

STRESS MANAGEMENT AND STUDENTS' LEARNING MOTIVATION IN THE ERA OF DISRUPTION

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ABSTRACT

The purpose of this article is to find out how the strategies used by students in controlling stress symptoms due to the many tasks from school in the era of disruption. From several literature reviews, it is revealed that learners experience stress due to the large number of tasks from school. Learners also stated that mismanagement of stress resulted in decreased productivity in doing assignments. This research method uses a qualitative research method with a literature review approach. The research stages were carried out starting from collecting articles and books, reducing articles and books, displaying articles and books, discussing and concluding. The research data sources are national journal articles in the last 6 years (2016-2022). The results of this study state that unmanaged stress management will cause student learning motivation to decrease. This means that student learning motivation in this disruption era is caused by many factors, not only the many tasks from school but there are other factors such as family conditions, relationships with close friends, the surrounding environment and social friends. The role of educators and parents is very important in the current era of disruption. Learners will experience stress if support from parents and motivation, advice from educators is not carried out effectively because students in the COVID 19 pandemic era have lost their socialization period with their schoolmates.

Keywords: Stress Management, Motivation, Disruption

A. INTRODUCTION

Since the first Covid 19 case in Indonesia in March 2020, it has impacted all human activities. Starting from office activities, markets, places of worship, and education have changed significantly. Where the government issued a policy so that people do not carry out activities outside the home instead they are more required to work at home. With this policy, it also has an impact on the education process where all educational activities from early childhood education to higher education are not allowed to carry out face-to-face

activities but distance learning or PJJ at home. Therefore, from March to December 2020 the learning process still uses a distance learning model using various online and offline-based learning media. From several articles and news released, it has been found that many students experience stress due to distance learning. Various reasons why students experience stress, due to the large number of assignments given by the teacher; network constraints; not having an android cellphone, data package and limited ability of parents. Therefore, in this paper the author wants to describe how much influence distance learning has on the stress experienced by students in the learning process.

The Covid 19 pandemic in Indonesia has been going on since March 2020 and to this day the Covid 19 outbreak cannot be overcome. The COVID 19 pandemic also brings a new phenomenon in the world of education, namely the era of disruption. The era of disruption is a phenomenon or habit of society that has begun to shift activities that were originally carried out face-to-face to the network. The phenomenon of disruption in the world of education at the secondary education level is not yet popular but for higher education it has been implemented by several universities. In Indonesia, the prospect of distance education with internet facilities has become the concern of several circles both from the world of education and the world of information technology. The era of disruption in lower secondary education occurred together with the Covid 19 pandemic. The COVID 19 pandemic forces learning activities to use the *system* in the network. Changes in the school learning system that originally used a direct face-to-face system are now changing to online learning.

According to Uno (2014), the main factor in online *distance* education, known as *distance learning*, which has been considered a problem is the absence of interaction between educators and students. However, with the internet media, it is possible to interact between educators and students, either in *real time* or not. In *real time* it can be done for example in a *classroom*, direct interaction with *real audio* or *real video* and *online meetings*. As for those that are not real time, it can be done through *mailing lists*, *discussion groups*, *newsgroups*, and *bulletin boards*.

This change in the learning system has resulted in changes to learner behavior and learner habits. The era of disruption that coincides with the COVID 19 pandemic causes the socialization of students with their peers, with the surrounding environment, to be reduced. In real terms, students due to the impact of this *pandemic* cause the disruption era to be applied in the world of education which causes new situations and behaviors for both students and educators. Educators conduct learning by using *zoom* media, *google meet* and others which sometimes cause miscommunication between students and teachers. In addition, many teachers give assignments simultaneously so that students experience stress.

According to the Commissioner of the Indonesian Child Protection Commission (Listiyarti: 2020), many students experience psychological pressure to drop out of school due to various problems that arise while participating in distance learning or *online* learning carried out during the COVID-19 pandemic, including many children being unable to access Distance Learning online, so that many of them do not grade until dropping out of school, Stress in students can be caused by academic demands that burden students during the pandemic mass, poor learning evaluation results, very large homework, and environmental influences. Academic stress can be classified into the distress category (Rahmawati: 2017). Academic stress is a condition where students are unable to deal with curriculum achievement targets and describe curriculum achievement targets as a disturbance.

According to Sayekti (2017) that academic stress is caused by stress suffered by students sourced from teaching and learning activities in the form of curriculum achievement targets, inappropriate skill competencies, piling up homework assignments, unfavorable evaluation results. *Academic stressors* are stressors that stem from the learning process such as: pressure to advance, length of study, cheating, many assignments, low achievement, decisions to determine majors and careers, and anxiety when facing exams (Rahmawati: 2017).

Sun, Dunne and Hou (2011) categorized the aspects of academic stress into five groups, namely:

1. Self-Expectation

The stress aspect of self-expectations is closely related to learners' ability to see the future, compete and prospect themselves in the future. Learners will experience academic stress if they feel unable to compete, get low grades, always experience failure in academics, make parents and teachers disappointed because they are unable to show targeted achievements.

2. Desperation

Frustration is the emotional response of learners in the face of pressure and targets that are imposed and they are unable to carry out. Learners who experience hopelessness are usually unable to follow lessons or do the tasks assigned to them.

3. Learning Pressure

This aspect relates to the pressure faced by learners when carrying out the learning process both at school and at home. This learning pressure obtained by students can come from the family environment, namely in the form of parents' demands for targets imposed on their children, competition between classmates, tests and exams organized by the school or the demands of higher education.

4. Value Concerns

This aspect is closely related to learners' intelligence to gain new knowledge or experience. This aspect of concern is also closely related to learners' cognitive processes. Learners who experience academic stress will have difficulty focusing and concentrating on receiving new knowledge, have difficulty remembering and experience decreased performance.

5. Task Load

Learners who experience academic stress experience confusion and laziness to do assignments that must be done individually or in groups. Assignments, homework given by teachers at school are always considered a burden by learners.

Thompson and Mazer (2009) state that peers are able to provide support in dealing with academic stress. Peer support factors include:

1. Esteem Support

Peers are able to provide support in the form of a shared feeling that they are both struggling to achieve success in the future. Peers will always have a high emotional bond with their friends. This emotional feeling will be able to create a comfortable atmosphere, create confidence, and can increase students' self-esteem.

2. Informational Support

Peers will always share in various things. Sharing knowledge, sharing joys and sorrows, sharing information and even sharing in academic matters. Peer information support includes providing help with schoolwork on complicated statements or questions and is a comparable discussion partner.

3. Venting Support

Peers are the right place to pour out their hearts. Learners who get venting support from peers make them comfortable and realize that they are not alone. So that the stress experienced by learners has decreased.

4. Motivational Support

Peers will provide motivational support when they feel depressed or need motivation. Learners who get motivational support from peers will be seen from the increased enthusiasm for learning, diligence and diligence in doing assignments. If learners experience failure, those who get motivational support will always stay concentrated on future goals and success.

According to Zimbardo (1977) there are three *coping strategies in stress management* that can be used by learners to reduce the impact of stress, namely: *Problem Focused Coping*, *Emotion Focused Coping*, and *Maladaptive Coping*. *Problem Focused Coping* has five dimensions, namely *active coping*, *planning*, *emphasizing other activities*, *restraint coping*, and *seeking support for instrumental reasons*. *Emotional Focused Coping* has five dimensions, namely: a) *seeking support for emotional reasons*, b) *positive reinterpretation*

and growth, c) acceptance, d) turning to religion and e) denial. The dimensions of maladaptive coping are: a) focus and venting of emotion, b) behavioral disengagement, c) mental disengagement, and d) drug and psychotropic abuse.

Stress faced by students can affect their learning motivation. Research conducted by Guyana et al (2016) states that students who can manage stress will be able to improve their learning. Puspitha's research (2017) states that there is a relationship between stress and student learning motivation. Subchaniyah's research (2016) states that there is a relationship between stress and student learning motivation.

Uno (2011) states that learning motivation is a desire that comes from within oneself and encouragement from outside in students who are learning to carry out activities, usually with certain indications or elements of supporting elements. The indicators in question are: the desire and desire to succeed, the need and desire to learn, the desire and ideals of the future, appreciation in learning, and a conducive learning environment.

Uno (2011) states that motivation for learning and learning has an important role. Learning motivation can play a role in strengthening learning if a child who is learning is faced with a problem that determines the solution and can only be solved with the help of things that have been passed. The role of motivation in clarifying learning goals is closely related to the meaning of learning. Children will be interested in learning something, if what is learned can at least be known or enjoyed by the child. Therefore, a child who has been motivated to learn something will try to learn well and diligently in the hope of getting better results.

Frieth (2007) mentions six dimensions of learning motivation, namely: curiosity, *positive thinking*, attitude, needs, competence, and external motivators. Each dimension of learning motivation has indicators. There are three indicators of curiosity dimension: reward & punishment, challenge, and satisfaction. The positive thinking dimension has three indicators, namely self-ability, personal experience and persuasion. The attitude dimension has two indicators, namely internal factors and external factors. The needs dimension has five indicators, namely physiological needs, security needs, love &

belonging, appreciation, and self-actualization. The competency dimension has two indicators, namely intrinsic motivation, and extrinsic motivation. The external motivator dimension has seven indicators, namely prayer & encouragement, opportunity, responsibility, personal relationships, happiness, attention & respect, and skill development.

B. METHODOLOGY

The method used in this research is a literature review. Literature review is the first step in developing a research plan. Literature review is a literature search and research by reading various books, journals, and other publications related to the research topic, to produce a writing regarding a particular topic or issue (Marzali, 2016). In a literature review for the purpose of producing a scientific writing, such as a thesis, thesis, and dissertation, the author explores the literature related to the topic and problem of his research, about the community and the research area, about the theories that have been used and produced by people related to our research topic, about the research methods used in the study, and so on (Marzali, 2016). The literature review is conducted on the realization that knowledge is accumulating, that our research topic, society and research area have been explored by people before, and we can learn from what these people have done. So, we are not the first to research the topic, community or area. There are two main purposes of a literature review. Firstly, a literature review is conducted with the aim of writing a paper to introduce new studies in a particular topic that those working on that topic need to know about. These studies can be published for public use at any time. Examples of such studies can be found in the Annual Review of Anthropology, the Annual Review of Sociology, and so on. Those who are just beginning researchers in a particular topic can use this annual review publication as an initial reading (Tjahjono, H., 2018). The second purpose of a literature review is for the benefit of the research project itself. In this case, conducting a literature review is to enrich our knowledge of our research topic, help us formulate our research problem, and help us determine the appropriate theories and methods to use in our research. By studying other people's studies, we can determine whether to replicate, repeat or criticize a particular study. We

use other people's studies as comparison material for our own studies. By criticizing the work of others, we then create something new. In this paper, we will specifically discuss literature review for the sake of our own research, especially for students who will write their final scientific work (thesis, thesis, or dissertation) (Marzali, 2016).

Based on this explanation, the researchers used a literature review by analyzing scientific articles from national journals published from 2016 to 2022 as a research method in order to carry out the intended research. The stages used in the literature review can be seen in Figure 1 below:

Figure 1: Stages of the literature review

(Source: (Marzali, 2016)

The article collection stage was carried out by searching and downloading articles through google scholar by typing keywords related to the topic or research title. In this case, the key words are stress management and student learning motivation in the era of disruption. After that, article reduction or reducing the number of articles based on the variables in the title was continued. Article reduction means summarizing, selecting the main things, focusing on important things, looking for themes and patterns and discarding unnecessary ones. Thus, the articles that have been reduced will provide a clear picture and make it easier for researchers to conduct further data collection and search for them if needed. After the article has been reduced, the next stage is to display or present the article. The presentation of this article is done in the form of tables, brief descriptions, and relationships between variables. After that, organization and discussion were carried out based on the type of literature review used. In this case, the literature review chosen is a theoretical study. This type of literature review in the form of a theoretical review is a special study where the author presents several theories or concepts centered on one particular topic and compares these theories or concepts on the basis of their assumptions, logical consistency, and scope of explanation. Finally, after that, conclusions are drawn based on the results of the organization and discussion that has been carried out previously.

C. RESULTS AND DISCUSSION

In the initial stage of collecting articles based on the variables contained in the title, namely stress management and student learning motivation in the era of disruption, out of 10 articles, 5 articles were obtained that were in accordance with the title topic. At the article reduction stage, there were 5 articles that had to be discarded because there was one variable that did not match the title topic. The 5 articles were discarded on the grounds that one of the variables in the title topic did not exist. For example, there were articles that only discussed stress management, but not in schools but in the world of work or companies. The 4 articles on stress management and student learning motivation in the disruption era are displayed in Table 1 below:

Table 1. Article Display

No.	Article Author Name	Year of Publication	Article Title	Journal Name	Volume No.	Total Page
1	Susi Alawiyah	2020	Stress Management and Learning Motivation in the Age of Disruption	Al-Idarah: Journal of Islamic Education	Vol. 10 No.2	11 Page (211-221)
2	Masturi Syifa and Citrawanti Oktavia	2021	Effectiveness of Psychoeducation on Learning Strategies and Stress Management for Students of SMA	Proceedings of the XII National Meeting	Vol. XII No. 3	5 Page (203-207)

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3	Husin and Sawitri	2021	Covid-19: Learning Stress Levels of Children in Remote Areas	Al- Madrasah: Scientific Journal of Madrasah Ibtidaiyah Education	Vol. 5 No. 2	24 Page (101- 124)
4	Aulia Zikry Bunga Mentari, Ester Liana and Terry Y.R. Pristya	2020	The Most Effective Stress Management Techniques in Adolescents: A Literature Review	Scientific Journal of Public Health	Vol. 12 No. 2	6 Page (191- 196)

In article 1, stress management and student learning motivation in the era of disruption, the results of the analysis show that there is a relationship between stress management and student learning motivation. Stress management is able to motivate student learning by 18.4% and tcount (2.723) > ttable (1.990) with a significance level of 5%. Students who are able to manage stress have good learning motivation compared to students who are unable to manage stress (Alawiyah, 2020).

In article 2, stress management and student learning motivation in the era of disruption that there is an effect of psychoeducation on reducing academic stress in

students who receive psychoeducational interventions compared to those who do not, as well as increasing the quality of learning that is higher in groups that get psychoeducation compared to those who do not. Psychoeducation can be used as an appropriate and easy educational method in helping students' learning process during the Covid-19 pandemic (Syifa and Oktavia, 2021).

In article 3, stress management and student learning motivation in the era of disruption, it was found that children's stress levels in learning during the co-19 pandemic in remote areas were very high. The results of this study contribute to studies on the impact of PJJ on the psychological quality of children's learning so that it can be used as an argument to reconsider its application in the learning process. Based on the results of the questionnaire regarding children's stress levels in learning during the pandemic in remote areas of Hulu Sungai Utara Regency, answers from 50 respondents stated that they strongly agreed on average by 13%, respondents answered agree on average by 61%, respondents answered disagree on average by 17%, and respondents answered disagree on average by 8%. Thus it can be concluded that the level of children's stress in learning during the pandemic in remote areas of Hulu Sungai Utara district is very high, because the dominant respondent's answer answered strongly agree and agree. This is because most children have difficulty understanding learning material due to lack of teacher explanation, lack of parental knowledge in assisting children, limited social life of children and children tend to feel bored / bored learning from home and inadequate learning facilities make children frustrated and stressed (Husin & Sawitri, 2021).

In article 4, stress management and student learning motivation in the era of disruption, the results showed that five stress management techniques in adolescents, namely problem focused coping, group discussion therapy, behavioral counseling approach, emotional focus coping, and guided imagery. Of the five techniques, the most effective is guided imagery because this technique makes feelings happy and joyful due to the stimulation of psychophysiological change responses carried out in this technique.

D. CONCLUSION

Based on the results of the literature review on the implementation of integrated learning in elementary schools, it can be concluded that out of 10 articles published in 2016-2022, 4 articles were obtained that were in accordance with the variables in the title. P Well-managed stress management can affect students' motivation in teaching and learning activities. Learners answered that in this disruption era they experienced stress that arose due to the many tasks from school. Learners also stated that mismanagement of stress results in decreased productivity in doing assignments. Unmanaged stress management will cause student learning motivation to decrease. This means that student learning motivation in this disruption era is caused by many factors, not only the many tasks from school but there are other factors such as family conditions, relationships with close friends, the surrounding environment and social friends. The role of educators and parents is very important in the current era of disruption. Learners will experience stress if support from parents and motivation, advice from educators is not carried out effectively because students in the COVID 19 pandemic era have lost their socialization period with their schoolmates.

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