

Psychological Resilience of University Student During Pandemic Covid 19

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Abstract: In dealing with the COVID-19 situation, students can develop instability in mental conditions. But after one year since the first wave of covid-19 pandemic, they also have a new problem-solving pattern. An individual tends to have an adaptation mechanism to stress, especially if the source of the stress is faced for a long time. This mechanism will also form a new psychological resistance called resilience. Therefore, this article will discuss how to describe the condition of psychological resilience in students during the COVID-19 pandemic. This research uses triangulation research method. Where the data collection uses the closing questionnaire method, namely DASS and produces quantitative data in the form of stress levels experienced by students during online lectures. While qualitative data is obtained from the results of data collection using an open questionnaire, where students will answer several open questions according to their conditions. From 181 people who became respondents in this study, after screening based on normal stress levels, 94 respondents were selected. Furthermore, the data of the 94 respondents will be processed for their data regarding their psychological resilience indicators. The result of this research shows that there were other groups who can managed to survive and were under normal stress conditions. This group of students showed that they had succeeded in forming psychological resilience with the ability to recognize emotions and the ability to control their emotions, as well as being able to cope with the stressors they faced. Based on these results, it can be a major concern that groups that are successful in forming resilience can also be a support system for other groups, because one of the problems that causes someone to not succeed in forming psychological resilience is because they do not have a support system that helps them get out of trouble what they went through.

Keywords: Psychological Resilience, Stress, Pandemic Covid 19

1. Introduction

During the pandemic, there have been many changes in human behavior. Several studies have shown that the previous COVID-19 pandemic had an impact on the occurrence of several psychological disorders. One year after the start of the pandemic, college students experienced anxiety and depression^{1 2}, higher level of distress, were associated with lower levels of exercising, higher levels of tobacco use, and a number of life events associated with the pandemic and lockdown³. In addition, students also experience anxiety, decreased motivation, and the prevalence of stress associated with changing lecture methods from offline to online^{4 5}. It can be said that the COVID-19 pandemic has had a major impact on high environmental conditions, especially in terms of increasing these psychological cases.

In dealing with the COVID-19 situation, students can develop instability in mental conditions, namely experiencing symptoms that lead to significant depression, anxiety, and distress. Students who are not able to control themselves are also vulnerable to being involved in the use of other special drugs. The existence of interaction avoidance, and the emergence of more dominant interactions in the online space, as well as problems with internet use are associated with more serious disorders in individuals⁶.

Research on the impact of the COVID-19 pandemic is still important to date because COVID-19 has had a long-term impact on society in general. Studies show that COVID-19 has had a long-term negative impact on students, even two years since COVID-19 emerged as a pandemic. In one study, students showed a higher prevalence of students experiencing mental disorders or problems, namely experiencing moderate to severe mood disorders. In addition, the impact of education was also felt by the students, that the 19 pandemics negatively affected the quality of learning. The declining quality of learning experienced by students can be described by the emergence of feelings of fear, stress, and decreased happiness related to the learning process. Problems in learning certainly need to be an important concern as part of the impact of covid 19 that needs to be overcome.⁷

However, in dealing with these changing environmental conditions, a person basically has an adjustment mechanism called the general adaptation syndrome (GAS)⁸. General adaptation is a stress response mechanism in an individual's adjustment to stress⁹, which in this case is the covid 19 pandemic. GAS has three phases, namely Alarm, Resistance and Exhausted. With this mechanism, it allows a person to be able to adjust to stressful conditions. When this balance is achieved, a condition will be created where a person will become more adaptable to these stressful conditions. This condition is called psychological resilience.

Psychological resilience is a condition in which a person has psychological resilience in the face of environmental changes that are considered a source of stress¹⁰. Psychological resilience (hereinafter referred to as resilience) refers to a range of individual (e.g., optimism, adaptive coping skills) and environmental level resources (e.g., social support, community integration) that are associated with adaptation, or the ability to “bounce back” or quickly recover after adverse or stressful events^{11 12}. Signs of resilience are including the ability to regulate emotions, a sense of confidence and control, effective coping skills, and leaning on social support when needed¹³.

During this pandemic, the condition of the educational environment in universities has changed drastically. However, this has been going on for more than a year since the first wave occurred, so students have begun to adapt to the changing conditions of the order. There is a change in learning behavior that is formed in them. After two years of the pandemic, they also have a new problem-solving pattern. An individual tends to have an adaptation mechanism to stress, especially if the source of the stress is faced for a long time. This mechanism will also form a new psychological resistance called resilience. Therefore, this article will discuss how to describe the condition of psychological resilience in students during the COVID-19 pandemic.

2. Materials and Methods

2.1 Materials

This study involved 181 students as respondents. The respondents then filled out a questionnaire that was distributed via an online google form. The questionnaire consists of two questionnaires. The first questionnaire is a closed one that measures stress levels using The Depression Anxiety Stress Scales (DASS)¹⁴ where the results of this questionnaire data will be screened for respondents who have stress levels at normal levels only.

The second questionnaire is an open questionnaire consisting of three main questions which represent indicators of psychological resilience¹⁵ (Emotional Control and Coping Skills), there are::

- What was your initial response when you found out that this class season would return to using the online learning method?
- What is your effort to regulate yourself over the feelings that arise at the beginning of the class?
- Based on the experience of online learning in the previous year, what is your effort to deal with difficulties that may occur during the current class?

2.2 Methods

This research uses triangulation research method. Where the data collection uses the closing questionnaire method, namely DASS and produces quantitative data in the form of stress levels experienced by students during online lectures. While qualitative data is obtained from the results of data collection using an open questionnaire, where students will answer several open questions according to their conditions. Questionnaire that contains questions about the lecture method used, the obstacles experienced, and how they solve the problem.

The data on the DASS questionnaire is processed by adding up the total scores for the responses given. The result of the total score is then used to determine the stress level of each respondent. Meanwhile, to respond to the open questionnaire, first coding was done on each respondent's answer, and it was categorized based on student responses that showed their psychological resilience while undergoing lectures during this pandemic. The results of this categorization will then be discussed in order to get an idea of how the form of psychological resistance in students conducting lectures during the pandemic.

3. Results and Discussion

3.1 Results

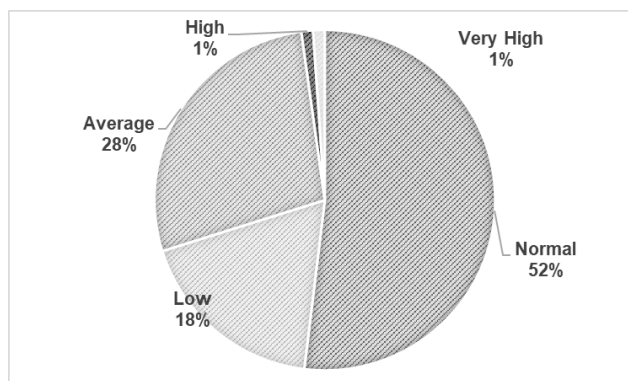


Figure 1: Stress Level of Students

Based on the initial survey, from 181 students surveyed in the second year of the pandemic, or in 2021, it was found that 52% of them did not experience stress. This shows that they have psychological conditions that tend to be stable compared to 58% of other students who returned to online studies at that time.

Table 1: The early respond of Online Study

Respond	Number of respondents	Percentage
Worried	45	48%
Just normal	14	15%
Accept it	9	10%
Just give up	7	7%
Disappointed	5	5%
Sad	4	4%
Happy	4	4%
Shocked	4	4%
Bored	1	1%
Feeling lazy	1	1%
	94	100%

The 52% of students who did not experience stress, the researchers again processed the data for how their response to the conditions of the returned learning was carried out online. The question given was "What was your initial response when you found out that this class season would return to using online learning methods?". Based on the data collected, it is known that their initial response to online lecture decisions was dominated by negative responses such as worried (48%), Just Give up (7%), Disappointed (5%) and other responses (14%) . While positive responses such as "Just Normal" and "Accept it" only ranged at 25%.

Table 2: Respond of Regulated Feeling/emotion

Respond	Number of respondents	Percentage
Keep Focus on Learning Goal	44	47%
Trying to focus on listening to the lecturer's explanation	24	26%
Try to maintaining scheduling	10	11%
Get ready early	7	7%
Ignoring the class	7	7%
Follow my feeling	2	2%
	94	100%

Although these respondents had a negative initial response to the online learning system during the covid pandemic, the respondents showed that they had the ability to regulate their emotions (qualitative answers). The questioner asked them "what are your attempts to self-regulate the feelings that arise at the beginning of class?". Respondents answered that if they try to focus on the main purpose of the lecture (47%), while continuing their activities they try to focus on lectures in class (26%), try to organize their activities well (11%) and prepare everything. something earlier (7%). While only a small proportion tend to maintain or follow their negative emotions (9%).

Table 3: Respond of Coping strategies

Respond	Number of respondents	Percentage
Prepare learning media	37	39%
Get ready early	28	30%
Prepare myself and learning media	16	17%
Finish my business early	3	3%
looking for a comfortable place to study	3	3%
Nothing	3	3%
Monitoring the Class WA group	2	2%
Just ignore it	1	1%
Relaxed	1	1%
	94	100%

In addition to being able to control their feelings by doing those things, they also have plans for the things they are facing that develop their effective coping skills. The question asked is "Based on the online learning experience in the previous year, what is your effort to deal with difficulties that may occur during the current class?" Most of the respondents answered that the things they did to deal with the difficulties that occurred during their online learning were by making preparations before the class started, such as preparing learning media (39%), getting ready early (30%), and preparing them to be independent, media learning (17%), Finishing business earlier (3%), looking for a comfortable place to study (3%), Monitoring the WA class (2%) and relaxing (1%). Meanwhile, only a small part of them failed to do positive coping such as doing nothing (3%) and even problems (1%)

3.2 Discussions

Results Based on the survey conducted, although most of the respondents experienced stressful conditions during online lectures, there were also several other respondents who did not experience this stress. This is in line with the results of Hartun and Kurtca's research that Self-compassion significantly predicts psychological well-being through mediating factors of resilience, fear of COVID-19, and psychological stress. It was also found that psychological stress was a mediating factor for the relationship between COVID-19 fear, resilience, and psychological well-being. The indirect effect of self-compassion on psychological well-being through mediating variables was found to be significant¹⁶. So that one of the main factors why someone can face the stress caused by the COVID-19 pandemic is because they have self-compassion mediated by resilience.

The stress associated with COVID-19 may decrease over time. The higher the age, the higher the level of mindfulness and social support, and coping focused on meaning can predict better adjustment, and develop resilience in individuals¹⁷. This can explain why the majority of respondents do not experience stress.

Respondents who did not experience this stress or entered the normal level showed that basically they also showed a negative response to existing stressors, online learning during this COVID-19 pandemic. The negative response revolves around the emergence of anxiety, disappointment or other feelings of sadness. Although some respondents also showed positive responses such as trying to surrender and accept the existing conditions, or even be happy. Negative responses often appear in the early stages when a person faces a stressor, because the individual is in the Alarm response stage^{18 19}. The stress response is basically adaptive, although the initial response that appears is a negative emotional response. However, if stress has been known before, then the individual will tend to adapt quickly and can immediately return to a state of balance or homeostasis^{20 21}.

The prevalence of acute stress in individuals in dealing with COVID-19 can be influenced by a combination of individual cognitive assessments with low expressive suppression, accompanied by difficulty managing emotions. When these conditions arise in the individual, it will affect the emergence of acute stress in the future when facing other stressful conditions²². Individuals facing the COVID-19 pandemic situation tend to experience fewer positive emotions and more negative emotions. However, this is not always the case for every individual. There is a role in the individual's ability to think analytically which can reduce the negative effects of negative emotions on the distribution of inaccurate or inappropriate information regarding various matters relating to the pandemic period²³.

Although there are negative responses, the respondents tend to have ways to overcome these conditions. Most of the respondents have been able to find a way to control the negative emotions that arise. The thing to do to control emotions is to focus on the conditions at hand. Basically, one of the indicators of a person having good resilience is that he is able to control his emotions well. Maintaining one's own focus is a cognitive attempt to control these emotions^{24 25}.

Another indicator that shows that good resilience has been formed is when they have good coping skill when they face their problems. Most of the respondents gave a response that the preparation of learning - whether related to online media such as laptops, cellphones or the availability of internet networks as well as preparation for the class - were able to overcome the problems that arise during online lectures. Preparation is one thing that can prevent problems from occurring, someone who has the ability to solve good problems is shown by good preparation^{26 27 28}. In addition, a readiness to face problems also describes a person having self-adjustment because he has recognized the modalities, he has in dealing with his problems. Someone who has self-compassion is also described as someone who has psychological resilience^{29 30}.

Individual coping strategies can be carried out in three different ways, namely through problem solving, seeking social support, and avoiding coping strategies. In dealing with the COVID-19

pandemic, problem-solving strategies are the most common strategies used by students studying at the University. Followed by the search for social support, and finally avoidance. Thus, it can be observed that students tend to choose problem-solving strategies during the face of covid 19 conditions. If it is associated with stressful conditions during the pandemic, how individuals will respond to the environment can be influenced by ego resilience³¹.

Ego resilience is a source of coping and an individual's capacity that is manifested in the context of the environment, involving physical, psychological, and social well-being. Ego resilience can also be understood as the dynamic capacity of an individual to modify the level of control over situational and environmental demands based on personality and resources. which is owned. Ego resilience has a negative relationship with stress. Furthermore, ego resilience shows a mediating effect on the relationship between stress and social support, as well as the relationship between stress and problem solving. Ego resilience in this case is an important factor for developing adaptive stress coping strategies in dealing with the COVID-19 situation ³².

Online learning methods, which are very different from offline learning, make a person deal with various stressors that may not arise when learning is carried out in the classroom directly. Inadequate learning media, unfavorable learning environment conditions are often the cause of stress during this lecture. However, within a year, several students have succeeded in forming resilience in their learning process. They begin to realize that they can control the negative emotions that arise by staying focused and trying to overcome the problems that occur during the learning process.

4. Conclusion

So, it can be concluded that, although online learning during the COVID-19 pandemic caused significant stress cases, there were other groups who managed to survive and were under normal stress conditions. This group of students showed that they had succeeded in forming psychological resilience with the ability to recognize emotions and the ability to control their emotions, as well as being able to cope with the stressors they faced. Based on these results, it can be a major concern that groups that are successful in forming resilience can also be a support system for other groups, because one of the problems that causes someone to not succeed in forming psychological resilience is because they do not have a support system that helps them get out of trouble what they went through.

The weakness of this study is that no previous research has been conducted on the same respondents regarding their condition at the beginning of the COVID-19 pandemic. So that further research can also develop comparative research between the condition of the subject at the beginning, middle and end of the quarantine period, regarding how the differences and development of resilience formed in this group of subjects.

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