that students can take good coping. right to solve the problem.

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