



Analysis of Student Academic Stress Factors after Covid-19 Pandemic

Anmil Insani¹, Luky Kurniawan², Ruly ningsih³, Nur Sholehah Dian Saputri⁴

^{1,2,3,4} Universitas Mercu Buana Yogyakarta, Jl. Wates Km. 10 Yogyakarta, Indonesia
anmilinsani12@gmail.com

Abstract. The problem that became the main topic in this study was during online lectures after the covid-19 pandemic, where it was found that students experienced academic stress with symptoms, including difficulty sleeping, anxiety, headaches, and feeling tired with lectures, so students felt lazy to take online classes. The purpose of the study was to identify the factors that cause student academic stress after the covid-19 pandemic. This research approach is quantitative with descriptive analysis. The subjects in this study were students of the Faculty of Teacher Training and Education, Mercu Buana University, Yogyakarta with a population of 484 students. The sample size of this study was 214 students. The sampling technique used is simple random sampling. The data collection method used the Guttman scale with research instruments developed by researchers. The validity of the instrument in this study used content validity by an expert validator and a readability test by 4 students from representatives of each study program. The results showed that internal factors that caused students to experience academic stress during the covid-19 pandemic were procrastination with a percentage of 64% and external factors, namely the learning process with a percentage of 58%. As for the learning process in question, some of the lecturers explained the material too quickly and the lecture methods used were less varied so students had difficulty understanding the material and completing assignments

Keywords: academic stress, covid-19 pandemic, Online lectures

1 Introduction

The coronavirus disease (Covid-19) has caused thousands of people around the world to die. A virus that was discovered in the city of Wuhan, Hubei Province of China on December 31, 2019, is a new type of coronavirus (SARS-Cov-2) with the disease called coronavirus disease 2019 (Covid-19). The Chinese Center for Disease Control and Prevention (CCDC) research was conducted on January 7, 2020, with the subject of patients being indicated to be infected in the Wuhan market, which is the most populous city in China with a population of about 11 million, found that some patients infected

shortness of breath, joint problems, runny nose, stuffy nose, sore throat, headache, vomiting, and diarrhea [1].

Indonesia is one of the countries where the number of Covid-19 spreads is still increasing significantly and is still sustainable. With the identification of the first covid-19 case in Indonesia, the government immediately tried to prevent the spread through various efforts. Efforts made by the government are to oblige the public to wear masks, urge the public to wash their hands and clean themselves, use disinfectant liquids to clean the surface of objects, and require the public to maintain social distance and physical distance from other people [1].

Thus, the emergence of the covid-19 pandemic not only had a very high mortality rate but several areas of life were also affected. One of the impacts that occur is on the learning system in Indonesia. The online learning program is a policy issued by the government through the Ministry of Education, Culture, Research, and Technology (Kemendikbud-Ristek).

All levels of education have changed the learning system, from direct learning in class to online learning due to the covid-19 pandemic. One of them is at the tertiary level, which automatically makes university staff, lecturers, and students required to be able to adapt to existing changes. Online learning is one way that can be done so that learning activities can continue during the covid-19 pandemic.

Online learning is said to be much more flexible because it can be accessed anytime and anywhere. Online learning also facilitates students to store the various materials provided and can study them independently. This is inversely proportional to the reality on the ground which shows that there are some students experiencing difficulties during online learning.

Based on a preliminary study that was conducted on October 13, 2021, on 10 students of the Faculty of Teacher Training and Education, Mercu Buana University, Yogyakarta, it was found that 2 people often have difficulty sleeping, 5 people often feel restless, and have headaches, and 3 people feel tired with lectures. . Thus, with these symptoms, 5 students felt that they even wanted to attend lectures during online learning. Not only that, but some of the students interviewed also stated that during online learning they were constrained by network conditions, could not understand the material, the assignments given were more than face-to-face lectures and lacked time management to complete lecture assignments.

Thus, from the results of a preliminary study by looking at the existing symptoms, it can be concluded that some students experience academic stress. The opinion of Sriati Aat [2] revealed that academic stress can occur with the emergence of four aspects of symptoms, such as the physical aspect, namely abdominal pain, fatigue, muscle tension, and headaches. Aspects of the mind, namely forgetfulness, have no purpose in life, negative thinking, decreased achievement, difficulty concentrating, and no priorities. Behavioral aspects, namely nervousness, like to lie, laziness to studying, and insomnia. Emotional aspects, namely irritability, panic, anxiety, and fear.

Stress is assessed as something that burdens or exceeds the capabilities of the individual so that stress can threaten his welfare, stress is a form of interaction between individuals and the environment [3] In other words, stress is a phenomenon for

individuals to show a response to environmental pressure and is destructive if there is no balance between mental endurance and the perceived burden.

The stress experienced by students can hinder the learning process so it will be difficult to achieve academic success. According to Ross and Heckert [4], there are three explanations why students can experience stress, namely students are obliged to make significant adaptations to campus life, due to pressure in learning and tension in interpersonal relationships, as well as changes in style and habits. study routine.

According to Govarert & Gregoire [4] stated that academic stress is defined as a condition where individuals experience pressure due to the lecture environment which is the result of students' perceptions and assessments of sources of academic stress related to science and education. Academic stress is related to the academic environment, doing assignments, and exams [5]. Academic stress is also a response that occurs when students experience pressure or demands during their education. One of the demands of students is to complete lecture assignments.

The source of academic stress is the stressor. In addition to students, academic stress can also be experienced by students. Bullying at school is a traumatic stressor that can cause physical and mental health problems for victims [6]. A survey in July 2020 in Indonesia on 2,200 elementary to high school students found that around 13% of respondents experienced symptoms of mild to severe stress disorder during the covid-19 pandemic [7]. The covid-19 pandemic has made a very positive contribution to individual mental health [8].

Academic stress is a serious problem that affects two-thirds of students in school, students who are more productive in their academic activities will be mentally healthy [9]. Adolescents are faced with high academic stress and intense competition during their education so they experience psychological and behavioral disorders [10]. Covid-19 has a psychological impact on adolescent development [11]. Adolescence is a period of transition to adulthood. Increased mental health problems in students due to academic stress can also affect daily emotional well-being [12], especially in education [12].

Stressors on students are in the form of task demands, exams, a busy schedule of activities, interaction problems with friends, and time management [13]. Sources of academic stress for students can also be in the form of switching the learning system to online during the covid-19 pandemic, where some students are less able to place themselves with the changes. Covid-19 is a challenge that is quite difficult to deal with.

According to Greenberg [13], academic stress is a feeling of anxiety, depression both physically and emotionally, tension, and worried experienced by students because there are academic demands from teachers or lecturers as well as parents to get good grades, complete assignments on time, and the demands of homework assignments are not clear, and the class environment is not comfortable.

Academic stress felt by students can also cause fatigue and weakness, according to the results of research by Sugiarti and Isqi [14] concluding that academic stress has many impacts on aspects of student life. The results of research by Wolf & Boama [15] state that when individuals experience academic stress, it can result in negative impacts such as consuming illegal drugs, namely drugs.

Another negative impact that can arise from academic stress is smartphone addiction [15]. Another impact is that students can end up dropping out (DO). When the academic stress experienced by students is getting higher, it can lead to depression and even suicide. Academic stress can affect depression, either directly or indirectly [16]. The purpose of this study is to identify the factors that cause academic stress for post-covid-19 students.

2 Research Approach

The approach used in this research is quantitative with a survey research design. The research subjects were active students of the Faculty of Teacher Training and Education, Mercu Buana University, Yogyakarta with a total population of 484 people. Determination of the sample size using a table from Krejcie Morgan with an error rate of 5% so that a sample of 214 students was obtained. The research time is starting from the preparation of research proposals in October-March 2022, the preparation of instruments from April-May 2022, and the data collection process is carried out on 07-30 June 2022.

Academic stress is a variable in this study. Academic stress is a response that occurs when students experience pressure or demands during their education. One of the demands of students during their education is completing lecture assignments.

The sampling technique used is simple random sampling. The technique of collecting data in this study used a questionnaire with a closed statement type. The instrument in this study is the Guttman scale to get a firm answer. The preparation of the instrument was developed by the researcher himself.

Testing the validity of the instrument in this study used a content validation test conducted by expert validators, namely two lecturers of the Guidance and Counseling Study Program. Content validity is used to measure aspects of representation and relevance in this research instrument. In addition to the content validity test by an expert validator,

this study also conducted a readability test for 4 students from representatives of the English Language Education Study Program, Mathematics Education, Guidance and Counseling, and Sports Science. In general, the readability aspect relates to matters related to the ease of reading, namely the ease of language (vocabulary, sentences, paragraphs, and discourse), the form of writing, the width of the spaces, and conformity with standard grammar.

After making several revisions to the expert validator and readability tests, then the instrument will be made in the form of a google form which will be distributed to students via a link. The distribution of the questionnaires was done by contacting each Head of Study Program to ask for help by distributing whatapps groups the study program led, contacting each HIMA (Student Association) from each Study Program, and distributing it personally.

Thus, this study uses descriptive statistical techniques for data analysis and with the help of the SPSS 21 application. The presentation of the data in this study will use a pie chart

3 Result and Discussion

3.1 Result

Internal Factor

The internal factor that causes students to experience academic stress is procrastination. The data that will be presented on procrastination include the minimum value, maximum value, mean, and standard deviation. The results of the calculation of procrastination data can be seen in the table below.

Table 1. Description Of Procrastination Data

N	214
Valid Missing	0
Mean	2,74
Median	3,00
Mode	3,00
Std. Deviation	1,22
Minimum	0
Maximum	5
Sum	587,00

The table presented above shows that procrastination has a minimum score of 0, a maximum score of 5, a mean of 2.74, and a standard deviation of 1.22. Data on procrastination were obtained from 5 statements that had the highest score of 1 and the lowest of 0 on each item. Thus it can be concluded that the description of the data from the research will be used as a limitation in the categorization of procrastination.

The data that has been processed with descriptive statistics are then divided based on the intervals and scores obtained. The category of procrastination data is divided into 3 categories, namely high, medium and low. categories of data regarding procrastination can be seen in the table below.

Table 2. Categorization Of Procrastination Data

Interval	Category	Frequency	Percentage
3-5	High	138	64%
2-3	Medium	40	19%
0-2	Low	36	17%

The table presented above shows that the subjects in this study had a high level of procrastination of 64%, moderate procrastination of 19%, and low procrastination of 17%. Based on the description above, it can be concluded that the subjects in this study had moderate procrastination levels of the 214 students who were the sample. When depicted in the form of a pie chart it will look like the image that will be presented below.

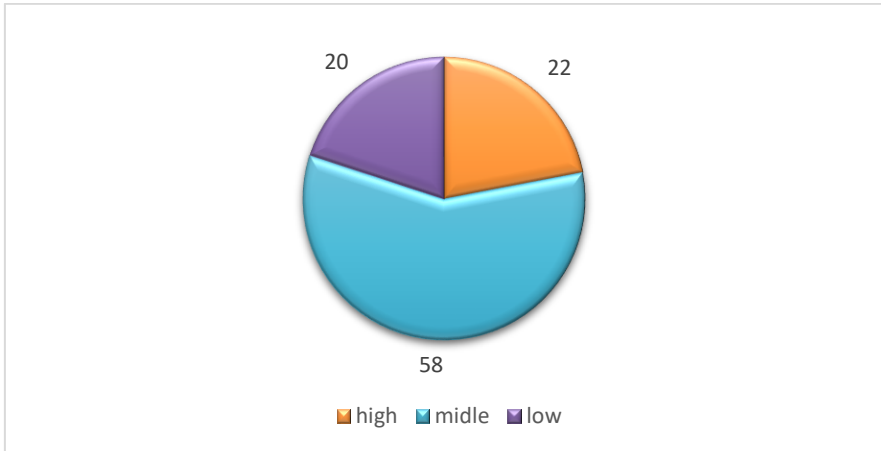


Fig. 1. Procrastination pie chart

External Factors

The description of the data that will be presented in the learning process includes the minimum value, maximum value, mean, and standard deviation. The calculation results can be seen in the table below.

Table 3. Description Of Learning Process Data

N	214
Valid Missing	0
Mean	3,51
Median	4,00
Mode	4,00
Std. Deviation	1,18
Minimum	0
Maximum	6
Sum	752,00

In the table that has been presented above, it can be seen that the learning process has a minimum value of 0, a maximum score of 6, a mean of 3.51, and a standard deviation of 1.18. Data on the learning process were obtained from 6 statements that had the highest score of 1 and the lowest of 0 on each item. Thus it can be concluded

that the description of the data will be used as a limitation in the categorization of the learning process.

The data that has been processed with descriptive statistics is then divided based on the intervals and scores obtained. The data categories on the indicators of the learning process are divided into 3 categories, namely high, medium and low. Categories of data regarding the learning process will be presented in the table below.

Table 4. Categorization Of Learning Process Data

Interval	Category	Frequency	Percentage
4-6	High	48	22%
2-4	Medium	124	58%
0-2	Low	42	20%

The table presented above shows that the subjects in this study had a high learning process of 22%, a medium learning process of 58%, and a low learning process of 20%. Based on this description, it can be concluded that in this study the subjects who could adjust the learning process to the moderate category were 124 of the 214 students who were in the sample. When described in the form of a pie chart, it will look like the image that will be presented below.

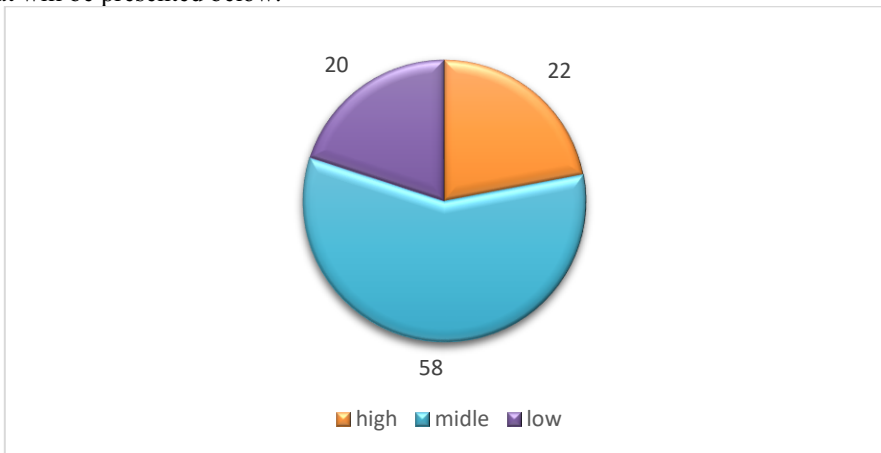


Fig. 2. Circle Diagram of the Learning Process

3.2 Discussion

Academic stress on students can occur because it is caused by two factors, namely internal factors, and external factors. Internal factors are factors that come from within the individual itself, both in the form of attitudes and traits inherent in the individual.

External factors are factors that come from outside the individual, both the surrounding environment and the closest people.

Internal Factor

Based on research data on post-covid-19 students at the Faculty of Teacher Training and Education, Mercu Buana University, Yogyakarta, students have high procrastination with a percentage of 64%. This percentage indicates that students have positive procrastination towards academic stress. The results of this study are following research conducted by [17] that procrastination is one of the factors causing academic stress during the covid-19 pandemic, where students often procrastinate doing assignments given by lecturers until the collection deadline. Students experience a more significant increase in academic stress after the covid-19 pandemic [18].

Academic procrastination is not something new for students. According to Steel [19], procrastination is an activity of delaying intentionally, even though the individual knows that his procrastination behavior will have a bad impact in the future. In line with this opinion, Rumiani [20] states that procrastination is an individual's desire to postpone academic assignments until the deadline for collection.

Based on some of the sources above, it can be concluded that procrastination is an act of delaying tasks that are repeated intentionally and preferring to do other activities that are not needed. If procrastination continues, it will have a bad impact on the future. Tice and Baumeister explained that procrastination can cause stress and have a bad influence on individual psychology [20].

Research conducted by Desti found that on average students who carry out online learning are still doing academic procrastination [21]. The results of Dony, Daharnis, & Syahniars research [21] found that academic procrastination and academic stress contributed positively, whereas the higher the level of procrastination, the higher the student's academic stress, and vice versa. Giving assignments and academic exams cause psychotic responses, such as stress [22].

The habit of procrastination can also cause lecture assignments to pile up and make students not interested in completing them, this will cause pressure on students when they have to complete assignments in a short time. The emergence of this pressure makes students experience academic stress. This is in line with the opinion according to Cavusoglu & Karatas [23] which states that procrastination can have negative effects, such as stress, anxiety disorders, and other diseases.

According to Widyawati & Asih [24] states that procrastination will cause anxiety in students, and excessive anxiety will cause ongoing academic stress and even reach depression, disrupting the student's effective life. Mental health to depression has become a problem during the covid-19 pandemic, so many researchers are researching this [8]. In terms mental health and depression are increasing due to the covid-19 pandemic.

Nanda & Ika [23] added that the habit of procrastination will have a bad impact on emotions, can cause stress, and will interfere with daily activities. Based on some of the explanations above, it can be concluded that procrastination can occur both before and after the covid-19 pandemic, where in this study the subject had a high level of procrastination. This means that the subject prefers to avoid rather than have to complete lecture assignments.

Based on the explanation above, it can be concluded that the internal factor that causes students to experience academic stress is procrastination with a percentage of 64%. Procrastination has a positive effect on student academic stress during the covid-19 pandemic at the Faculty of Teacher Training and Education, Mercu Buana University, Yogyakarta. This shows that during the covid-19 pandemic, students prefer to do things they like first rather than completing lecture assignments. To avoid the occurrence of academic procrastination, it is necessary to have good self-control the individual. Good decision-making and careful consideration of cause and effect can reduce or eliminate academic procrastination behavior.

A. External Factors

Based on research data on post-covid-19 students at the Faculty of Teacher Training and Education, Mercu Buana University, Yogyakarta, students can take part in the learning process with a moderate category and a percentage of 58%. The results of this study are following previous research by Wenda Asmita who found that during online learning it was difficult for students to understand lecture material so students became anxious and which would affect grades [23]. Thus, the anxiety experienced by students when they do not understand the material during the online learning process can cause academic stress.

According to Arief, the notion of the learning process is a process of interaction between the learner and the teacher [25]. The process is the delivery of material from the teacher through certain media to the learner. Another opinion was expressed by Rusman & Laksmi that the notion of learning is an activity designed by the teacher so that students can carry out learning activities to achieve the expected goals or competencies [26]. Thus it can be concluded that the learning process is an activity to help learners to learn well.

The results showed that 55.8% of students felt stressed during the covid-19 pandemic, caused by the online learning process which was getting boring [27]. Agreeing with this, Agustin, Hidayatullah, Aminoto, & Tau [28] stated that the way lecturers explained the material affected students' stress levels. The research of Dwita, Merry, & Nurul [29] found that the demands to master broad knowledge and skills in a limited time can cause stress for students.

Ali Sadikin and Afreni Hamidah [29] in their research also stated that students had difficulty understanding lecture material online. The material presented by the lecturer in the form of reading is quite difficult for students to understand thoroughly, so students assume that the material provided is not enough without a direct explanation from the lecturer. Some lecturers also provide direct explanations via zoom, google meet, and so on according to an agreement with students.

Thus, from the explanation made by the lecturer, some students still cannot understand the lecture material. The use of methods in delivering the material also affects students' understanding. Student dissatisfaction during the online learning process makes students feel heavy and difficult to understand lecture material. Many students feel that face-to-face learning can make the presentation of the material easy to understand. According to Purwanto [30], the long campus closure makes students feel bored at home and wants the lecture process to be carried out on campus so that there is a

direct interaction between lecturers and students as well as the interaction between fellow students.

Online learning focuses more on students' accuracy and thoroughness in receiving and processing the information presented online. So that when students cannot receive and process information properly, a sense of fear will arise about their academic progress. A sense of failure in achieving the expected target. The difficulty of understanding the material these students certainly arises due to the transition of the learning system they are facing.

Based on the explanation above, it can be concluded that the external factor that causes students to experience academic stress is the learning process with a percentage of 58%. As for the learning process, that is, some lecturers deliver material too quickly and the lecture methods used are less varied so students find it difficult to understand the material and complete assignments.

The learning process has a positive effect on student academic stress during the covid-19 pandemic at the Faculty of Teacher Training and Education, Mercuru Buana University, Yogyakarta. The use of methods and the way lecturers deliver material during the covid-19 pandemic affects students' understanding during lectures. During the learning process, students also access material through computers, laptops, and smartphones which are a new source of stress for students [31].

Impact of Academic Stress

Research conducted by Mulia & Ermansyah [29] states that stress that is not handled properly will have an impact on the inability of individuals to interact positively with their environment, both in terms of the educational environment, work environment, and other environments. Thus, students have higher levels of academic stress due to the many demands of coursework internet problems, and the weak signal faced by some students who are stressors that put students at risk of falling into depression [32].

In line with this, Aryani [33] states that academic stress can have an impact on thoughts, behavior, and emotions. The impact on the mind will make it difficult to concentrate and can confuse the mind while doing activities.

The results of research conducted by Sugiarti & Isqi [29] state that the biggest impact of academic stress is on the physical condition of students with a percentage of 32%. The biggest impact felt by students was feeling easily exhausted and anxious with a percentage of 21.1%. Other things that students felt were headaches with a percentage of 20.3%, eating disorders 8.9%, pain, body aches and muscle tension 8.9%, 8.1% with easy getting sick, 8.1% with difficulty sleeping, and sleep disturbances. digestion 5.7%.

Academic stress can have a negative or positive impact. The negative impact of academic stress is that students have difficulty concentrating during lectures, which can reduce motivation and even affect behavior to be less adaptive [29]. The positive impact of academic stress is when the stress experienced by the individual does not exceed the limit of his ability so that the individual does not feel pressured.

In line with this opinion, Mulia & Ermansyah [29] state that academic stress has a positive impact in the form of increasing creativity and triggering student self-development as long as the stress experienced is still within the capacity limit. Smeltzer and Bare stated that stress is still needed to develop students' creativity [29].

Heiman & Kariv [29] states that academic stress can have various impacts, such as cognitive impacts, namely difficulty concentrating, difficulty remembering material, and difficulty understanding material. The emotional impact is low motivation, anxiety, sadness, anger, and even frustration. Physiological impacts include health problems, decreased immunity, headaches, and difficulty sleeping. The behavioral impacts are delaying lecture assignments, feeling that they are attending lectures, drug, and alcohol abuse to take part in activities just for excessive pleasure, and being at high risk.

Based on some of the sources above, it can be concluded that there are various impacts of academic stress, including negative impacts and positive impacts. Negative impacts include the inability of individuals to interact with the environment, depression, and impacts on the physical, mind, behavior, and emotions. The positive impacts include increased creativity and triggering self-development in students.

4 Conclusion

Based on the results and discussion of the research that has been stated above, it can be concluded that the internal factors that cause students to experience academic stress are procrastination with a percentage of 64%, and external factors, namely the learning process with a percentage of 58%. The internal factor is the most dominant because it is seen in how individuals respond to an event during the lecture process.

The researcher realizes that this research cannot be separated from its limitations. There are several limitations in this study, including the following: (1) The reliability test in this study was not carried out because it coincided with the final semester exam so the time the research subjects had was limited, (2) This study only focuses on analyzing student academic stress factors during the covid-19 pandemic at the Faculty of Teacher Training and Education, Mercu Buana University Yogyakarta, but does not measure the level of academic stress experienced by students, and (3) Researchers realize that this study has not revealed other factors that may contribute to the cause of students experiencing academic stress after the covid-19 pandemic

References

1. F. Ahsany, "PERLINDUNGAN HUKUM HAK TENAGA KERJA SELAMA PANDEMI CORONAVIRUS DISEASE 2019 (COVID-19)," vol. 7, no. 2, pp. 100–115, 2020.
2. S. Aat, *Tinjauan tentang Stres*. Jati Nagor: Universitas Padjadjaran, 2008.
3. N. L. Lubis, *Depresi Tinjauan Psikologis*. Jakarta: Kencana, 2016.
4. S. Rena, *Mengatasi Stres Melalui Spiritualitas Dan Regulasi Diri*, vol. 53, no. 9. 2018.
5. M. Emond, K. Ten Eycke, S. Kosmerly, A. L. Robinson, A. Stillar, and S. Van Blyderveen, "The effect of academic stress and attachment stress on stress-eaters and stress-undereraters," *Appetite*, vol. 100, pp. 210–215, 2016, doi: 10.1016/j.appet.2016.01.035.
6. L. Kurniawan, N. Sutanti, and Z. Nuryana, "Symptoms of post-traumatic stress among victims of school bullying," *Int. J. Public Health Sci.*, vol. 11, no. 1, pp. 263–273, 2022, doi: 10.11591/ijphs.v11i1.20997.

7. Z. Nuryana, W. Xu, and S. Lu, "Students mental health during COVID-19: Comprehensive government and parental involvement in Indonesia," *Asian J. Psychiatry*, vol. 74, no. June, p. 103197, 2022, doi: 10.1016/j.ajp.2022.103197.
8. Z. Nuryana, G. Al Murshidi, and A. Rahman, "Publication trends related to schizophrenia, mental health, and depression during COVID-19," *Asian J. Psychiatry*, vol. 66, no. September, p. 102878, 2021, doi: 10.1016/j.ajp.2021.102878.
9. C. Subramani and S. K. Nadu, "Psychology: Academic Stress and Mental Health Among High School Students," *Indian J. Appl. Res.*, vol. 7, no. 5, pp. 404–406, 2017.
10. S. K. Yeo and W. K. Lee, "The relationship between adolescents' academic stress, impulsivity, anxiety, and skin picking behavior," *Asian J. Psychiatry*, vol. 28, no. 2017, pp. 111–114, 2017, doi: 10.1016/j.ajp.2017.03.039.
11. Z. Nuryana, "Promoting Mental Health Related to Self-Esteem During COVID-19: Insights From an Indonesian Teacher," *Asia. Pac. J. Public Health*, 2022, doi: 10.1177/10105395221107132.
12. J. Zhang and Y. Zheng, "How do academic stress and leisure activities influence college students' emotional well-being? A daily diary investigation," *J. Adolesc.*, vol. 60, pp. 114–118, 2017, doi: 10.1016/j.adolescence.2017.08.003.
13. H. Mulya and E. Indrawati, "Hubungan Antara Motivasi Berprestasi Dengan Stres Akademik Pada Mahasiswa Tingkat Pertama Fakultas Psikologi Universitas Diponegoro Semarang," *Empati*, vol. 5, no. 2, pp. 296–302, 2016.
14. S. Musabiq and I. Karimah, "Gambaran Stress dan Dampaknya Pada Mahasiswa," *Insight J. Ilm. Psikol.*, vol. 20, no. 2, p. 74, 2018, doi: 10.26486/psikologi.v20i2.240.
15. W. Wolff and S. A. Boama, "Performance Enhancement & Health Religious faith , academic stress , and instrumental drug use in a sample of Western-African University students," *Perform. Enhanc. Health*, vol. 6, no. 2, pp. 53–58, 2018, doi: 10.1016/j.peh.2018.07.001.
16. S. Jiang, Q. Ren, C. Jiang, and L. Wang, "Academic stress and depression of Chinese adolescents in junior high schools: Moderated mediation model of school burnout and self-esteem," *J. Affect. Disord.*, vol. 295, no. May, pp. 384–389, 2021, doi: 10.1016/j.jad.2021.08.085.
17. W. Fitriani, W. Asmita, and E. Hardi, "Kuliah Daring : Tingkat Stres Akademik pada Mahasiswa dan Faktor yang Mempengaruhinya," pp. 147–176, 2022, doi: 10.30868/ei.v11i01.1869.
18. P. M. Nodine *et al.*, "Graduate nursing student stressors during the COVID-19 pandemic," *J. Prof. Nurs.*, vol. 37, no. 4, pp. 721–728, 2021, doi: 10.1016/j.profnurs.2021.04.008.
19. A. Ananta, "PERBEDAAN TINGKAT PROKASTINASI PADA MAHASISWA DITINJAU DARI METODOLOGI PEMBELAJARAN," *J. Psikol. Indones.*, vol. 6, no. 2, pp. 75–81, 2017.
20. N. M. Yusuf and J. M. Yusuf, "Faktor-Faktor yang Mempengaruhi Stres Akademik," *Psyche 165 J.*, pp. 235–239, 2020, doi: 10.35134/jpsy165.v13i2.84.
21. D. Arifiani, "Hubungan Persepsi Sistem Pembelajaran Daring," 2021.
22. H. Duan, Y. Yuan, C. Yang, L. Zhang, K. Zhang, and J. Wu, "Anticipatory processes under academic stress: An ERP study," *Brain Cogn.*, vol. 94, pp. 60–67, 2015, doi: 10.1016/j.bandc.2015.01.002.
23. N. M. A. Putri and I. Kurniasari, "Pengaruh Kecemasan Matematika dan Motivasi Belajar terhadap Prokrastinasi Akademik," *J. Penelit. Pendidik. Mat. Dan Sains*, vol. 3, no. 1, pp. 42–45, 2020, doi: 10.26740/jppms.v3n1.p42-45.
24. D. D. Sagita, D. Daharnis, and S. Syahniar, "Hubungan Self Efficacy, Motivasi Berprestasi, Prokrastinasi Akademik Dan Stres Akademik Mahasiswa," *Bikotetik Bimbing. Dan Konseling Teori Dan Prakt.*, vol. 1, no. 2, pp. 43–52, 2017, doi: 10.26740/bikotetik.v1n2.p43-52.

25. A. S. Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: PT. Raja Grafindo Persada, 2012.
26. T. P. MKDP, *Kurikulum & Pembelajaran*. Jakarta: PT. Raja Grafindo, 2011.
27. Y. Livana, Mubin, & Basthomi, "Penyebab Stres Mahasiswa Selama Pandemi Covid-19," *Jurnsl Ilmu Keperawatan Jiwa*, vol. 3, no. 2, pp. 203–208, 2020.
28. K. Agustin, I. M., Hidayatullah, F., Aminoto, C., & Tau, "Faktor Eksternal Tingkat Stres Mahasiswa Keperawatan dalam Adaptasi Proses Pembelajaran.," pp. 172–181, 2018.
29. D. Oktaria, M. I. Sari, and N. A. Azmy, "Perbedaan tingkat stres pada mahasiswa tahap profesi yang menjalani stase minor dengan tugas tambahan jaga dan tidak jaga di fakultas kedokteran universitas lampung," *JK Unila*, vol. 3, no. 1, pp. 112–116, 2019.
30. R. S. Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, "Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar," *EduPsyCouns J. Educ. Psychol. Couns.*, vol. 2, no. 1, pp. 1–12, 2020.
31. F. D. King and D. Kabat-Farr, "Student stress in focus: Short-term fixes and long-term pedagogical change in business school curriculum," *Int. J. Manag. Educ.*, vol. 20, no. 1, p. 100605, 2022, doi: 10.1016/j.ijme.2022.100605.
32. R. A. Moawad, "Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students," *Rev. Romaneasca Pentru Educ. Multidimens.*, vol. 12, no. 1Sup2, pp. 100–107, 2020, doi: 10.18662/rrem/12.1sup2/252.
33. Norma, E. Widianti, and S. S. Hartiningsih, "Faktor Penyebab, Tingkat Stres dan Dampak Stres Akademik Mahasiswa Dalam Sistem Pembelajaran Online di Masa Pandemi COVID-19," *J. Ilm. Permas J. Ilm. STIKES Kendal*, vol. 11, pp. 625–634, 2021.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

